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About Cazenovia College

Mission and Vision

Mission Statement
Founded in 1824, Cazenovia College is a small, independent, coeducational college offering baccalaureate programs in the liberal arts and professional studies. Embracing student success as its primary mission, the College comprises a diverse yet close-knit residential community that fosters intellectual, social, and ethical growth.

Our experiential and co-curricular learning opportunities and dedicated team of faculty and staff provide for an individualized educational experience that balances academic and student life.

Graduates of Cazenovia College possess the knowledge and skills necessary to become informed and successful participants in the global community.

Vision Statement
All members of the Cazenovia College community will share in achieving recognition of Cazenovia as one of the nation’s leading independent colleges. The intellectual, cultural and physical environments of the College; its academic and student life programs; and opportunities developed through its alumni network, will form the foundation of an excellent education with an increasingly global context.

Cazenovia College will integrate state-of-the-art and emerging technologies into the learning environment, concentrating on a traditional and personalized experience that fosters active engagement. Enhancing our interdisciplinary approach to curricular development and delivery will promote life-long learning.

The College community will increase symbiotic partnerships and collaborative relationships, sharing expertise and resources toward mutual advancement. Cazenovia College's learning community will build on its long tradition of making an active, ongoing contribution to the intellectual and economic success of a diverse democracy in our interconnected world.

Accreditation

Commission on Higher Education of the Middle States Association of Colleges and Schools
Cazenovia College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, Pennsylvania 19104; and the New York State Board of Regents. For more information you may contact Bridget Miller, Director of Institutional Research and Assessment.

International Assembly for Collegiate Business Education (IACBE)
Cazenovia College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE: Bachelor of Science degree in Business Management; Bachelor of Professional Studies degree with specializations in Equine Business Management, Fashion Merchandising, Health Care Management and Sport Management and concentrations in Accounting and Business Management; and Associates' in Applied Science degree in Business Management.

Information pertaining to student learning and achievement in the business programs accredited by the
IACBE can be obtained by viewing the program’s annual report to IACBE (pdf).

For more information you may contact Dr. Joseph Adamo, Professor, Business and Management by telephone at: (315) 655-7233 or by email at: jadamo@cazenovia.edu.

**Teacher Education Accreditation Council (TEAC)**

Cazenovia College’s Education Program has been awarded TEAC/CAEP accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2013 to October 2020. The accreditation does not include individual education courses that the Education Program Provider [EPP] offers to P-12 educators for professional development, relicensure or other purposes. The EPP’s Inquiry Brief Summary can be found at the following link: [http://www.teac.org/wp-content/uploads/CaseSummaries/Cazenovia_College_Teacher_Education_Case_Summary.pdf](http://www.teac.org/wp-content/uploads/CaseSummaries/Cazenovia_College_Teacher_Education_Case_Summary.pdf).

Information pertaining to the Education Program’s Claims of Student Learning can be found within the Inclusive Elementary Education (IEE), Inclusive Early Childhood Education (IECE) and Inclusive Adolescence Education (IAE) program option descriptions and posted on the [Divisions and Majors section of our website](http://www.caenovia.edu/Divisions-and-Majors). For more information you may also contact Dr. Erica Miller, the Education Program Director by telephone at: (315) 655-7390 or by email at: evmiller@cazenovia.edu.

**History**

Cazenovia College traces its birth to 1824, when it was founded as the Seminary of the Genesee Conference, the second Methodist seminary to be established in the United States. It opened in what had been the Madison County Courthouse.

Although sponsored by the Methodists, the seminary was nonsectarian, and its trustees were a mixture of clergy and laymen. Financial support came not only from church members but also from forward-thinking local residents who recognized the seminary’s beneficial effect on employment, the general economy and the cultural life of the village. The community’s continuing interest in the seminary and the College cannot be overestimated.

The seminary was a pioneer in coeducation. From the beginning it welcomed both men and women who wanted to prepare for college or complete their education in Cazenovia. In two years there were 145 students.

Rooms in the residential facilities were 11 feet square and cost students $1 per week. The buildings housed both men and women, but strong doors divided the two areas.

Distinguished alumni include Jesse Truesdell Peck, a founder and first president of the board of trustees at Syracuse University; Charles Dudley Warner, editor of the Hartford (Conn.) Courant and close friend of Mark Twain; and Leland Stanford, who founded and endowed Stanford University of California, served as a United States senator and governor of California, and was president of the Central Pacific Railroad. When America’s first transcontinental railroad was completed, it was Stanford who drove the golden spike where the two rail sections joined in Utah.

Over the years the seminary changed its name several times, first to the Seminary of the Genesee and...
Oneida conferences, later to the Oneida Conference Seminary, then to the Central New York Conference Seminary. In 1894 it became Cazenovia Seminary. Between 1904 and 1931 the institution also functioned as a secondary school for young people from the township, an arrangement that ended when Cazenovia Central High School was built.

In the 1940s, facing constantly decreasing enrollment, the trustees decided to add a junior college. This change was not pleasing to the Methodists. They withdrew church sponsorship in 1942 and community leaders stepped in to form a new non-church-related board for Cazenovia Junior College.

When the College received accreditation in 1961 from the Middle States Association of Schools and Colleges, it dropped the “Junior” and became Cazenovia College for Women. In 1982 the trustees voted to return to coeducation, aiming for one-third male enrollment. The College’s name was shortened. By 1983 there were men back on campus. In November 1988, the New York State Board of Regents awarded Cazenovia College the right to offer baccalaureate degrees.
Campus Resources and Facilities

Cazenovia College is located in the historic village of Cazenovia. The main campus is two blocks east of Cazenovia Lake and within walking distance of most shops, restaurants and inns. Located in Madison County, two miles east of the Onondaga County border, the campus is a 25-minute drive from the city of Syracuse, New York, and is close to recreational, cultural, historical, shopping and entertainment destinations. The College maintains and continues to improve a physical plant that supports and fosters its living, learning and working environment. The College’s buildings and grounds are in three locations: the main campus, Jephson Campus and the 243-acre Equine Education Center, a five-minute drive from the main campus.

Academic Instruction and Support Facilities

On the main campus, classrooms are in Williams Hall (circa 1850), the oldest of the College’s buildings; Eddy Hall, Coleman Hall, and Eckel Hall.

Most Art and Design classes are held in Reisman Hall, the College's Art and Design building (interior design, photography and visual communications), and at Jephson Campus (fashion design and studio art).

Equine classes are held at the Equine Education Center at The Farm, one of the nation’s best equestrian facilities. Stables, classrooms and a 300’ x 120’ indoor, heated arena (The Haynes Arena) are in the main building. Also on the grounds are the Gatehouse, where many College functions are held; barns for storage and extra horse stalls; a breeding facility; two outdoor riding areas; and riding trails.

The Elsie Beebe and Charles Haynes Center for Teaching and Learning, housed in two buildings on Lincklaen Street, is the site for tutoring services and the offices of the director for the Center for Teaching and Learning, Project REACH (Recognizing Excellence, Achievement, Commitment, Honor), Special Services, the Higher Education Opportunity Program (HEOP), the Collegiate Science and Technology Entry Program (CSTEP), and the Career Services Office.

The Center for Career and Extended Learning Services is located in Williams Hall. Faculty offices are located in all academic buildings and at 7 Nickerson Street, 13 Nickerson Street and 43 Lincklaen Street.

The Copy Shop and the College Bookstore, providing services to students, faculty, staff and the general public, are located at 4 Sullivan Street (Village Commons).

Library Resources

Mission Statement
The Cazenovia College Library unites knowledgeable staff, scholarly information, and welcoming spaces to enable research, promote learning, and inspire curiosity in our community.

About the Library
Situated in the campus Quad, the Cazenovia College Library is only a short walk away from virtually any part of the campus. The Library prides itself in offering the campus community a carefully curated collection of books, journals, videos and online resources to complement and expand upon the classroom studies. The professional library staff is available to assist and instruct students on research methodology. There is a variety of seating available throughout the library, including computer and wireless access as well as tables for group study, bookable rooms for group projects, as well as couches and study...
carrels.

**Technology and Communication Facilities**
The College is committed to providing information technology services and support to prepare students for the demands of today’s world. The College provides each student with an official Cazenovia College e-mail address. Students should check their official e-mail addresses on a frequent and consistent basis in order to stay current with College communications, such as information regarding course registration and messages from administrative offices. Faculty members may also use the official e-mail address in communicating course assignments and contacting student advisees. Questions about e-mail accounts are addressed by the Information and Communication Technology Office, which is located at 95 Albany Street.

The main campus has computer labs in the Witherill Library, as well as computer classrooms in Eddy and Eckel Hall, Coleman Studio and Reisman Hall. All computers in both labs and classrooms have Internet access and a variety of software.

Digital studios and classrooms for art and design students, equipped with Macintosh or PC computers with Internet access and academic-specific software, are housed in Reisman Hall and Jephson Campus.

Cazenovia has wireless internet on campus, enabling students and employees with portable computers to gain Internet access in select open spaces. Cable and Internet connections are also provided in students’ rooms in residence halls. In addition, the College has technology to support distance-learning programs.

The Information and Communication Technology Office, and Media Services, which oversee campus cable programming, are both at 95 Albany Street. The College radio station (WITC) operates a closed circuit channel, which broadcasts news about campus activities and provides a simulcast of WITC-FM. The broadcast is available via the College’s cable system on televisions in residence hall rooms, lounges, and in the Hubbard Hall lobby.

**Cultural Facilities**
The College holds a number of cultural programs throughout the year, focused on music, theatre, film and art. Many of these programs are open to the community.

Art exhibitions in the Cazenovia College Art Gallery and Sculpture Court, located in and around Reisman Hall, feature work by students, faculty, alumni and visiting artists. Exhibitions are always open to the public.

The Catherine Cummings Theatre at Cazenovia College, built in 1897, was previously an opera house and is part of the Cazenovia Village Historic District. Located at 16 Lineklaen Street, this 250-seat theatre – named in honor of the late Catherine Cummings, an alumna from the Class of 1925 – is the setting for drama and dance productions, concerts by the Cazenovia College Chorale, lectures, seminars, classic and family movies, and many other cultural activities by a variety of College sponsored and outside groups.

**Athletics and Fitness Facilities**
The Stephen M. Schneeweiss Athletic Complex, at the end of Liberty Street on the main campus, includes the lower gymnasium (Edwards Gymnasium), the upper gymnasium with a mezzanine viewing area and press box, a swimming pool, state-of-the-art athletic training room, classrooms, offices, locker rooms and a concession area. An addition that houses the fitness center, with an array of equipment for training and exercise, was added to the complex in 2002. Outdoor facilities include the recently renovated Christakos Field - the College's state-of-the-art turf field, as well as the Honorable Bernadette T. & Harold T. Clark, Jr.
Tennis Courts.

The Equine Education Center (EEC) and outdoor riding facilities are located at The Farm on Woodfield Road in Cazenovia, a 5-minute drive from the main campus. The EEC houses stabling for 70 hunter seat, western and dressage horses, with College-owned horses and equipment used for training and competition. It also houses The Haynes Arena, in which major equine competitions are held, including the 1999 and 2002 Intercollegiate Horse Show Association (IHSA) National Championships and the 2004 Intercollegiate Dressage Association (IDA) National Championship.

The Cazenovia College Baseball team practices and competes at the friendly confines of Veteran's Field during the non-traditional fall season and traditional spring season. Veteran's Field, located on Mill Street/Chenango Street approximately a half-mile south of Cazenovia College's main campus, is equipped with batting cages, bullpen mounds and bathrooms. The playing field is fully enclosed with large dugouts and the outfield portion of the fence measures 300 feet down the lines, 370 feet to the gaps and 390 to center.

Residential Facilities
Cazenovia College is primarily a residential community, with 92% of all full-time students residing in College housing. Student Life staff focus on promoting a positive living community that provides students with safe, comfortable and attractive communities that support academic learning, personal growth and leadership development in order to prepare students for success and service in their personal and professional lives.

While each of our 11 residential facilities has their own unique character, all residences offer on-site laundry facilities and house at least one resident advisor. Each room is equipped with Internet access as well as a cable connection with a basic cable package, at no additional cost to the student. In addition, Cazenovia College provides upon request, Session Initiated Protocol (SIP) telephone adaptors on loan via a loan agreement. The SIP adaptors allow access to telephone and voicemail service, upon activation by contacting Information and Communications Techniques.

Farber Hall (all-female building), Hubbard Hall, Park Hall, Shove Hall and Watts Hall are mixed class housing. 15 Sullivan Street, 9 Sullivan Street, McLaughlin Apartment, Shove Suites, Village Commons and Village Suites are typically reserved for upper-class students.

Dining Facilities
Cazenovia College offers a number of meal plans, most of which are served in the Dining Hall in Hubbard Hall. The J.M. McDonald Student Center in Chapman Hall houses The Sayford Cyber Café, which offers an upscale selection of sandwiches, paninis, wraps, coffee, tea and baked goods in the evening. Students may also use Dining Dollars at the Cyber Cafe and the Late Nite Program in the Dining Hall. Dining and Catering staff offices are located in the lower level of Hubbard Hall. Main Dining Hall hours are 7 a.m. - 7 p.m.

Student Life Facilities
Student Life offices are located in Chapman Hall. In this facility are the offices for the dean for student life, the assistant dean for residence life, the director of residence life, and residence directors.

The campus programs coordinator office is located in the J.M. McDonald Student Center in Chapman Hall. This facility also houses the Flannery Recreation Room, student organization offices, and a 24-hour computer lab, in addition to The Sayford Cyber Café.
Health Services and Counseling Center
Located in Sigety Hall, directly across the street from Hubbard Hall, the M&T Bank Health and Counseling Center provides health care services for enrolled Cazenovia College students. The Center is open Monday-Friday 8:30 a.m. - 5 p.m. when classes are in session with additional Health Office coverage on Saturday-Sunday 2 pm-5 pm.
http://www.cazenovia.edu/student-life/counseling-center
http://www.cazenovia.edu/student-life/health-office

Administrative Facilities
Joy Hall, on the corner of Sullivan and Nickerson streets, houses the offices of the president, executive vice president, Institutional Research, Institutional Advancement and Development. The Communications Office is located at 47 Lincklaen Street. The Admissions Office, Constable Hall, is located at 3 Sullivan Street across from Reisman Hall. The Office of Academic Affairs is on the first floor of Hubbard Hall (Seminary Street side), and the Enrollment Services Center (including Student Accounts, Financial Aid and the Registrar) is located on the first floor of Coleman Hall.

The Campus Safety Office is located in Hubbard Hall. Campus Services, located at 7 Nickerson Street, includes Transportation and Buildings and Grounds offices. The Human Resources Office is at 12 Liberty Street. The College’s Business Office, located at 95 Albany Street, is a block from the main campus, with access next to the Catherine Cummings Theatre at Cazenovia College.
Campus Life

**Student Life**
Getting involved equals student success. Students who are actively involved outside of the classroom gain the most from their college experience. The Division of Student Life provides meaningful experiences to help students become engaged in the campus community. All initiatives in the Division support and complement the primary learning mission of the College to ensure “graduates possess the knowledge and skills necessary to become informed and successful participants in the global community.” Student Life programs are designed with specific learning outcomes, in an effort to provide seamless learning opportunities that connect learning in and out of the classroom and to create an integrated campus learning environment.

With over 60 student clubs and organizations, an active residential life program, community volunteer experiences, and local and national leadership opportunities, there are endless ways for Cazenovia College students to develop strong peer, faculty and staff relationships. These relationships create engaged students who are involved in what is transpiring on campus.

**Athletics**
The Cazenovia College Athletics programs provide opportunities for students to participate in intercollegiate athletics competition in a variety of sports, as well as offering several club and intramural sport offerings. More important, these programs address issues of sportsmanship, training, nutrition, safety, gender equity, leadership and institutional representation.

Cazenovia College is a member of the National Collegiate Athletic Association (NCAA) Division III, participating in women’s basketball, lacrosse, soccer, softball, cross country, and volleyball; and men’s baseball, basketball, lacrosse, soccer, and cross country. In 2004, Cazenovia College joined the North Eastern Athletic Conference (NEAC). In addition to Cazenovia the NEAC has 13 other member Colleges from New York State, New Jersey, Pennsylvania, Maryland, and Washington D.C. The College also hosts intercollegiate riding/equestrian teams that compete in the Intercollegiate Horse Show Association (IHSA) and Intercollegiate Dressage Association (IDA). The presence of NCAA Division III athletics at Cazenovia contributes to the vibrancy and sense of community on campus.

The Athletics Program strives to foster lifelong learning and health, and prepares students for leadership in a dynamic and diverse society. To be eligible to participate in intercollegiate athletics, a student must be full-time, matriculated (minimum 12 credit hours per semester) and making satisfactory progress toward a baccalaureate degree. In addition, the student-athlete must maintain a cumulative grade point average (GPA) of 2.0.

**Fitness and Wellness**
The Fitness and Wellness Center at Cazenovia College offers a variety of programs for all members of the College community as well as memberships and special programs designed for the local community. These programs promote good health, teach physical skills and encourage positive social interactions.

The Fitness and Wellness Department offers a wide selection of events for the campus population – students, staff and faculty. Individuals may participate in a variety of competitive and noncompetitive events. Such events can provide relief from daily academic pressure, further the social and athletic components of a Cazenovia College student’s education and enhance the professional lives of faculty and
staff. The primary goal of the campus programs is to offer fun, social and safe interaction among students, faculty and administrators. When classes are in session, the Fitness Center is open for students Monday - Thursday from 6:30 a.m. - 10 p.m., Friday from 6:30 a.m. - 6 p.m., Saturday from 9 a.m. - 4 p.m. and Sunday from Noon - 4 p.m.

**Inter-Faith Services**
As a non-denominational institution, students come to Cazenovia College from a diverse array of religious and spiritual backgrounds. The Inter-Faith Office offers a variety of programs and opportunities for all students regardless of their religious affiliation. Services include individual spiritual guidance, spiritual direction, bereavement counseling, special occasion prayer services, retreats, and information on area houses of worship.

**Religious Observances**
Cazenovia College encourages students to participate in observance of their religious obligations and practices. No student will be denied admission or be suspended because religious obligations and practices may prevent participation in any examination, study or work requirement. An equivalent opportunity will be provided to each student, at no charge, to make up an examination, study or work requirement for absences due to religious commitments. Any student who intends to be absent from classes to observe religious obligations and practices must notify each instructor in writing by the end of the first week of classes of the term in which the religious event occurs. If the religious event should occur during the opening of the College or the first week of classes, the student must notify the Office of Academic Affairs and Enrollment Services Center in writing of absences due to religious commitments.

**Student Leadership and Engagement**
Student Activities and Leadership Programs are dedicated to supporting the mission of Cazenovia College by creating an environment where all students have the opportunity to participate in events and activities that enhance their classroom experiences and allow them to acquire knowledge, skills and values in settings beyond the classroom.

Through involvement, students gain valuable leadership skills, create and build campus traditions and learn to live and work in the larger campus community. These opportunities are an integral part of Cazenovia College’s educational mission. Programs promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, meaningful interpersonal relations, ability to work independently and collaboratively, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

**Residence Life**
The Residence Life Program at Cazenovia College, coordinated by the Student Life staff, plays a significant role in student development. Recognizing the importance of the learning that takes place outside the classroom, Student Life staff members focus their attention on the intellectual, social, personal, cultural and ethical development of students, and on the creation of a living environment that supports the learning mission of Cazenovia College.

The residence halls are supervised by full-time professional staff members, Head Resident Advisors and Resident Advisors who reside in each residence hall. Head Resident Advisors and Resident Advisors are students who have demonstrated excellent leadership skills. Available 24 hours a day, the staff works to provide a welcoming and secure environment. They meet regularly with students to address needs such as maintenance concerns, security issues, lifestyle issues and personal challenges typical to most college...
students, including stress, test anxiety, homesickness and relationship management.

Members of the Student Life staff are responsible for designing, planning and implementing social and educational programs throughout the academic year. These programs encourage students to become engaged in the life of the College by providing social opportunities as well as opportunities to enhance their intellectual and personal development.
Admissions
Choosing the right college is one of life's most important decisions. The staff and faculty at Cazenovia College are available to provide assistance to prospective students throughout the college selection process.

General Requirements
Cazenovia seeks students whose previous academic record, standardized test results and recommendations indicate the ability to succeed and satisfactorily complete college level work. Consideration is given to personal qualities known to predict success in college such as: maturity, motivation, initiative, imagination, ambition and work ethic. Individuals with these qualifications contribute to the overall quality and diversity of student life and create a stimulating environment that is beneficial to all.

A student may apply to Cazenovia College after completion of six semesters of work in an accredited secondary school. In order to be admitted to Cazenovia College, an applicant must be a high school graduate or provide evidence of passing the GED exam.

Application Procedure
Prospective students may apply by mail or electronically. Cazenovia College also accepts the Common Application. Applications should be filed as early as possible in the senior year. Cazenovia has a rolling admission policy (no closing deadline) with first priority given to applications received before March 1. The candidate will be notified after all required credentials have been received by the Admissions Office and a decision has been made. Students must have the final high school transcript, including the graduation date, on file in the Admissions Office before matriculating.

Contact the Admissions Office for additional information about Cazenovia College's admission policies.

First-Time Students
Complete the Cazenovia College application for admission along with your personal statement. Request an official high school transcript from your guidance counselor and include it with your application. Arrange for a recommendation from your guidance counselor or one of your teachers to be forwarded to the Admissions Office.

Submitting SAT (Scholastic Aptitude Test) or the ACT (American College Test) scores is optional. To be considered for academic scholarship scores are required. Students who have additional information which they regard as relevant and which they would like to present to the Admissions Committee, may do so by directing a letter to the Admissions Committee.

An applicant who is accepted for admission should finalize enrollment by submitting to the Admissions Office the Registration/Housing Agreement (enclosed with the letter of acceptance), together with the reservation deposit. This applies to commuting as well as boarding students. Students accepted after May 1 should finalize their enrollment within 30 days of notification of acceptance.

Advanced Placement
A freshman entering Cazenovia College may receive college credit for, or be excused from, a designated course on the basis of the Advanced Placement Examinations of the College Entrance Examination Board, the College Level Examinations Program, or the New York College Proficiency Examination Program. Contact the vice president for Academic Affairs for additional information. The decision to grant credit or permit waiver of the course is made by the Vice President for Academic Affairs. Arrangements for advanced placement should be made before the start of classes in the fall.
Homeschooled Students

Students who have completed a program of home instruction in compliance with Section 100.10 of the Regulations of the Commissioner of Education must submit a letter from the Superintendent of Schools of the public school district of residence which affirms compliance with the regulation. Homeschooled students may also choose to take the GED exam, when they have reached eligibility to do so. Documentation from the superintendent of schools or successful completion of the GED is acceptable.

Transfer Students and Transfer Credits

Cazenovia College welcomes applications from students who wish to transfer from another college. In order for a student who has attended another college to be considered for admission as a transfer student, the applicant must provide an application, transcripts, at least one letter of recommendation, an essay and the FAFSA. Applicants whose first language is not English are also required to take the TOEFL exam.

Cazenovia College has partnered with several community colleges to develop academic pathways leading to baccalaureate degrees. Transfer Pathways agreements pair academic programs that, if the student follows the terms of the agreement utilizing the advising guide, will transfer to Cazenovia College with junior status. The Advising Guide offers recommendations for course selection as based on their chosen academic pathway.

In addition to these partnerships, Cazenovia College recognizes the achievements and goals of all students considering transferring to Cazenovia College. Students are encouraged to contact us to discuss the opportunities Cazenovia College offers transfer students.

Additional Degrees

Second Degrees

Students may pursue a second degree with the approval of the vice president for Academic Affairs. Students seeking a second associate or baccalaureate degree must earn a minimum of 30 credit hours beyond the credit hours counted toward the previous degree. Students are expected to meet both the specific major requirements of the degree and any All-College requirements, even if this requires more than 30 academic credit hours.

In addition:

• Students interested in pursuing a second degree must consult with the appropriate program director before taking courses applicable to that degree;
• At least 24 academic credit hours applicable to the second degree must be earned through Cazenovia College;
• If pursuit of the second degree follows continuously from the first degree (i.e. there is no break in residence between award of the first degree and work on the second degree), the student is obligated to meet all academic requirements in force in the year of beginning the second degree;
• Where there is substantial overlap in the major requirements of the two degrees (for example, 15 or fewer credit hours of unique work to complete the second major), the student must define, with the appropriate program director, the 30 academic credits of coursework necessary to earn the second degree; and
• If an internship is required in the second degree, it must be completed satisfactorily regardless of whether an internship was required for the first degree.
Residential Requirements
All full-time freshmen, sophomores and juniors are required to live in College residential facilities, except for those who live within commuting distance and reside with parents, relatives and legal guardians or have been granted an exemption from the Dean for Student Life. Some scholarships have residency requirements.

"Full-time" is defined as maintaining at least twelve (12) credit hours per semester. A student must be enrolled full-time and maintain at least the equivalent of 12 credit hours per semester to live in College-owned or leased housing. If a student drops below 12 credits s/he must obtain the approval of the Dean for Student Life to remain in campus housing.

Commuter Students
Commuter students have all the privileges of residential students and play an important part in campus life. Their full participation in college activities—social, cultural, athletic and academic—enriches the total program for all students.

Special Situations
Students with Special Needs
The College complies with all federal, state and local laws governing education of students with special needs. Students requiring reasonable accommodations should file their requests in writing with the director, Office of Special Services (315-655-7308) at least 30 days prior to expected need for accommodations.

International Students
Students applying from outside of the United States follow the same procedures and timetables as candidates applying from within the United States. All international students must demonstrate ability to use the English language in college-level work. Students from non-English speaking nations must take the Test of English as a Foreign Language (TOEFL) exam, or the exam from the International English Language Testing System (IELTS). A score of at least 550 (213 for computer based exam and 79-80 for Internet based) on the TOEFL of the Educational Testing Service, or a score of 7 or higher from the International English Language Testing System (IELTS) is required.

All attendance fees and charges are payable in United States currency. Foreign currency will be received at the rate of exchange applicable on the day of payment. To apply:
Submit a completed application. There is no application fee for international students.

Provide all appropriate academic transcripts, recommendations, TOEFL or IELTS and other standardized test scores. World Education Service (www.WES.org) will evaluate international student transcripts. Prospective students are required to send them a copy of their academic records and ask that an evaluation be sent to Cazenovia College.

Before a decision is made on an application, an international student must provide proof, a bank letter or affidavit of support, demonstrating proof that financial means are available to cover the full cost of round-trip transportation from the student’s homeland, as well as the cost of tuition, room, board, fees, books, supplies and personal expenses. The College requires certified proof that this amount is available for the student’s exclusive use during his or her enrollment. The College cannot provide financial assistance of any kind to international students.
**Grant Programs**
These programs provide academic and personal support services to students who display intellectual promise but whose preparation places them at a disadvantage in achieving academic success.

There are three such programs available at Cazenovia College:

**Higher Education Opportunity Program (HEOP)** is funded through a grant from the New York State Department of Education. To be eligible to participate in this program, a student must be a Summer College accepted student, a resident of the state of New York and one whose family income falls within established state guidelines.

**Project REACH** (Recognizing Excellence, Achievement, Commitment and Honor) is funded through a grant from the U.S. Department of Education under Title IV of the Higher Education Act of 1965 and is one of the federal TRIO Programs. First-generation students, students whose family income falls within established federal guidelines and individuals with documented disabilities are eligible to participate in this program. Project members can take advantage of tutoring, mentoring, academic counseling and advising, comprehensive career counseling services, and cultural events.

**College Science and Technology Entry Program (CSTEP)** is funded through a grant from the New York State Department of Education. It has been developed to assist undergraduate students in completing professional education programs of study that lead to licensure and to careers in scientific, technical and health-related fields. To be eligible to participate in this program, a student must be either a member of an under-represented minority or a student whose income falls within established state guidelines.

Primary components of these programs include counseling, academic support services, and/or financial aid and cultural enrichment activities. Each is integrated into a prescriptive, individualized program based on an analysis of academic needs and the student’s purpose in attaining an academic degree from Cazenovia College.

**ROTC**

Reserve Officer Training Corps (ROTC) The Reserve Officer Training Corps Programs of the United States Army and Air Force are available to Cazenovia College students. Both programs are designed to produce junior officers (second lieutenants) for their respective service. Programs of study vary from two to four years in length all leading to a commission.

**Air Force ROTC**

Air Force Reserve Officer Training Corps (AFROTC) AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force. The AFROTC program is currently offered at SYRACUSE UNIVERSITY, but they have a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants. For
more information on AFROTC course descriptions, please review http://coursecatalog.syr.edu/2013/programs/reserve_officer_training_corps_rotc. For more information on the AFROTC program, please review http://afrotc.syr.edu/"
Financial Aid

Cazenovia College's Enrollment Services Center, located on the first floor of Williams Hall includes services for the area of financial aid. The Enrollment Services Center is prepared to assist parents, prospective students and enrolled students with information concerning sources of financial assistance and application procedures. Those interested are encouraged to call the Enrollment Services Center at 1.800.654.3210 or 315.655.7888, or email financial aid questions to finaid@cazenovia.edu.

Financing a college education is both a family and student obligation. Financial aid sources exist that can bridge the gap between the amount the family can pay and the cost of attending college.

Financial aid is available from state, federal and institutional sources, and includes grants and scholarships, work study programs and low-interest student loans. Eligibility for aid varies with the source and the individual circumstances of the student and/or family. In order to receive federal, state or institutional aid the student must be a United States citizen or permanent resident alien.

Financial aid is granted on the basis of demonstrated financial need. The forms required are the Free Application for Federal Student Aid (FAFSA) (this determines the expected family contribution) and, for the New York State residents the Express Tuition Assistance Program (TAP) Application (ETA).

The College offers institutional financial aid as determined by the FAFSA. A competitive financial aid package will be offered and may include a combination of federal and state programs (for example, Federal Work Study, Federal Pell Grant, NYS TAP, loans, etc.), institutional aid, and other sources of assistance.

Any college aid in combination with other aid cannot exceed the total cost of attendance for the academic year at Cazenovia. Students must file the FAFSA to be considered for institutional grants.

All student grants and scholarships (federal, state and institutional) are credited to the student’s account each billing period that the student is enrolled as a matriculated student. All Federal Direct Loan Program amounts are deposited to the student account when the necessary paperwork has been processed by the Enrollment Services Center and the Department of Education, and in accordance with Federal guidelines. Federal College Work Study Program funds are disbursed to the student via the College’s regular payroll cycle.

Financial aid award packages are based upon full-time enrollment at Cazenovia College for the academic year. Should students be less than full-time at the beginning of any academic term, they may lose a portion of their funding.

If outside sources of aid (those not controlled by the College) should be higher than those estimated in the student’s original aid package, institutional aid may be reduced by that amount to prevent overfunding per Federal regulations. If any outside awards are reduced, the College is not required to make up the difference, as, generally, all College merit and grant monies have been disbursed.

Support for the Cazenovia College financial aid programs is provided from both governmental and private sources. Scholarships are provided by foundations, individuals or organizations, as well as business and industry.
The College continually seeks new sources of assistance for worthy and deserving students. For those interested in contributing to Cazenovia College’s Student Financial Aid Program, contact the Office of the President or the Office of Institutional Advancement.

**Cazenovia College Award Programs**

**Academic Achievement Awards**
Cazenovia College offers a comprehensive Academic Achievement Award Program for new freshmen and transfer students who have attained an associate’s degree. This program supports the College’s belief that freshmen and transfers should be rewarded for the academic accomplishments achieved prior to enrolling at Cazenovia.

All freshmen and qualified transfer students are automatically considered for this program once they have applied for admission. For more information regarding the Academic Achievement Award Program, contact the Admissions Office or visit [http://www.cazenovia.edu/admissions/scholarships](http://www.cazenovia.edu/admissions/scholarships).

**Emerson Scholarships**
Emerson Scholarships are available to returning students through the individual academic programs. To be considered for an Emerson Scholarship, each student must complete and submit an Emerson Scholarship Application and provide the requested documentation by the appropriate deadline.

The application is then forwarded to the academic program director for review and consideration. Only one Emerson Scholarship will be awarded per student. The amounts of the Emerson Scholarships range from $1,000 to $1,500 per year. These awards are for one year only and subsequent years require a new application and review.

Cazenovia College is grateful to the Fred L. Emerson Foundation for gifts to establish the Emerson Scholarship Fund.

**Cazenovia College Grant**
The Cazenovia College Grant Program is need-based funding available to those students who file a FAFSA form. These funds are awarded to students who show promise to succeed and demonstrated financial need.

**Student Campus Employment**
The College provides on-campus employment for students who need to work but who do not qualify for the Federal College Work Study Program. Placement is based on early application and availability of jobs. The pay rate is the same as that for the Federal Work Study Program. Interested students should contact the College’s Human Resources Office or the Center for Career and Extended Learning.

**Tuition Exchange Program and Cazenovia College Tuition Remission Program**
Cazenovia College provides scholarships that cover the full cost of tuition minus any NYS TAP or any other College scholarships, if eligible, for the academic year for dependents of Cazenovia College employees and employees of several other postsecondary institutions. Contact the Associate Dean for Financial Aid for further information.

Students qualifying for this funding must file the FAFSA and, in addition, New York State residents the Express TAP application (ETA). Cazenovia College employees must also complete a Tuition Remission/Exchange Form with the College’s Human Resources Office.
Endowed Scholarships
These scholarships were established by alumni and friends through Cazenovia College’s Endowed Scholarship Program for the purpose of providing financial assistance to our students. All students are considered for the Endowed Scholarship Program. Scholarship awards are administered by the associate dean of Financial Aid & Registrar and are based on eligibility criteria. Award amounts may fluctuate from year to year based on fund value. For a complete list of Endowed Scholarships visit http://www.cazenovia.edu/support-cazenovia/endowed-scholarships.

Term Scholarships
Cazenovia College offers a Term Scholarship Program to assist students who meet specific eligibility criteria. Donors create a named fund for a minimum of three years to assist with annual student financial aid needs. All eligible students are considered for the Term Scholarship Program. Award recipients are determined by the associate dean of Financial Aid & Registrar.

Applying for Financial Aid

New Students
The student must complete and submit a FAFSA application in order to be considered for any need-based financial aid and/or Federal student loans. The FAFSA application can be found at www.fafsa.gov. If the student cannot complete an electronic FAFSA please call the Enrollment Services Center for assistance. For New York State residents, the student’s FAFSA information will be electronically sent to New York State Higher Education Services Corporation (HESC) to begin processing for the New York State Tuition Assistance Program (TAP). To complete the TAP application process (ETA) the student needs to access their information at www.hesc.com.

Approximately one week after the student has filed the FAFSA the College will receive an Institutional Student Information Record (ISIR) report from the Federal processor. This report provides the Enrollment Services Center with the information necessary to determine a student’s eligibility for financial aid. Once the student has been accepted to the College, the Enrollment Services Center will prepare and mail a Financial Aid Award Letter with a proposal for financing the student’s education at the College.

Cazenovia College will make every effort to arrange a financial program both reasonable and fair, one that will enable qualified students to attend Cazenovia. Exceptional circumstances should be brought to the attention of the dean of Financial Aid & Registrar. Every consideration will be made to enable a student who may have an exceptional situation to find assistance within the federal, state and institutional aid policies.

Returning Students
A student who receives aid during his/her freshman year is normally eligible for aid through subsequent years, provided satisfactory academic progress is maintained and there is evidence of comparable financial need.

Any returning student who wishes to apply for aid for the next year will be sent information on the renewal process in early December. Renewal information must be completed and submitted by March 1 of each year.
Financial Aid Deadlines
The Free Application for Federal Student Aid (FAFSA) should be received by the federal processor or the Enrollment Services Center no later than March 1 of the student’s current academic year. Students are encouraged to apply as soon after January 1 as possible. Those students who file prior to March 1 will receive priority funding from the College.

Verification
Verification is the process where the results of the FAFSA are reviewed by the College. All students who apply for financial aid must submit additional financial documentation to the College’s Enrollment Services Center. This documentation will then be compared to the information the student submitted on the FAFSA before any financial aid (including Federal Direct Loans) will be finalized. The student will be asked to verify information such as:

- Income
- Federal Income Tax Paid
- Dependency Status
- Non-taxable Income

As part of the verification process the student may have to provide to the Enrollment Services Center signed copies of student and parent Federal IRS Transcripts, a completed and signed Verification Worksheet and W-2's if applicable. The Enrollment Services Center will notify the student of any information needed to complete the verification process.

Any type of financial aid administered by the College may be reduced or revoked in the event that a discrepancy between the student’s FAFSA and his or her reported financial status is discovered.

Satisfactory Academic Progress
The satisfactory academic progress (SAP) financial aid policy of Cazenovia College supports each student in his/her academic endeavor and allows some flexibility in achieving an educational goal. This policy is mirrored to the College’s academic standards.

Federal and state financial aid resources are made available to a student who is in pursuit of a degree and making normal, satisfactory academic progress. Any student who fails to meet SAP will not be eligible for federal or state aid at Cazenovia College until he/she is again making the appropriate progress. Any student who loses his/her financial aid has a onetime opportunity to request a one-semester financial aid probation. If the probation is approved, the student will continue to receive federal aid for the semester*. Progress will be evaluated at the end of the academic term to determine if SAP has been met and probation has been satisfied. Any student who does not satisfactorily complete the semester will be ineligible for all aid.

All programs have a maximum number of terms for funding - Federal regulations allow 50% over normal length of program and the state allows a maximum of 48 points.** Federal regulations require that a student meet qualitative (grades) and quantitative (credits) academic standards established by the College. A student’s success will be evaluated prior to the start of each semester.

The financial aid satisfactory academic progress for financial aid is defined as:

*Federal regulations allow 50% over normal length of program and the state allows a maximum of 48 points.**
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<thead>
<tr>
<th></th>
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<th>Minimum Cumulative Grade Point</th>
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</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
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<td>0.0</td>
</tr>
<tr>
<td>Fall Term</td>
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<td></td>
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<tr>
<td>Beginning</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Spring Term</td>
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<td></td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>Beginning</td>
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</tr>
<tr>
<td>Fall Term</td>
<td>15</td>
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<tr>
<td>Beginning</td>
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<td>Spring Term</td>
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<tr>
<td><strong>Third Year</strong></td>
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<td>2.0</td>
</tr>
<tr>
<td>Beginning</td>
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<td></td>
</tr>
<tr>
<td>Fall Term</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>51</td>
<td>2.0</td>
</tr>
<tr>
<td>Spring Term</td>
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</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>66</td>
<td>2.0</td>
</tr>
<tr>
<td>Beginning</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Fall Term</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>81</td>
<td>2.0</td>
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<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fifth Year</strong></td>
<td>96</td>
<td>2.0</td>
</tr>
<tr>
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<td>111</td>
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<tr>
<td>Fall Term</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>111</td>
<td>2.0</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who have enrolled in at least six semester hours of developmental coursework their first semester or are members of the NYS Higher Education Opportunity Program (HEOP) will be evaluated using the former financial aid satisfactory academic progress standards established in 2006. For additional information on this, please contact the Enrollment Services Center.

In order to be in good academic standing, all students must maintain both satisfactory academic progress and program pursuit. If a student fails to meet the minimum requirements, a one-time waiver can be granted provided the student can demonstrate that extraordinary circumstances warrant its use.

In addition, for State financial aid, each semester a student must complete – with a grade of A through F – a minimum number of credit hours as follows:

1. During the first year the student must complete 6 hours each semester.
2. During the second year the student must complete 9 hours each semester.
3. During the third and fourth years the student must complete 12 hours each semester.

If a student does not complete the minimum number of hours in a semester, the student will not be eligible for financial aid. Remember, any courses which are dropped do not count when determining program pursuit.

Transfer students: previously earned credits from other colleges and/or universities are calculated in determining satisfactory academic progress for financial aid eligibility.

*Satisfactory Academic Progress for part-time study*

All programs have a maximum number of terms for funding - Federal regulations allow 50% over normal length of program and the state allows a maximum of 48 points.**
Federal regulations require that a student meet qualitative (grades) and quantitative (credits) academic standards established by the College. A student’s success will be evaluated prior to the start of each semester.

A student must achieve a minimum cumulative grade point average to remain eligible for financial aid:
- Less than 15 credit hours earned, a 1.5 cumulative grade point average must be maintained
- 15 to 29 credit hours earned, a 1.8 cumulative grade point average must be maintained
- 30 or more credit hours earned, a 2.0 cumulative grade point average must be maintained

In addition, if a student does not complete the minimum number of hours in a semester, the student will not be eligible for financial aid. Remember, any courses, which are dropped, do not count when determining program pursuit. Each semester, a student must complete a minimum number of attempted registered classes with a grade of A through F in order to maintain program pursuit:
- Less than 30 credit hours earned, the student must complete 50% of credits attempted
- 30 credits hours or more earned, the student must complete 100% of credits attempted

In order to be in good academic standing, both qualitative and quantitative academic standards must be maintained as listed above. If a student fails to meet the minimum requirements, a one-time waiver can be granted provided the student can demonstrate that extraordinary circumstances warrant its use.

*Classes taken outside of the fall and spring terms may be included toward the previous term’s SAP calculation.

**The NYS Tuition Assistance Program operates on a point system for awarding grants. Each semester a student receives a NYS grant, points are accessed. For more information regarding this, please contact the Enrollment Services Center.

New York State Programs

(Additional information on all New York State Grant Programs is available at www.hesc.com.)

Tuition Assistance Program (TAP)
TAP provides funds in the form of grants for students who have been legal residents of New York State for at least one year immediately preceding the term for which payment is requested. To be eligible for a TAP award, a student must be a United States citizen or resident alien, a New York State resident, and a full-time, matriculated student in an approved program in New York State.

Awards range from $500 to $5,000, depending on financial need, level of study and the college attended. The Free Application for Federal Student Aid (FAFSA) application and the Express TAP Application (ETA) must be completed in order to be considered for TAP. Note the specific questions regarding New York State taxable income on the ETA.

The Higher Education Services Corporation determines eligibility and will mail an award certificate directly to the student, indicating the grant amount. If the student’s TAP award is reduced by the state following New York State income verification process (IVP) or because of legislative action, the College is not required to make up the difference. If the initial award calculation was based on incorrect income information, the student is liable to pay the difference to the College.
Aid for Part-time Study (APTS)
APTS is a grant program financed by New York State in conjunction with participating educational institutions throughout the state. The program provides up to $2,000 per year to help part-time undergraduate students meet their educational expenses.

Applications are available from the Enrollment Services Center. Applicants of APTS must also file the Free Application for Federal Student Aid (FAFSA).

Higher Education Opportunity Program
The Higher Education Opportunity Program (HEOP) supports the educational needs of New York State residents who are economically and educationally disadvantaged. Services include screening, testing, special course work, counseling and supplemental assistance. Students interested in HEOP should contact the Admissions Office.

Awards for Children of Deceased or Disabled Veterans
A special application, obtainable from high school counselors, must be filed with the New York Higher Education Services Corporation, Albany, NY 12255. Documentary evidence to establish eligibility is required with the application.

Awards for Children of Deceased Police Officers or Fire Fighters
This is available for children of police officers or fire fighters who served in New York State and who died as a result of injuries sustained in the line of duty.

Application is made by filing a special Award Supplement. The Award Supplement can be obtained from the New York State Higher Education Services Corporation, Albany, New York 12255.

State Aid to Native Americans
Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, New York 12234.

This program (for study only in New York State) provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe.

Vocational and Educational Services for Individuals with Disabilities (VESID)
The New York State Division of Vocational and Education Services for Individuals with Disabilities provides program counseling and financial assistance for students who have certain physical, mental or emotional disabilities. Contact the nearest District Office for information.

Federal Programs
Federal Pell Grant
The Federal Pell Grant is a need-based program provided by the federal government. Not all students are eligible for this program. In order to be considered for a Federal Pell Grant, the student must be a United States citizen or permanent resident alien, and demonstrate financial need.

To apply, the student must complete and submit the Free Application for Federal Student Aid (FAFSA). A calculated Institutional Student Information Record (ISIR) report will be sent electronically
to the College. This report is necessary for determining the student’s eligibility for any federal aid program.

The Federal Pell Grant is an entitlement program. The applicant must be enrolled as a matriculated undergraduate student taking a minimum of 3 credits at an approved postsecondary institution. Financial need is determined by a national formula applied to all applications.

Furthermore, the student (1) must continue to make satisfactory academic progress in the program in which he or she is enrolled; (2) cannot be in default on repayment of any Title IV (Federal) student loan or owe a refund on any Title IV grants; (3) show compliance with applicable Selective Service requirements.

Currently, awards range from $602 to $5730 per academic year for full-time study. The amount of the award will be affected by enrollment status, cost of attendance, and financial need.

**Federal Supplemental Educational Opportunity Grant (SEOG)**

Students who are eligible for a Federal Pell Grant and show the highest need are first considered for Federal SEOG. Applicants must be (1) United States citizens or permanent resident aliens; (2) enrolled at least half-time as undergraduate students; and (3) receiving additional financial assistance at least equal to the amount of the Federal SEOG award. The average award at Cazenovia College is currently $200-300 per academic year. A Federal SEOG recipient must continue to make satisfactory academic progress.

The student must complete and submit the Free Application for Federal Student Aid (FAFSA) to be considered.

**Federal College Work-Study Program**

Federal College Work Study awards average $1,250 per academic year and are awarded based on demonstrated financial need and time of application. Students work an average of seven hours per week and are placed at approved work places throughout campus. Student performance will be monitored by the Human Resources Office for a determination of continued employment. Students are paid bi-weekly only for actual hours worked. Students may use these funds to help pay personal expenses or apply the earnings to their student billing account.

The student must complete and submit the Free Application for Federal Student Aid (FAFSA) to be considered.

**William D. Ford Direct Loan Program – For Students**

A Free Application for Federal Student Aid (FAFSA) must be filed in order for a student to receive loan funds from the Federal Direct Loan Program. Eligible students will receive a Financial Aid Award letter indicating loan amounts and instructions on how to apply.

To be eligible for a Federal Direct Loan, a student must (1) be a United States citizen or permanent resident alien; (2) be enrolled at least as a half-time student; (3) show compliance with applicable Selective Service requirements; (4) not be in default on a Title IV (federal) loan or owe a refund on any Title IV grants; and (5) make satisfactory academic progress.
An undergraduate student may borrow up to $3,500 as a freshman, $4,500 as a sophomore, and $5,500 as a junior and senior. In addition, the Department of Education allows a student to borrow $2,000 in an unsubsidized loan each year, in addition to the base amount. The Department of Education will deduct approximately a 1.1 percent origination fee from the total amount received by the student.

There are two types of Federal Direct Loans for undergraduate students. If the student has a need-based Federal Direct Subsidized Loan, the Federal government pays the loan interest while the student is in college. If the student has a non-need based Federal Direct Unsubsidized Loan, the student is responsible for paying the interest while in college.

For the 2014-15 academic year, a student may borrow at a relatively low interest rate of 4.66 percent with no repayment of principal while enrolled at least half-time, and for six months after program completion or departure. Payment of principal may further be deferred (1) serving on active duty during a war or other military operation or national emergency, or performing qualifying National Guard duty during a war or other military operation or national security (this deferment is available only for Direct Loans first disbursed on or after July 1, 2011); or (2) a period of up to three years when the student is unemployed or experiencing economic hardship. After ceasing to be at least a half-time student, the borrower must make formal arrangements with their loan servicer to begin repayment.

The following regulations apply:
1. Depending on the amount of the loan, the minimum monthly payment will be $50 plus interest. Under unusual and extenuating circumstances, the loan servicer may be able to offer an alternative plan.
2. Repayment periods are typically 10 years.
3. Repayment in whole or part may be made at any time without penalty.

The amount of each payment depends upon the size of the student’s debt. The student should ask the Enrollment Services Center what the approximate monthly payments will be prior to processing the Federal Direct Loan promissory note.

If the student fails to repay a loan, it will go into default. If a student defaults, the Federal government can sue the student to collect the loan, and the student may be required to repay the entire amount immediately.

Credit bureaus will be notified of the student’s default and this will affect his or her future credit rating. Also, the Internal Revenue Service may withhold the student’s federal income tax refund and apply it toward the loan. The Federal Government may also garnish the student’s wages.

**Typical Repayment Plan**

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<th>Total Loan Amount</th>
<th>Monthly Payment</th>
<th>Total Repaid</th>
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<td>$4,471</td>
</tr>
<tr>
<td>$5,500</td>
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<tr>
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<td>$10,357</td>
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<td>121</td>
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</tr>
<tr>
<td>$15,000</td>
<td>173</td>
<td>$20,714</td>
</tr>
</tbody>
</table>
The student will be required to complete an electronic Master Promissory Note and Entrance Counseling session at http://www.studentloans.gov prior to their Direct Loan funds being disbursed to the College. When the student ceases to be enrolled at least half time at the College, he/she will be required to complete an Exit Counseling session at https://www.studentloans.gov to review rights and responsibilities and repayment information.

Borrowers may be eligible for partial or complete loan cancellation under certain circumstances. If you are a "new" borrower (did not have an outstanding balance on a Federal loan on October 1, 1998) and teach full-time in a low-income elementary or secondary school, or in a low-income education service agency, for five consecutive years and meet certain other obligations, as much as $17,500 of Federal Direct Subsidized and Unsubsidized Loans may be forgiven. In addition, borrowers who are employed in certain public service jobs may be eligible for partial loan forgiveness. Further information is available at http://studentaid.ed.gov

William D. Ford Direct Parent Loan for Undergraduate Students (PLUS)
The Direct PLUS Loan Program is for parents of dependent undergraduate students who wish to borrow funds to meet the student's postsecondary educational costs. Parents may borrow up to the full cost, less any financial aid, per year. The interest rate is 7.9 percent. Repayment begins 60 days after the last disbursement of the loan proceeds for that year or may be deferred until the student leaves school. All Federal Direct PLUS Loan applications are subject to a credit check by the Federal Direct Loan Servicing Center for approval.

The application and Master Promissory Note are available at www.studentloans.gov. A parent without Internet access may call the Enrollment Services Center for a paper application. If approved, loan funds, less a 4.204 percent origination fee, will be disbursed to the College electronically and applied to the student’s account.

Other Aid Programs

ROTC and Air Force ROTC
Both programs also provide generous scholarship opportunities to finance undergraduate or graduate degrees. There is no charge for enrollment, and all textbooks are provided to the student at no cost.

To successfully complete the program and be commissioned in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Cazenovia College. Contact your local recruiter for additional information.

Veterans Administration (VA) Educational Benefits
Students applying for Veterans Administration Educational Benefits should contact their nearest VA office for the appropriate application forms. Completed forms are submitted to the nearest VA office.

Students eligible for VA benefits should contact the Enrollment Services Center to have the enrollment paperwork completed.

United States Bureau of Indian Affairs (BIA) Aid to Native Americans
Students who are more than 1/4 Indian blood should be eligible for Bureau of Indian Affairs (BIA) scholarships. BIA/OIEP funds may only be awarded to a person who is a member of a federally recognized Native American tribe.

Native American students must apply for a BIA/OIEP Indian Education Grant through their tribe, home agency, or area office of Indian Education. Check with your local BIA office for applications, eligibility and deadlines.

**Financial Aid Recipients Withdrawal Policy**

A student deciding to withdraw from the College before the completion of the academic semester needs to notify the Director of Financial Aid to begin the official withdrawal process.

According to Federal regulation, a student who has received Title IV financial aid and withdraws or is dismissed from the College before 60% of the academic semester is completed, is subject to a recalculation of Federal financial aid. This recalculation is called the Return to Title IV or R2T4 formula. The date of withdrawal or dismissal used for the recalculation is determined by the last day the student participated in an academic event.

If the student's financial aid is subject to the R2T4 formula, funds will be returned to the Federal government and a revised financial aid award letter will be mailed to the student. If the R2T4 formula generates an account receivable due to the College, a student account statement will be mailed and due in full upon receipt. Further information regarding payment can be obtained from the Bursar’s Office.

For more information regarding the R2T4 regulation, please contact the Enrollment Services Center.

**Student Responsibilities and Rights**

It is the student’s responsibility:

1. To be familiar with the financial aid application procedures, application forms and deadlines. The information is available in this catalog or from the Enrollment Services Center;
2. To return all forms properly completed within the prescribed time limits. Failure to do so may result in the cancellation of any aid offered;
3. To notify the Enrollment Services Center of any changes in the parents’ or student’s financial situation. The student's financial aid package will be adjusted to reflect any changes;
4. To notify the Enrollment Services Center of any private scholarships or awards that the student receives during the academic year;
5. To notify the Enrollment Services Center of any change that reduces a student course load to less than full time (12 credit hours);
6. To honor all agreements, including repayment provisions on any loans, made with the College and/or any other lending institutions;
7. To provide all forms requested by the Enrollment Services Center for the purpose of verification of family income, family size and similar matters;
8. To reapply for financial aid each academic year. The College will make every effort to continue aid to those students who demonstrate financial need; and
9. To maintain eligibility for federal financial aid programs. The student must be matriculated and enrolled at least half-time (six credit hours) in an approved program and be in good academic standing. To be in good academic standing a student must be making satisfactory academic progress toward a degree and must be pursuing an approved program of study.
It is the student’s right:

1. To know how financial need was determined;
2. To know how decisions regarding financial aid were made;
3. To appeal any decision made by the Enrollment Services Center;
4. To know that financial aid will be paid to the student in two equal installments, the first during the fall term, and the second during the spring term. The student will be billed each term for tuition, room and board. One half of the total award will be deducted from each term’s bill;
5. To know what portions of the financial aid must be repaid and the annual interest rate;
6. To know the College’s refund policy; and
7. To appeal academic dismissal.
Financial Services

Cazenovia College’s Enrollment Services Center, located on the first floor of Coleman Hall, includes services for student accounts including billing, issuing statements, transmitting financial aid and processing payments. It also provides other financial services, including the administration of an emergency loan fund and check cashing services, as well as offering information about the payment plan and tuition insurance.

The College may contact and disclose to the signer(s) of the Enrollment Agreement any student receivables information deemed appropriate, unless specific instructions not to make those contacts are received from the student, in writing, within seven days after the beginning of the term in which that student first enrolled at Cazenovia College.

Alumni Emergency Loan Fund

The Alumni Emergency Loan Fund was established by the Class of 1963 to provide small short-term loans to students in immediate need of cash. The loans are available to any student in good standing who needs a short-term loan for such purposes as prescriptions, emergency travel and the like. Requests for a loan should be made to the Bursar. Loans must be repaid within two weeks.

Billing Schedule

Tuition and fees for the academic year are billed in two installments, with statements mailed to the student’s home address. The first payment, after estimated aid is applied, is due no later than August 1. Spring term billing is due no later than January 3. If payment is not received by the due date, a late payment fee of $150 will be charged. During the year, monthly student account statements are mailed to the student’s home address and are due by the last day of the month.

No student may register or pre-register, participate in room lottery, receive a transcript of school records or diploma, until payments owed the College have been made. In extreme cases, it may be necessary for the College to withhold services or ask a student to leave.

The processing of educational loans will usually require four to six weeks. Therefore, where the proceeds are to be applied as payment of tuition and fees, application for those loans must be made early. Loan approval must be received by the College prior to the billing due date, or the late payment fee will be assessed.

Monthly Payment Plan

The College offers TuitionPay from Sallie Mae* for families who want an alternative to lump sum payments. Additional information can be obtained by calling Sallie Mae at 800.635.0120 or visiting its Web site at www.Tuitionpay.com or calling the College at 800.654.3210.

* Bookstore charges as well as any balance remaining from previous billing periods are not eligible for this plan.

Tuition Insurance

The College recommends enrollment in the Tuition Refund Insurance Plan (TRIP), which is available through a private insurance company. For approximately one percent of the tuition, room and board, the plan will refund unused prepaid charges and also provide payment of unpaid charges, should a student be absent or withdraw for medical reasons (physical or emotional) for more than 31 consecutive days during the college year. (This plan does not cover pre-existing conditions.) Additional information is available from the Office of Enrollment Services.
Tuition and Fees

**Tuition**

The day student (full-time and part-time students) tuition includes all student support services, including, for example, health services, counseling, tutoring, and computer laboratory usage. Please note that charges associated with academic sessions outside the fall and spring semesters are not included in the annual tuition, room and board costs.

- Full-time students, those enrolled in 12-18 credits per semester, are charged $15,014 per semester, for a total of $30,028 for the academic year. With permission of the vice president for academic affairs, a full-time student may take an additional course beyond 18 credits for an additional overload charge of $348 per credit hour.
- Part-time students, those enrolled in 1-11 daytime credit hours, are charged as follows: up to seven credit hours at $640 per credit hour; from seven to 11 credit hours at $4,480 plus $1,000.93 per credit hour (a prorated portion of full-time tuition).

Extended Learning students, those enrolled in 1-9 credit hours and attending classes that begin after 3:40 p.m., are charged $245 per credit hour. With written permission of the registrar and the director of the Center for Career and Extended Learning, Extended Learning students may be allowed to enroll in additional credit hours.

**Room**

- Standard Room* - $6,920 for the academic year
- Single Room - $8,052 for the academic year
- Suite - $8,194 for the academic year
- Apartment - $8,468 for the academic year

* Room selections are for the entire academic year. Unauthorized contract changes are subject to penalty as described in the Student Handbook.

**Board: Meal Plan Options**

**Gold Meal Plan***

- Includes up to 24 visits to the Dining Hall and Late Nite Operations (in Dining Hall and Sayford Cyber Café) within a week.
- Includes $200.00 in Dining Dollars per semester and ten (10) guest meals/semester.

**Blue Meal Plan** - $5,424

- Includes up to 19 visits to the Dining Hall and Late Nite Operations (in Dining Hall and Sayford Cyber Café) within a week.
- Includes $75.00 in Dining Dollars per semester and five (5) guest meals/semester.

**Commuter Meal Plan**** - $1,684

- Includes up to 80 visits to the Dining Hall and Late Nite Operations (in Dining Hall and Sayford Cyber Café) within a semester.
- Includes $25.00 in Dining Dollars per semester and two (2) guest meals/semester.
* The recommended meal plan for incoming first year students is the Gold Meal Plan.
** The Commuter Meal Plan is available only to off-campus and commuter students or apartment residents. Meal plans cannot be changed after the add/drop date. Meal plan elections are for the entire academic year.

Fees
Application Fee - $30
Activity Fee (per semester) - $156
Late Registration Fee* - $25 per day
Graduation (mandatory) - $183
Room Damage and Key Deposit - $100
   Key/Room damage deposits are refundable without interest.
Orientation Fee - $183
Audit Fee - $200
Transcript Fee - $5 each
Technology Fee (per semester) - $110

Additional Fees
The following fees apply to those students participating in the particular activity or service.
Art and Design Fee (per semester)
   Art Majors - $113
   Non-Art Majors - $62
Riding Fee for Equitation Courses - $1,080
Overload Charges
   Per credit hour (over 18 credits per semester) - $348
Alternative Approaches to Credit Fees
   Charge per credit - $93
Parking Permit (per year)
   Residential Student - $200; Commuter - $100; Premium Permit - $300

Extended Learning Tuition
Extended Learning Tuition (per credit hour) - $245

Advance Registration Deposit
All continuing students are required to pay a $125 registration deposit in the spring semester prior to preregistration for the fall semester.

Special Fees
Special fees such as Red Cross lifeguard training and other athletic activities may be assessed additionally.

Miscellaneous
Other optional activities or services may be offered at additional charge. Students may incur additional fees or charges not noted above such as health charges and library fines. These fees or charges are the responsibility of the student and/or the co-signer of the Enrollment Agreement. These additional charges will appear on a student’s bill as incurred.
For any questions concerning billing, contact the Office of Enrollment Services at 315.655.7888.
Caz One Card
Cazenovia College is one of many colleges and universities in the United States that have transformed their campus ID cards (CazCard) into a debit card for use on and off campus at select merchant/vendor locations.

Students and employees may choose to use the CazCard as a debit card in the Dining Hall, the Sayford Cyber Café, College bookstore, and at participating local merchants instead of using cash.

In order to use the CazCard as a debit card, the holder must have a signed contract activating the account and have added money (CazCash) to the account. Visit http://www.cazenovia.edu/campus-resources/cazcard/cazcash for more information. The CazCard is also required for entrance into the Dining Hall for meals, as well as for Dining Dollars purchases.

Off-Campus Study (Internships)
Resident students electing to study off-campus do so at their own expense. No refund of room and board charges is made. Costs for travel to and from internships are the responsibility of the student.

Books and Supplies
Bookstore payments may be made by cash, check or with an accepted charge card (Visa, MasterCard and Discover). Students in good financial standing are granted charging privileges for books and required supplies up to a yearly limit of $1,000 directly to their student account. Some restrictions may apply; see the Office of Enrollment Services for details.

Please note: Parents may place restrictions on charging privileges of the student. To do so, contact the Enrollment Services Center.

Fire, Theft and Medical Insurance
The College is not responsible for loss due to fire, theft, or any other cause.

Medical insurance coverage is mandatory. For those without private coverage, a student plan is available for a fee. Information regarding medical insurance may be obtained from the Health Office at 315.655.7122.

A student who wishes to insure against other risks is advised to contact Residence Life for more information about personal property insurance.

Check Cashing Policy
Students in good financial standing are able to cash a maximum of two checks per week with a maximum dollar limit per check of $50. This privilege is effective for each academic year through April 30. Restrictions do apply; additional information may be obtained from the Enrollment Services Center.

Off-Campus Housing
Students who qualify may receive refund checks from their financial aid funds. The Enrollment Services Center will disburse off-campus housing and refund checks only after finalization of financial aid funds. The refund process begins with receipt of a completed Request for Refund Form by the Enrollment Services Center. This process will terminate bookstore charging privileges. Bookstore purchases from this point become the responsibility of the student. Contact the Enrollment Services Center for complete details.

Withdrawal/Refund Policy
1. All fees, including room and board charges and any other listed in the Enrollment Agreement or the Cazenovia College Catalog, if applicable, are due and payable as of the dates specified therein and before a student may register for classes. There is no refund or abatement of any kind because of illness, withdrawal, dismissal or any other cause during a billing period, except as hereinafter stated.
2. All students are expected to observe community standards and the rules and regulations outlined in the current Cazenovia College Student Handbook.

3. There will be no refund of room and board charges to a student who is removed from College housing during the course of the semester.

4. If the student fails to complete the current year satisfactorily, the College may void this agreement.

5. The withdrawal date is the date written notice is received by the College; or in cases of unofficial withdrawals, the last documented recorded date of attendance in classes.

6. Note: Tuition, housing and board costs for any sessions distinctive from fall and spring semesters are not included in tuition, room and board, or other fees covering the fall and spring semesters. Students wishing to reside on campus during the sessions distinctive from fall and spring semesters must pay additional fees for such room and board, regardless of academic standing or distribution of credits across the academic year. Housing and board fee information for any sessions distinctive from fall and spring semesters is available from the Cazenovia College Enrollment Services Center.

Refund Policy for Institutional Charges

Refunds for institutional charges are made only after an official withdrawal form is completed. Withdrawal forms are available in the Enrollment Services Center and must be completed by the Enrollment Services Center. All refunds are based on the official withdrawal date noted on the withdrawal form. The refund will include tuition, room and board.

1st week (until end of Add/Drop Period): 100 percent of tuition, room and board costs
2nd week: 75 percent of tuition, room and board costs
3rd week: 50 percent of tuition, room and board costs
4th week: 25 percent of tuition, room and board costs

Refund Policy for Financial Aid Recipients

All students receiving Title IV funds are subject to the Return of Title IV Funds federal regulation. If a student withdraws through 60 percent of the payment period, the amount of Title IV aid will be pro-rated and returned to the Department of Education.

All institutional grants and scholarships will also be calculated and assessed in equal percentages to the refund policy associated with institutional charges. Alternative and institutional loans will be adjusted to need.

Students receiving New York State Tuition Assistance Program (TAP) grants are subject to refund guidelines as established by New York State Higher Education Services Corporation.
Academic Support

Cazenovia College Student Learning Goals
Students at Cazenovia College become educated, involved, and productive citizens, well-prepared to act as leaders in the global community. Through the general education curriculum, professionally-oriented and liberal arts curricula; experiential, co-curricular and extracurricular programs; and residential life experiences, they experience intellectual, social and ethical growth, developing the knowledge and skills necessary for success in the classroom, the workplace, and the community.

Transition to College
Transition to college begins with the decision to apply for admission to Cazenovia College. The first step involves deciding what degree program to mark on the application form. Admissions counselors and faculty assist applicants in this process.

Following acceptance to Cazenovia College, students are evaluated to determine their level of academic skill in the key competency areas of mathematics, and writing. Depending on these tests and the applicant's high school record, the College may recommend that students participate in the pre-college program and/or take developmental courses.

During a one-day summer orientation program, students meet with faculty to schedule courses for the upcoming fall academic term. Students are also asked to complete a summer reading selection chosen by the Academic Program Directors.

All new students begin their first semester with the First Week fall orientation program. During orientation, students learn more about the social and academic aspects of being a college student. Students meet with their academic advisers to discuss goals and adjust their academic schedules.

Following the start of classes, the transition to College is made easier by the advice and assistance of a number of Cazenovia faculty including advisers and First Year Seminar instructors. The Center for Teaching and Learning is available to any student who needs academic tutorial assistance. Student Life staff members, particularly resident assistants, resident directors, and counseling staff members are available to assist in the transition to life in a residential college setting.

First Year Program
The First Year Program successfully integrates first year students into the academic community of Cazenovia College. The Program introduces students to learning goals that must be met to achieve intellectual, social, and ethical growth, as well as the resources provided by the College to assist students in achieving such growth. The Program also works in cooperation with the Division of Student Life to provide students with co-curricular opportunities for growth. Finally, the Program fosters students’ appreciation of the institutional core values: community, learning, diversity, integrity, accountability and tradition.

The First Year Program accomplishes its mission of integrating students into the College's academic community by providing opportunities for close interaction with College faculty, staff, and students in a range of settings. In particular, First Year students bond with fellow students through interactions within a seminar-style learning environment, and through participation in co-curricular activities.
**Academic Advisers**
At the beginning of the semester, new students consult with assigned academic advisers regarding their academic schedules. Advisers assist students in designing programs of study that will satisfy student interests while meeting academic requirements.

During students’ four years at Cazenovia, academic advisers do more than assist students in scheduling classes. Advisers identify potentially valuable educational experiences for their advisees, suggest opportunities for educational and professional growth, and serve as guides to all available College resources that will benefit students’ personal and academic growth. Adviser/advisee relationships evolve as students’ needs change over the course of their years at the College.

The relationship between advisers and advisees stems from Cazenovia’s declared mission of actively engaging students in learning. Advisers work with their advisees toward fulfilling the following objectives in cooperation with faculty and staff across the campus:
- Growth of students' skills and knowledge both within their chosen major and the College's general education program;
- Increased student maturity and self-confidence;
- Enhanced capacity for independent, self-sustained learning; and
- Identification and clarification of personal, educational and career goals.

The Enrollment Services Center assigns advisers. Students may change advisers by completing a change form, obtained from the Enrollment Services Center. This form must be returned to the Enrollment Services Center and approved by the registrar prior to any official change of adviser.

**Center for Teaching and Learning**
The Center for Teaching and Learning is a unique facility staffed with both professional educators and students (peer tutors) who provide service to all students who need extra help in their college work. Cazenovia College students are expected to succeed in a challenging intellectual environment. It is not unusual for a student to need help in gaining and maintaining an adequate level of academic excellence. Recognizing this, the Center for Teaching and Learning at Cazenovia College is designed to provide students with opportunities to maximize their academic potential.

To achieve this goal, the Center for Teaching and Learning offers several alternatives to assist in learning such as one-on-one or small-group tutoring; assistance in developing strategic learning skills; and techniques designed to improve writing, reading and mathematics proficiency.

The accessible location on the campus (next door to the library) and the Center’s convenient hours are designed to meet the needs of students. Students may meet with a Professional Tutor for in-depth help with specific courses, or they may see a Peer Tutor. The professional staff of the Center for Teaching and Learning offers study skills assistance, workshops on a variety of subjects, and academic counseling.

The Center for Teaching and Learning is home to:

**First Year Summer College Program**
The First Year Summer College Program, an intensive five week summer program that prepares first year students for fall semester academic life and work. Learn more about our Summer College Program.

**Placement Testing**
Writing, reading, and mathematics tests are given to facilitate placement of incoming students into the appropriate courses.

**Tutoring**
The Center for Teaching and Learning provides a wide variety of tutoring options. View additional information about our [tutoring services](#).

**Office of Special Services**
The Office of Special Services provides a variety of support services to help students with learning disabilities learn how to function independently and to advocate for themselves. View additional information about the [Office of Special Services](#).

**Higher Education Opportunity Program (HEOP)**
HEOP is funded through a grant from the New York State Department of Education. View additional information about [HEOP](#).

**Collegiate Science and Technology Entry Program (CSTEP)**
CSTEP is funded through a grant from the New York State Department of Education. View additional information about [CSTEP](#).

**Project REACH (Recognizing Excellence, Achievement, Commitment, and Honor)**
Project REACH is a Title IV (Student Support Services) program which is funded through a grant from the U.S. Department of Education. View additional information about [Project REACH](#).

**Center for Career and Extended Learning**
The Center for Career and Extended Learning is comprised of the College’s Career Services Office and the Office of Extended Learning. The Career Services Office provides comprehensive career development services and programs to meet the career and professional development needs of students and alumni. The Office of Extended Learning offers credit and non-credit learning opportunities including degree and certificate programs for professional and personal growth.

**Career Services**
The Career Services Office is committed to providing a full range of career services to the student and alumni population, and supports the mission of the College to prepare students to become leaders in the global society by providing a balanced approach to career and life planning. Staff plan services and programming based on a developmental model that supports a natural progression most students experience.

Services and programming include: career assessments, career counseling, internship search and preparation, graduate school planning, career search preparation including resume writing and other job search correspondence, interviewing skills, and job search strategies. Additionally, workshops, seminars and special events including access to local and regional career and internship fairs, on-campus recruiting, special programming featuring employers and alumni and employability workshops are available to maximize the students’ education at Cazenovia College.

For more information about services and programming, visit [http://www.cazenovia.edu/academics/career-and-extended-learning](http://www.cazenovia.edu/academics/career-and-extended-learning) or call 315.655.7191.
Extended Learning
Cazenovia College provides lifelong learning and educational opportunities to full- and part-time students as well as non-degree students. Those interested in earning degrees on a part-time basis will find a number of degree, certificate and course work options. Part-time students enjoy an affordable tuition rate and may be eligible for financial aid. Courses are offered in the fall and spring semesters as well as a five-week winter session and two six-week summer sessions. Our courses are offered in a variety of formats including classroom, online, hybrid and weekend classes.

The Center for Career and Extended Learning partners with several New York state community colleges to offer bachelor degree programs on community college campuses. Our partnerships include a Bachelor of Science in Human Services at Clinton Community College in Plattsburgh, NY and at Hudson Valley Community College in Troy, NY. Also at Herkimer College, two bachelor degree options are available: Inclusive Early Childhood Education and Criminal Justice and Homeland Security Studies. Students in these programs have the convenience of earning bachelor degrees without long commutes and at comparable and competitive public university tuition rates.

Additionally, the Center for Career and Extended Learning offers the Pre-employment Police Basic Training, Phase 1 (certified by the State of New York, Division of Criminal Justice Services) for those interested in pursuing a career in law enforcement.

Students have a new option of taking all the required course work for the CASAC-T (Credentialed Alcohol and Substance Abuse Counselor) in a 100% online format.

For further information or clarification about programs, offerings and opportunities, call 315.655.7107 or http://www.cazenovia.edu/academics/career-and-extended-learning.

Internships
Internships are required for most Cazenovia College degree programs. Approximately 95% of each graduating class participated in at least one internship experience. Internships connect academic study and professional experience and provide students with relevant professional experience often required by employers. Students may meet with their Program Directors and the Center for Career and Extended Learning to identify and evaluate internship goals and timelines. Eligibility varies by major, but students must meet the following general criteria:

Students must meet general education and degree program prerequisites; have a minimum GPA (varies by major); and have the appropriate academic standing.

Students participating in internships for academic credit must register for academic credit through Cazenovia College. (Internship on-site hours must be completed during the semester for which the student has registered). All internships carrying academic credit have associated formal internship seminars requiring student participation.

- All internships and internship sites must be approved by Cazenovia College and the students’ program directors.
- Cazenovia College program faculty and the Center for Career and Extended Learning maintain close ties with the internship sites and assist students with preparing for internship applications and securing internships.
• Students are encouraged to seek opportunities that best match their academic and career goals and will be expected to fully participate in the process of identifying, applying for and obtaining internships.
• Students are responsible for costs incurred for applying and interviewing, traveling and working as an intern. Expenses vary by student choices and academic programs.
• Because many internships are not paid students are urged to financially plan for internships.

Cazenovia College has an Institutional Partner Agreement with the Washington Internship Institute in Washington, D.C. This agreement allows students from all majors to experience a full semester of credit through enriching internships that match students’ academic and career interests, complemented by academic course work. Students earn Cazenovia College credits while interning in Washington, D.C. Students must complete both an internal application process and be accepted by the Washington Internship Institute in order to participate. Ordinarily, a cumulative GPA of 2.75 and junior status are required to be eligible. Further information regarding the Washington Internship Institute can be obtained from the Cazenovia College Career Services Office and the Washington Internship Institute's Web site.

**Student Success Network**
The Student Success Network (SSN) works to help students who are struggling with academic or social issues. The Network is comprised of faculty, coaches, residence life staff, learning center staff, Enrollment Services Center staff and others who have daily interactions with students. Students are reported for supportive assistance by faculty or staff. After a report the Network team determines the best people suited to aid him/her and informs that group of the student’s situation. Assistance may come in the form of referrals for tutoring, meetings with his/her academic advisor or coach, referral to Health Services or the Counseling Center, and more.

**Students with Special Needs**
The College complies with all federal, state and local laws governing education of students with special needs. Students requiring reasonable accommodations should file their requests in writing with the director, Office of Special Services (315-655-7308) at least 30 days prior to expected need for accommodations.

**Study Abroad/International Study Opportunities**
Cazenovia College invites students to expand their college experience by offering opportunities for international study. Currently, the College offers study abroad programs in Costa Rica, England, and Italy. These programs range in duration from a couple of weeks to an entire semester.
Academic Policies & Procedures

Policies on Records and Registration

Academic Standing

Academic Credits
The unit of academic credit at Cazenovia College is the semester credit. A semester credit is a unit of measurement that represents an hour of instruction that can be applied to the total number of hours needed for completing the requirements of an associate or bachelor's degree or an undergraduate certificate or diploma. The College uses the Carnegie formula for semester credit-hour reporting. The Carnegie formula states that one (1) semester credit hour per 15 week semester equals 15 contact hours plus 30 hours of outside study and preparation. For studio or laboratory courses, the time in class, laboratory, or studio is doubled. Cazenovia College certifies to the state of New York that each semester credit awarded meets or exceeds the minimum amount of instructional time required. Full-time students are allowed to take between 12 and 18 credits per semester, fall and spring, for the set tuition rate.

Developmental Credits
Based on the results of entrance examinations, entering students may be required to take developmental courses (numbered 099 – 100D) to bring their academic skills up to college level. These courses count toward full-time status for financial and athletic eligibility but do not count as academic credit toward the degree. The grade received in these courses is factored into students’ grade point averages (GPA). Students should note carefully the following guidelines:

1. Entering students who test into developmental courses must enroll in these courses for their first semester at the College;
2. Students who fail a developmental course must retake it in the next regular academic semester (fall or spring);
3. Students who take a developmental course twice and fail it twice during the regular academic year (two fifteen week semesters) will be dismissed from the College at the end of that second fifteen week term.
4. Students who do not successfully complete all developmental course requirements by the end of their first regular academic year will be dismissed from the College at the end of that academic year.
5. Dismissed students may appeal for readmission once they have passed an equivalent course at another institution.

Academic Course Load
Baccalaureate degrees require a minimum of 120 credits. Students enrolled in programs requiring more than 120 credits may, on occasion, have to complete more than 15 credits per semester. Students must take a minimum of 12 credits to qualify for full-time status; however, it is recommended that students enroll in at least 15 credits per semester in order to earn the necessary credits in order to graduate within four years.

Students receiving financial aid must maintain full-time status at all times in order to remain eligible for aid. See the Financial Aid section for more information on financial aid and credits.

Students must be enrolled full time, maintaining at least 12 credits, in order to live in the College residence halls. Students dropping below 12 credits during a semester forfeit their right to live in the residence halls. Special consideration may be given in consultation with the Dean for Student Life.

Overloads
Students should discuss their credit loads with their academic advisers. Credits in excess of 18 requires the approval of the vice president for Academic Affairs and requires additional tuition at the per credit rate (see financial services section for tuition and fees).

*Class Standing*

Student class standing is dependent on the number of earned academic credits. This number influences financial aid eligibility as well as the courses that students are permitted to take.

Freshmen: 0-29 credits completed
Sophomores: 30-59 credits completed
Juniors: 60-89 credits completed
Seniors: 90 credits completed

Courses are offered on a 100 through 400 numerical basis.

Freshmen courses: 100 – 199
Sophomore courses: 200 – 299
Junior courses: 300 – 399
Senior courses: 400 – 499

Students may take courses one year higher than their class standing, for example, sophomores may take junior (300) level courses with appropriate preparation.

Students who do not accumulate academic credits toward graduation at an appropriate rate will receive an advisory letter from the Academic Affairs Office and may be subject to dismissal.

*Grades*

Students receive a letter grade in each course taken. Courses numbered 099 and 100D receive letter grades ("A", "F") but are not counted as credits toward the degree. However, 100D course grades are included in the student’s term and cumulative grade point average.

In most courses, grades of "A" (outstanding), "B" (superior), "C" (satisfactory), "D" (deficient) or "F" (failing) are given. An instructor may add a plus or minus to indicate a student’s relative position. (There are no "A+") or "D-") grades. An "I" indicates that the student will not receive a grade until the work is completed within a specified time period. "W" indicates withdrawal from a course and is not calculated into grade point averages. All courses graded Pass on a Pass/Fail basis are certified to be a "C" grade or better.

Letter grades are assigned numerical quality points for the purpose of determining a student’s grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These quality points are multiplied by the number of credits a course carries to determine the student’s total quality points. A three-credit course, for example, in which a student earns a grade of “C+”, earns 6.9.
quality points. The grade point average is then determined by dividing the total number of quality points earned in all the courses by the total number of credits attempted. The following illustrates the process:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Equivalent</th>
<th>Credits Attempted/Earned</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A</td>
<td>4.0</td>
<td>3/3</td>
<td>12.0</td>
</tr>
<tr>
<td>History</td>
<td>A-</td>
<td>3.7</td>
<td>3/3</td>
<td>11.1</td>
</tr>
<tr>
<td>Biology</td>
<td>C-</td>
<td>1.7</td>
<td>4/4</td>
<td>6.8</td>
</tr>
<tr>
<td>Art</td>
<td>D</td>
<td>1.0</td>
<td>3/3</td>
<td>3.0</td>
</tr>
<tr>
<td>Psychology</td>
<td>F</td>
<td>0</td>
<td>3/0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>16/13</td>
<td>32.9</td>
</tr>
</tbody>
</table>

When the total number of quality points (32.9) is divided by the total number of credits attempted (16), the grade point average is found to be 2.06.

Some academic programs, and developmental and general education courses require students to achieve a minimum grade in order to successfully complete the course. The minimum grade requirements are listed on the course syllabus and in the course description section of this catalog.

Credits for courses graded Pass/Fail or credit equivalent courses are not included in grade point averages. Incomplete grades are not calculated into the GPA, when the course is re-graded the GPA will be recalculated.

Eligible full-time students are placed on the Dean’s List after the end of the fall semester in December and after the end of the spring semester in May. To be eligible, a student must earn at least 12 academic credits (developmental courses do not count as academic credits) and achieve a semester grade point average of 3.5 or better for all courses attempted. No student can be on the Dean’s List with an I, F, or W for the semester. A letter sent to the student’s home address will inform him or her of their placement on the Dean’s List.

**Grading Standards**

Faculty has primary responsibility for assigning grades that the students earn. Grades represent an instructor's impartial, professional evaluation of a student’s work on a given assignment or in a given course.

Misunderstanding arises occasionally when students confuse effort and efficacy. Some faculty place a high premium on effort; others look almost exclusively at results; most consider both. At the outset of any course, the students should receive, in writing, a clear statement of the course requirements and grading standards. Students who do not receive such a statement should promptly ask their instructor to provide it.

**Incomplete Grades**

When a student is prevented from completing the work of a course within the regularly scheduled term because of circumstances beyond his or her control, an "I" (incomplete) grade may be awarded. It is encouraged that the instructor document to the student the scope of the missing work and any deadlines pertaining thereto. The instructor may give an extension of up to six weeks in the following term. If the student fails to complete the missing work by the end of this extension period, a grade of "F" is automatically recorded.

**Grade Reports**
At the end of each semester, a report of final grades will be available electronically through the College’s intranet system. Students will be notified about the date of availability by the Enrollment Services Center.

**Good Academic Standing**
In order to be in good academic standing students must maintain a 2.0 or higher grade point average.

**Grade Changes**
An instructor may choose to submit a grade change after the grade has been submitted to the Registrar. If the grade is changed within 30 days of the date grades are due, the instructor may send the grade change directly to the Registrar. If the grade change is more than 30 days from when grades were due, the instructor must seek the approval from the Dean of the Faculty with the exception of incomplete grades.

**Academic Warning and Dismissal**

**Academic Warning**
A minimum cumulative grade point average consists of the student’s grade point average for all academic courses completed while attending Cazenovia College. In order to complete program and degree requirements for a bachelor’s degree with in four years, it is necessary to maintain a minimum cumulative grade point average of 2.0 and earn 15 or more credits per semester. If, at the end of each semester, a student’s grades or credits earned fall below this minimum standard, he or she will be placed on academic warning.

Students are encouraged to work with their advisors to maintain successful academic progress.

**Dismissal**
Students are subject to dismissal if they fall below probationary standards. If, at the end of each semester, a student’s grades fall below this minimum standard, he or she will be subject to dismissal and will receive a letter from the vice president for Academic Affairs informing him or her of their status. Students will be subject to dismissal if their minimum cumulative grade point average or credits earned does not meet the minimum requirements outlined below.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Cumulative Credits</th>
<th>Minimum Cumulative Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of Fall Term</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Beginning of Spring Term</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Second Year*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of Fall Term</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>Beginning of Spring Term</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>Third Year*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of Fall Term</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>Beginning of Spring Term</td>
<td>51</td>
<td>2.0</td>
</tr>
<tr>
<td>Fourth Year*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of Fall Term</td>
<td>66</td>
<td>2.0</td>
</tr>
<tr>
<td>Beginning of Spring Term</td>
<td>81</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Fifth Year*

<table>
<thead>
<tr>
<th>Beginning of Fall Term</th>
<th>96</th>
<th>2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Spring Term</td>
<td>111</td>
<td>2.0</td>
</tr>
</tbody>
</table>

NOTE: Students may lose eligibility for federal or state financial aid programs if their minimum cumulative grade point average falls below 2.0.

Readmission after dismissal: Students readmitted to the College following academic dismissal will be required to sign an Academic Reinstatement Agreement. This document supersedes the conditions for dismissal listed in this catalog. Students readmitted to the College can be dismissed by the vice president for Academic Affairs or her designated representative at any time during the semester for non-compliance with the Reinstatement Agreement.

Graduation

Only students who have successfully completed all general education and program requirements, including necessary academic credit hours, and have a cumulative grade point average of 2.0 or greater by the day that final grades are due will be permitted to graduate and participate in Commencement. Additionally baccalaureate candidates must have completed 45 credits or more of upper division coursework, and a total of 45 credits of coursework at Cazenovia in order to be awarded a Cazenovia College degree. Associate degree candidates must complete 30 credits at Cazenovia in order to be awarded a Cazenovia College degree. Programs may require that specific courses be earned through Cazenovia College.

The graduation requirements of the College, as published in the catalog in effect at the time of the student’s initial enrollment, are those that must be met for completion of a degree program, assuming that the student is continuously enrolled until graduation. In the event that program requirements are amended during the student’s enrollment, the student has the option of completing the requirements for either the original or the amended program.

A student who has completed all degree requirements and has achieved a cumulative grade point average between 3.5 and 3.69 may, upon recommendation of the faculty, receive at graduation a degree cum laude (with honors). A student whose grade point average is between 3.7 and 3.89 receives the degree magna cum laude (with high honors). The degree summa cum laude (with highest honors) is awarded to a student whose average is 3.9 or above.

Alternative Approaches to Earning Credit or Fulfilling a Degree Requirement

There are two ways, in addition to completing courses, in which students may earn credit at Cazenovia College: (1) credit for professional experience, and (2) credit by examination or challenge examination. Students may attempt an alternative approach to earning credit only one time per course. A maximum of 30 credits toward the baccalaureate degree may be derived from any combination of these two options.

Credit for Professional Experience

A number of programs at the College offer credit for professional experience. Although specific requirements vary from program to program, in general, a student who has acquired knowledge through life and/or work experience may apply for a maximum of nine credits toward a degree by demonstrating this knowledge by means of a portfolio, including a rationale specified by the Program Director, developed for this purpose. The student submits the portfolio for review by the appropriate program director. Following the review, the program director specifies the number of credits (if any) to be awarded to the student and
how these credits meet program requirements. The registrar will then apply the specified credits to the student’s transcript.

Students interested in this option should contact the appropriate program director to receive the portfolio development guidelines. The per-credit-hour fee for credits awarded for professional experience is listed in the Financial Services section of this catalog.

**Credit by Examination or Challenge Examination**

Students may also apply for credit by presenting results of examinations offered through CLEP (College Learning Examination Program), ACE (American Council on Education), LOMA (Life Office Management Association), PONSI (Program on Noncollegiate-Sponsored Instruction) or Advanced Placement (AP) Exams. Information on minimally acceptable scores on these exams may be obtained from the Enrollment Services Center. Students must provide official transcripts of test results.

For courses that do not have a comparable CLEP, ACE, LOMA, PONSI or AP exam a challenge examination may be made available, at the discretion of the program director, and only for 100 or 200 level courses.

**Independent Study**

An independent study is intended to permit a student to engage in study of a field not covered by the curriculum or to engage in more in-depth study than a course may permit. An independent study is not intended to duplicate or overlap existing courses. On rare occasions, a student may be permitted to complete a regular course with supervision of a faculty member if a needed course is not offered, but a student needs the course to make appropriate academic progress. Faculty members are limited in the number of independent studies they are allowed to supervise in an academic semester.

Credits are variable, depending upon the nature and scope of the course. Applications are available from the student’s academic adviser or faculty. Applications must be signed by the student, academic adviser, instructor, the appropriate program director, the appropriate division chair, and the vice president for Academic Affairs prior to the end of the add/drop period at the beginning of the semester in which the course is to be completed. No registration for an independent study will be allowed unless the registration form is accompanied by a completed and signed application/contract form.

**Leave of absence**

Eligible students may be approved for a one-semester leave of absence from Cazenovia College, allowing her/him to reenroll at the College without reapplying through Admissions. Such scenarios include: approved academic experiences and documented medical situations. If the leave is for a period longer than one semester, the student will need to withdraw from the College and be readmitted through the Admissions Office. For additional information on an approved leave of absence please contact the Office of Academic Affairs. Students who are federal financial aid recipients will need to consult with the Enrollment Services Office regarding possible impact on eligibility.

**Privacy Rights**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the Cazenovia College receives a request for access. Students should submit requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom
the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Act applies only to "educational records" and does not include records maintained by Alumni Association or published directory information. Such "directory information" includes name, hometown, state, previous educational agencies or institutions attended, enrollment data, major, degree, and year of graduation, awards and degrees received, participation in officially recognized activities and photographs. Students who want this information withheld must annually notify the Records Office in writing within the first week of classes.

The right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and office that administers FERPA is:

**Family Compliance Policy Office**
US Department of Education
400 Maryland Ave, SW
Washington DC, 20202-8520

Students desiring further information or wishing to waive their right to privacy by naming authorized persons should contact the Enrollment Services Center. In order to authorize persons students must complete the form found below.

Click [What is FERPA?](#) to discover more information. Student Release of Information Form: View [PDF](#)

**Re-admittance**

If a student withdraws, stops out or is dismissed and later returns to the College, that student is responsible for requirements in the catalog under which he or she is readmitted.

**Registration Procedures**
New Student Registration Procedure
Students attending Cazenovia College for the first time must have their final official high school transcript(s) and for transfer students, their official college transcripts, on file in the Admissions Office as soon as they are available and no later than the start of their first semester.

New students register for classes during the summer orientation program that precedes their first full-time semester at Cazenovia College. Students also meet with an academic adviser during the orientation program immediately preceding the fall semester. New students arriving spring semester register for classes via email, phone, or in person before the semester starts.

Returning Student Registration Procedure
Continuing students register during the spring for the fall and summer semesters and during the fall for the winter, spring and summer semesters. Students must be in good financial standing with the College in order to register.

Audit
A student might wish to audit a course out of a desire for personal enrichment, or to review a course previously completed in high school or at another college.

The vice president for Academic Affairs may grant a student permission to audit a course. Approval to audit a course is subject to capacity of that course. As an auditor, the student has the right to attend classes and participate in all of the activities of the class; there is no obligation to fulfill course requirements or to take examinations. Neither a grade nor credit is given for the course. (See Financial Services section for costs.)

Change in Adviser
The Registrar assigns advisers. A student may change his or her adviser by completing a change of adviser form obtained from the new academic adviser. This form must be returned to the Enrollment Services Center and approved by the Registrar prior to an official change of adviser.

Change in Classes (Drop/Add Procedures)
After registration but before the end of the Drop/Add period, an adviser’s approval must be obtained in writing in order to add or drop a course or to change from one course to another. Each form must be brought to the Enrollment Services Center for processing. Students may not add a course after the end of the drop/add period (see Withdrawal from Classes). A course dropped during the drop/add period will not appear on student records.

Change in Major/Dual Major/Degree
A student may change his or her major by completing a change form to be obtained from the student’s academic adviser. This form must be signed by the student and his or her adviser, then returned to the Enrollment Services Center and approved by the registrar prior to an official change of major.

Students may pursue two degrees or degrees in two programs concurrently with the approval of the vice president for Academic Affairs. Students may also declare a dual major, in which students earn the same degree (B.A., B.S., B.F.A., B.P.S.) in different disciplines. (Students pursuing B.S. Criminal Justice and Homeland Security Studies and B.S. Psychology, and students pursuing one of the Inclusive Adolescence Education degrees are exempt from approval.) Students may also pursue dual concentrations or specializations.
Students are required to contact the Academic Program Director for each major in order to develop a path to graduation for concurrent enrollment. Students seeking dual degrees/majors are required to successfully complete the degree requirements for each academic program. Students enrolled in dual degrees are required to complete a Senior Capstone for each degree. Students enrolled in dual majors may be required to complete a Senior Capstone for each degree. Students may be able to decrease the number of cumulative credits required for a dual degree/major by securing course waivers and/or substitutions. Waivers and/or substitutions are initiated with the students’ academic adviser.

Students must submit the declaration of dual major/degree/concentration/specialization form (available from their Adviser) to the Enrollment Services Center in order for the addition to be made to the student’s record.

**Minors**

Students may declare a minor at any point. Minors require a minimum of 18 credits of coursework. Forms are available from academic advisers.

It is recommended that students declare minors as early as possible in order to ensure that all course requirements can be met. Students majoring in some disciplines may be prohibited from adding certain related minors; please see the minors page found here: [http://www.cazenovia.edu/academics/minors](http://www.cazenovia.edu/academics/minors) for more information.

Students who declare a minor and subsequently decided to no longer pursue coursework to fulfill that minor must inform the Enrollment Services Center of their decision.

**Withdrawal from Classes**

A student may not add a course after the end of the Drop/Add period. A student who withdraws after the Drop/Add period will have the enrollment and withdrawal entered on the transcript together with the notation "W". Course withdrawals are ordinarily not permitted after the posted withdrawal deadline. Under extraordinary circumstances, additional consideration to requests based on medical grounds will be given by the Academic Affairs Office in consultation with the College Counseling Center and/or Health Services Office. A student who stops attending without officially withdrawing will receive an "F" for the course. (See academic involuntary withdrawal policy.)

**Repeating a Course**

A student may repeat a course in which they received an “F” until the course is successfully completed. In those cases where credit was awarded, the higher grade earned is the only grade entered in the computation of the grade point average, but the original attempt and grade will remain on the student’s official transcript.

Certain courses may be repeated for credit up to two times. Those courses are so identified in the course descriptions found here: [http://www.cazenovia.edu/academics/course-descriptions](http://www.cazenovia.edu/academics/course-descriptions)

If a student is eligible for Title IV funding, i.e. Federal PELL or SEOG grants, and any Federal Direct Loan, they may repeat a successfully completed course only once. Additional retakes of a completed course will result in the loss of the student’s Federal funding, if eligible.

**Summer and Winter Courses**
Summer courses allow students an opportunity to take one or two courses during a six-week session following the end of the spring semester. Since courses are held during a shorter period of time, students can enroll in only six credits per session.

Winter courses allow students an opportunity to take one course during a five-week term following the end of the fall semester. Students may enroll in only one course during the winter term.

Summer and winter coursework is outside of the academic year and is charged tuition in addition to fall and/or spring semesters.

Transcripts
Transcripts of grades are furnished to the student free of charge while in attendance at Cazenovia College. A fee for each transcript will be charged to all former students. Payment must be received with each request. All requests for transcripts must be made in writing to the Enrollment Services Center. Transcripts will not be issued to any party without the written permission of the student. All financial obligations to Cazenovia College must be satisfied before a student or graduate will be issued a transcript.

For more information and specific steps on requesting transcripts please visit: 
http://www.cazenovia.edu/admissions/enrollment-services/registrar/transcript-request

Withdrawal from the College
All students wishing to withdraw from the College and remain in good standing must go through a formal withdrawal process which must be initiated before the end of the final exam period. This process begins with an exit interview in the Enrollment Services Center. Residential students must also meet with a representative from the Office of Residence Life. The withdrawal process concludes with completion of a withdrawal survey and final withdrawal at the Enrollment Services Center.

Students who withdraw for non-medical reasons after the midpoint of the term receive a grade of "W" in all courses and will not be readmitted to the College prior to the resumption of classes in the next term. Any student who wants to return must complete a readmission application at the Admissions Office in order to be readmitted.

Students who do not go through the formal withdrawal process jeopardize their future in higher education and their opportunity to have official records or recommendations provided by the College.

Students who participate in a national or international program not affiliated with Cazenovia College will need to withdraw from the College for the semester of participation. If the student is considering transferring program credits earned then he/she must complete a Transfer Credit Evaluation form, returning it to the Enrollment Services Center for evaluation. The student will be automatically readmitted after the completion of the program.

All other Academic Policies

Academic Appeal of Grade
The purpose of the Grade Appeal Policy is to provide the student with a safeguard against receiving an unfair final grade, while respecting the academic responsibility of the instructor. Thus, this procedure recognizes that,

Every student has a right to receive a grade assigned upon a fair evaluation that is not arbitrary, prejudiced or based on error; and,

Instructors have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally.

Instructors have the responsibility to provide careful evaluation and timely assignment of appropriate grades. Course grading methods should be explained in a written syllabus to students at the beginning of the term and supplemented as necessary by written directions for specific assignments and projects. Cazenovia College presumes that the judgment of the instructor of record is authoritative and the final grades assigned are correct.

A student has a right to expect a thoughtful and clearly defined approach to grading, but it must be recognized that varied standards and individual approaches to grading are valid. The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or projects. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment, compared to the standard applied to other students. Only the final course grade may be appealed. In the absence of compelling reasons, such as error, prejudice, or arbitrariness, the grade assigned by the instructor of record is to be considered final.

In a grade appeal, only arbitrariness, prejudice, and/or error will be considered as legitimate grounds for an appeal.

**Arbitrariness:** The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.

**Prejudice:** The grade awarded was motivated by ill will, and is not indicative of the student’s academic performance.

**Error:** The instructor made a mistake in fact.

A grade appeal shall be confined to charges of arbitrariness, prejudice or error affecting an individual student and may not involve a challenge of an instructor’s grading standard. It would be unethical to change a grade for any reason not related to quality of the student’s academic work. Grades cannot be appealed simply to receive or maintain a scholarship, fellowship, or any other monetary award or recognition of distinction, such as the Dean’s List or other honors designations; to be eligible for a club or organization; to maintain athletic eligibility; or to maintain a certain level of academic standing.

This grade appeal procedure applies only when a student initiates a grade appeal and not when the instructor decides to change a grade on his or her own initiative. This procedure does not cover instances in which students have been assigned grades based on academic dishonesty or academic misconduct, which are included in Cazenovia College’s Academic Honesty Policy.

The Grade Appeal Procedure strives to resolve a disagreement between student and instructor concerning the assignment of a grade in a collegial manner. The intent is to provide a mechanism for the informal discussion of differences of opinion, and for the formal adjudication by faculty only when necessary. In all instances, students who believe that an appropriate grade has not been assigned must first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student must present his or her case in a timely fashion in the procedure outlined below.
Under normal circumstances, the student must initiate the grade appeal process within 30 days of the end of the academic term in which the disputed grade was received. Under unusual circumstances, deadlines may be extended. If the college representative, at any step, fails to review and/or respond within the time limits provided, the student may proceed to the next step. If the student fails to respond within the time limits provided, the appeal shall be deemed to have been withdrawn.

Grade appeals will be reviewed in the following manner.

*Step One.* An informal discussion will be held between the student and instructor of the course. This discussion should review the grading standards for the course as well as how the student’s course work was evaluated using those standards. If the student is not satisfied with the informal response provided by the instructor, he/she may proceed to Step Two.

*Step Two.* A written petition will be submitted by the student to the instructor of the class. This petition should include an account of the nature of the problem, relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records. Within two weeks, the instructor will respond to the student in writing. If the student is not satisfied with the response provided by the instructor, he/she may proceed to Step Three. In cases where the Division Chair is the faculty member whose grade is being appealed, the student shall proceed to Step Three.

*Step Three.* If a student wishes to proceed to this step, its initiation must begin within 3 business days of the completion of Step Two. A written petition will be submitted by the student to the appropriate Division Chair with a copy to the instructor. This petition should include an account of the nature of the problem, a statement that an attempt was made to resolve this issue directly with the instructor, relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records. The Division Chair may solicit additional information from the faculty prior to convening a College Grade Appeals Committee, consisting of the Division Chair, the Program Director and one other faculty member, which shall serve in an advisory capacity to the Division Chair. The manner of appointment and number of members on the College Grade Appeals Committee shall be determined by the Division Chair. The Division Chair will serve as the chairperson of the College Grade Appeals Committee. Within two weeks, the Division Chair will respond to the student in writing, the results of the College Grade Appeals Committee’s response, with a copy to the instructor of the class. If the student is not satisfied with the response provided by the Division Chair, he/she may proceed to Step Four.

*Step Four.* If a student wishes to proceed to this step, its initiation must begin within 3 business days of the completion of Step Three. A written petition will be submitted by the student to the Vice President for Academic Affairs with copies to the Division Chair and instructor of the class. This petition should include an account of the nature of the problem, a statement that an attempt was made to resolve this issue directly with both the instructor and the Division Chair, all relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records. Copies of all materials presented in this matter shall be forwarded to the Vice President, upon request, by the Division Chair. The decision of the Vice President for Academic Affairs shall be communicated in writing to the student with copies to the instructor and Division Chair. This decision is final.

**Academic Honesty**

Academic success calls for strenuous individual and group efforts to progress intellectually. The academic measure of a college career is in the level of knowledge, skills, and intellectual maturity achieved during
completion of a degree program. One of the most important aspects of a successful college experience is maintaining academic honesty and integrity. College faculty and the Office of Academic Affairs are responsible for maintaining standards of academic honesty.

Cazenovia College expects students to maintain their commitment to academic honesty. Students are held responsible for acts such as plagiarism, cheating on assignments, or other forms of academic dishonesty, including:

- Copying from an unauthorized reference [e.g. textbook, notes, another student's paper] during a closed-book examination.
- Representing all or portions of the work of another person [e.g. student, scholar, television commentator, etc.] as your own.
- Representing the printed words or ideas of another [e.g. student, scholar, television commentator, etc.] as your own.
- Stealing or defacing the College's books, magazines, art work, material related to computers, etc.
- Stealing or making unauthorized [i.e. beyond the bounds of 'fair use'] copies of texts, recordings, software, etc. protected by copyright.
- Buying examinations, papers, lab reports, projects, art works, etc. [whatever the supply source] that you represent or submit as your own.
- Selling or providing examinations, papers, lab reports, projects, art works, etc. [whatever the supply source] for others to represent or submit as their own.
- Submitting, without previous knowledge and specific permission of the receiving instructor, material for which you have already received a grade or credit in another course.
- Representing fabricated data or evidence as the consequence of your own legitimate observation or study.
- Misrepresenting, orally or in writing, the nature and scope of an internship.
- Misrepresenting, orally or in writing, the extent of your personal involvement or participation in an internship.
- Aiding another student in an act of academic dishonesty.
- Failing to cite sources.
- Unauthorized use of technology during or for an assignment, project, quiz, test or other assigned work.

**Academic Dishonesty Sanctions**

**General policy**

In all instances of academic dishonesty, the Vice President for Academic Affairs or his/her designate will notify a student that a faculty member has reported an offense. The instructor will send a memo to the Vice President for Academic Affairs, copied to the student, documenting the incident and including the evidence of academic dishonesty. This memo and any additional documentation will be placed in the student’s permanent file in the Registrar’s Office. Within five business days, the Office of Academic Affairs will send a letter to the student formally documenting the offense and outlining the policy on Academic Honesty, including the penalties described below. The student may place a letter in his/her file responding to the charge. In addition, the student may request a meeting with the Committee on Academic Honesty to appeal the finding. This request must be made within five business days of the receipt of the memo from the Vice President for Academic Affairs. If the student declines to appeal, the Vice President for Academic Affairs will impose the appropriate penalty. If the student chooses to appeal, the Committee on Academic Honesty will hear the appeal and make recommendations to the Vice President for Academic Affairs. In either case,
the Vice President for Academic Affairs will notify the student about resulting sanctions. Penalties for academic dishonesty become more severe if repeated. Failure of the student to complete the sanction[s] will result in additional sanction[s] to be determined by the Vice President for Academic Affairs or his/her designee. These additional sanction[s] may include failure of the involved class.

Penalties for acts of academic dishonesty

First Offense - A student who has a first offense of academic dishonesty will receive an “F” on the essay, quiz, paper, or project in question. The student will also be required to attend a session on academic dishonesty in the Academic Learning Center. Additional sanctions, such as tutoring sessions or community service, may also be assigned to the student.

Second Offense - The sanction for a second offense is failure of the course involved as well as additional sanctions such as tutoring sessions at the Learning Center, community service, or other measures that the Vice President for Academic Affairs or his/her designate deem appropriate. A student who commits a second offense will fail the course involved.

Third Offense - Ordinarily, the sanction for a third offense of academic dishonesty is permanent expulsion from the College.

Academic Involuntary Withdrawal from a Course or Cazenovia College

Students may voluntarily withdraw from a course or the College at any time while enrolled at Cazenovia College. However, the College reserves the right to involuntarily withdraw the student from a course or Cazenovia College in order to protect the integrity of the College’s learning environment when the student is not able or willing to withdraw from courses.

Any involuntary withdrawal will be determined on an individualized, case-by-case basis. The following explanations explain in more detail the circumstances for involuntary withdrawal from a course or the College due to academic circumstances.

Excessive unexcused absences

Students are expected to abide by the attendance policy documented in every course syllabus. There are no automatically “excused” absences to attend athletic events, field trips or any other reason. Students who face a conflict between class attendance and other needs (for example, illness, serious family crisis) must notify their faculty in advance. When advance notice is impossible, faculty need to be contacted as soon as possible. No one except the faculty member in charge of a class may excuse an absence.

Students who do not meet the attendance requirements in a given course may not be able to complete that course successfully. A student whose absences will prevent completion of the course with a passing grade should withdraw from the course. If the student does not withdraw by the withdrawal deadline, he or she will fail the course.

Students who have excessive absences in the majority of their courses that will prevent them from passing these courses may be involuntarily withdrawn from the College. The Vice President for Academic Affairs or designee, in consultation with the student’s academic advisor, program director, SSN (Student Support Network), the Registrar, and other pertinent campus entities will make the involuntary withdrawal determination.
Inappropriate classroom behaviors
Unruly or ill-mannered behavior will not be tolerated in any instructional setting, e.g. classroom, online, Blackboard, field trips, etc. When a student’s misbehavior requires that they be excluded from an instructional setting, they are not to return until they have talked with the instructor and secured permission. Should the same student again create a disturbance, s/he will be required to leave the instructional setting and not return until s/he has spoken to the Vice President for Academic Affairs or designee and obtained his/her permission. The Vice President, among other things, will advise the student that should s/he create a problem a third time, s/he would be dropped from the course with a grade of "W". This decision is final. Students who have exhibited inappropriate behaviors in the majority of their courses may be involuntarily withdrawn from the college. The Vice President for Academic Affairs or designee, in consultation with the student’s academic advisor, program director, SSN (Student Support Network), the Registrar, and other pertinent campus entities will make the involuntary withdrawal determination.

Appeal of involuntary withdrawal
Involuntary withdrawals from Cazenovia College may be appealed to the President.

Readmission after involuntary withdrawal
When a student requests readmission to the College following an involuntary withdrawal, s/he shall provide the Vice President of Academic Affairs or designee with evidence and documentation of compliance with any decision or agreement entered into under this policy. It is the responsibility of the student to provide documentation of compliance with these conditions.

Readmission is not guaranteed. After reviewing the case, including meeting with the student at the Vice President’s discretion, the Vice President of Academic Affairs will make a decision on the student’s request for readmission. S/he will designate any further conditions deemed necessary and notify the student in writing of his or her decision.

Attendance
All faculty members have a stated policy on class attendance which appears on each course syllabus. The College holds that absences have consequences for students’ grades that are explained in each course syllabus. Absence from class may negatively affect grades. This occurs in two ways: faculty attendance policies may penalize students for excessive absence; and students who miss class also miss information and classroom interactions that lead to understanding of the course material.

Students are therefore responsible for the following:
- Attending every meeting of every class. Students not in class are considered absent. Students who do not meet the attendance requirements in a given class may not be able to complete that class successfully;
- Knowing and following the attendance policy of each class in which they enroll;
- Knowing there are no automatically "excused" absences to attend athletic events, field trips or any other reason. Students who face a conflict between class attendance and other needs (for example, illness, serious family crisis) must notify their faculty in advance. When advance notice is impossible, faculty must be contacted as soon as possible. There is no situation where the failure to contact professors is excusable. No one except the faculty member in charge of a class may excuse an absence;
- All coursework and making arrangements any coursework missed including assignments, tests, exams, lecture notes, etc. Unexcused absences from announced tests, laboratories, special class projects and reports will result ordinarily in the award of an “F” for the work missed; and
- Scheduling appointments and other responsibilities so they do not conflict with classes. Absences in excess of 2 days may be reported to the Student Support Network.
Athletic Participation
Throughout the semester, members of the Cazenovia College athletic teams compete in contests necessitating travel which may result in class absences. Student athletes are required to consult with their instructors in advance of their absences. Student athletes are not permitted, per NCAA Division III policy, to miss class due to team practices.

Field Trips
Travel to off-campus locations is a part of many academic programs at Cazenovia College. Students are not excused from work in classes they miss as result of field trips. It is the student’s responsibility to inform instructors in advance and to arrange for make-up classes, test, examinations, et cetera, as appropriate. There may be fees for some field trips; students will be informed by their faculty if there is a fee.
**All-College Honors Program**

The All-College Honors Program at Cazenovia College offers to outstanding students in all majors (in the liberal arts and in the professional studies) a stimulating learning environment beyond that found in standard classroom coursework, and fosters their exceptional academic talents and intellectual curiosity. Demanding curriculum, independent research opportunities and co-curricular activities challenge students to achieve their full educational potential not only through encouraging academic excellence but also through promoting social responsibilities in the global community. An honors degree certifies that students have produced academic work that meets the highest standards of academic rigor in both general education and in their career field.

**Curriculum:**
Curriculum would consist of three components:

**Honors courses within the general education core:**
- EN 101 H Academic Writing I Honors
- EN 201 H Academic Writing II Honors
- CM 121 H Effective Speaking Honors

**Honors Seminars:**
- Seminar 200
- Seminar 300

**Contract courses within the major:**
Students would select at least two courses in their major, above the first year level and contract with the faculty member teaching this course to complete additional work which would qualify this course as an honors course. Students would also complete an honors senior capstone project. Students should complete a minimum of 24 honors credits for an all-college honors degree.

**Graduation with All-College Honors:**
To graduate with All-College Honors, students must earn 24 total hours of honors credit, and must graduate with at least a 3.5 GPA, both overall and in honors courses.
**Honor Societies**

*Alpha Chi:* Cazenovia College is home to the New York Tau Chapter of the Alpha Chi National Honor Society. The purpose of Alpha Chi, a coeducational honor society, is to promote academic excellence and exemplary character among college students, and to honor those who achieve such distinction. As a general honor society, Alpha Chi admits to membership students from all academic disciplines. As a phrase from the society’s constitution suggests, Alpha Chi seeks to find ways to assist students in making scholarship effective for good.

Membership is restricted to students with full junior or senior standing, who are in the top 10 percent of the class, and who are carrying a 3.5 cumulative average or above. Eligible students are invited to join Alpha Chi in the spring of each year, and are inducted the following fall.

*Alpha Lambda Delta:* Alpha Lambda Delta is the national freshman honor society for first-year students at Cazenovia College. Alpha Lambda Delta was founded in 1924 to honor excellent academic achievement by students in their first year of study in higher education, to promote continued high standards of learning and the development of meaningful goals for their roles in society. One of the most important goals of Alpha Lambda Delta is to be actively involved with the community.

The major requirement for membership is a 3.5 grade point average achieved during either the first term of the freshman year or for the first year overall. Members are inducted either in the spring term of their freshman year or at the beginning of their sophomore year.

*Alpha Phi Sigma:* Alpha Phi Sigma is the National Criminal Justice Honor Society that recognizes academic excellence of students enrolled in the criminal justice program. To become a member, the student must have completed one-third of his or her total hours required for graduation at Cazenovia College, and must be recommended by the chapter advisor. Membership in the society requires students to maintain a minimum of 3.2 overall GPA, and a 3.2 GPA in criminal justice courses. Students must also rank in the top 35% of their classes and have completed a minimum of four courses within the criminal justice curriculum. The Honor Society is open to those with a declared criminal justice major or minor. Students are inducted into the Honor Society in the spring term.

*Beta Beta Beta:* The Beta Beta Beta (TriBeta) Biological Honor Society includes over 670 campus chapters nationwide. It emphasizes stimulation of scholarship, dissemination of scientific knowledge, and promotion of biological research.

Regular membership is available to biology majors that: a) have completed three full-time semesters, b) have completed at least three courses in biological science, of which at least one is not an introductory course, with an average grade of B, and c) are in good academic standing. Associate membership is available to biology minors meeting the above requirements.

*Lambda Pi Eta:* Lambda Pi Eta (LPH) is the national communication honor society. LPH was founded in 1985 and is associated with the National Communication Society. Found on over 400 colleges and universities, LPH is dedicated to promoting and recognizing undergraduate achievements in the scholarship of communication. LPH seeks to develop close relationships between students and faculty and to encourage graduate education in the field. The requirements for membership include the completion of 60 credit hours (12 in Communication Studies), and a 3.0 grade point average (3.25 GPA in Communication Studies courses).
**Psi Chi:** The Psi Chi Honor Society is specifically for students in the Psychology program. The chapter at Cazenovia College recognizes academic excellence, service to the campus and community, and fosters creative development in the field of psychology.

Students are inducted to Psi Chi in the spring term. Membership requirements are as follows: must be at least a second-semester sophomore, must be enrolled in the Bachelor of Science psychology program, or minor in psychology, must have completed at least 9 credits of psychology courses, must have an overall GPA, and GPA in psychology courses, of at least 3.00.

**Sigma Iota Rho:** Cazenovia College is home to the Epsilon Psi Chapter of Sigma Iota Rho, the Honor Society for International Studies. Students and faculty at the School of International Service at American University in Washington, D.C. founded Sigma Iota Rho in 1983. The mission of Sigma Iota Rho is "to promote and reward scholarship and service among students and practitioners of international studies, international affairs, and global studies and to foster integrity and creative performance in the conduct of world affairs."

Full undergraduate membership in Sigma Iota Rho requires completion of at least 21 hours of coursework, with a minimum of 2 courses at the 300/400 level, in International Studies or related fields with a 3.4 grade point average in that coursework and a 3.3 grade point average overall. Adjunct membership requires at least sophomore standing and a minimum of 12 hours of coursework completed in International Studies or related fields.

**Sigma Tau Delta:** Sigma Tau Delta is the international honor society that recognizes excellence among students enrolled in the English program at Cazenovia College. The following membership criteria must be met in order to join Sigma Tau Delta: 3.0 cumulative GPA, and a 3.0 GPA in at least two English courses beyond EN 101 and EN 201. Membership is open to students in any degree program. Members of Sigma Tau Delta are expected to promote interest in literature and the English language through activities hosted and organized by the society.

**Tau Upsilon Alpha:** The Tau Upsilon Alpha Honor Society is specifically for students in the Human Services Program. The Mu chapter at Cazenovia College recognizes academic excellence, encourages quality service delivery in human services and promotes the empowerment of all individuals within the society.

Students may apply in the fall of the academic year for induction in the spring. In order to apply, students must be enrolled in the Human Services Program, must have completed at least 3 full-time semesters toward a bachelor’s degree, have a grade point average of 3.25, be in the highest 35% of their class and demonstrate a strong commitment to the human services field.
Degree Requirements

Academic Program Summary

Inventory of Registered Programs
The courses of study listed below are registered by the New York State Education Department and are approved by the New York State Education Department for the training of veterans and for the training of the handicapped.

Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

Program Offerings (HEGIS code)

Bachelor of Arts
Biology (0401)
Communication Studies (0601)
English (1501)
International Studies (4999)
Liberal Studies (4901)*
Social Science (2201)*

Bachelor of Fine Arts
Fashion Design (1009)
Interior Design (0203)
Studio Art (1002)
  Concentrations in Studio Art and Photography
Visual Communications (1009)
  Concentrations in Advertising Design, Graphic Design,
  Web/Interactive Design, Illustration/Animation, Visual Communications

Bachelor of Science
Business (0501)
Criminal Justice and Homeland Security Studies (2209)
Inclusive Adolescence Education
Inclusive Early Childhood Education (0823)
Inclusive Elementary Education (0823)
Environmental Biology (0420)
Human Services (2101)*
  Concentrations in Alcohol & Substance Abuse, Counseling & Mental Health, Social Service for Children and Youth, Generalist
Liberal Studies (4901)*
Psychology (2001)
Social Science (2201)*

Bachelor of Professional Studies
Management (0506)
  Concentrations in Accounting*, Business Management*
  Specializations in Equine Business Management, Fashion Merchandising,
Health Care Management*, Sport Management

Certificate Programs
Equine Reproductive Management
Management and Supervision*
Purchasing Management*

Minors
Art History
Arts Management
Biology
Business
Communication Studies
Economics
English
Fashion Design
Forensic Photography
History
Human Services
International Studies
Journalism
Marketing
Philosophy
Photography
Pre-Art Therapy
Pre-Law
Psychology
Sociology
Sport Studies
Studio Art (General, 2-D or 3-D)
Theatre
Visual Communications
General Education Program

The General Education Program at Cazenovia helps integrate the College curriculum and provides a common educational experience for all students. Its goals are fourfold:

1. to help students develop the knowledge and skills necessary for success in the classroom;
2. to promote a common curricular experience while emphasizing the interrelatedness of liberal and professional education;
3. to prepare students to become lifelong learners in both their professional and personal lives; and
4. to develop leadership abilities that allow students to become successful members of the College and ultimately the global community.

General Education points out intellectual connections and demonstrates that learning takes place, not in isolation, but within large intellectual and social contexts. Making these connections, students can begin to understand that knowledge of one subject or career area is related to what they know of others, that there are always more things to know and more connections to make, and that their ability to make these connections enhances the way they work and live. Accordingly, students are encouraged to link their general education studies to life outside the classroom by participating in co-curricular activities that provide opportunities to demonstrate leadership and other qualities fostered by the General Education Program. Students can document their accomplishments through use of the College Co-curricular Transcript.

The General Education Program includes:

1. General Education requirements based on the ten All-College competencies and
2. Courses that initiate (First Year Seminar) and culminate (Senior Capstone) a student’s college experience.

General Education requirements are based on a set of ten All-College competencies.

Every general education course addresses one or more of the All-College competencies.

All-College competencies are integrated across all Cazenovia College degree programs (majors) as well as co-curricular and extra-curricular programs. While the academic General Education requirements prepare students for leadership, students have the opportunity to demonstrate those qualities in the College’s leadership and co-curricular programs. Depending on major, required coursework will foster significant further development in the All-College competencies beyond the gateway requirements of the General Education Program.

The ten All-College competencies addressed by the General Education Program are listed below.

- **Written Communication.** To produce writing that is appropriate to audience, context, and purpose.
- **Spoken and Interpersonal Communication.** To communicate effectively through conversation and oral presentation in both informative and persuasive contexts.
- **Computer Literacy.** To demonstrate competency in computer technology
- **Ethics.** To understand the principles underlying ethical conduct and apply them in making life choices and workplace decisions.
- **Quantitative Literacy.** To demonstrate proficiency in the use of mathematical or statistical reasoning.
- **Cultural Literacy.** To develop the skills and cultural knowledge base necessary for effective membership in the larger community; to read and comprehend artifacts and texts in their historical and cultural contexts.
- **Scientific Literacy.** To understand the methods of scientific inquiry used in the natural, behavioral, and/or social sciences and how science affects our lives and our culture.
**Diversity and Social Consciousness.** To demonstrate an awareness of the diversity that exists among all human groups and develop the necessary skills to understand diverse cultures and traditions.

**Visual Literacy.** Students are able to analyze two and three dimensional applications in order to interpret and understand the underlying principles of visual communications in the historic and contemporary world.

**Critical Thinking, Problem Solving, and Information Literacy.** To observe and describe the nature of a given situation; to access and evaluate sources of information, draw accurate inferences from this information, and make proper use of this information for a specific purpose.

The General Education Program also requires the completion of a First Year Seminar and Senior Capstone course:

**First Year Seminar**
First Year Seminar introduces students to the essential elements of college coursework. In this course, students write, speak, research, and interact with professors and their fellow students in pursuit of knowledge, critical understanding, and scholarship. Each First Year Seminar topic is of special significance to the professor and (we anticipate) to members of the class

**Senior Capstone**
Each major requires a Senior Capstone course that is the culmination of students’ professional and general education studies. The Senior Capstone course marks the conclusion of students’ work both within the major and the general education program. Student Senior Capstone materials will be given to the library to be cataloged and added to the collection and, thereafter, will be made available to the campus community
General Education Curriculum Requirements:
All students must complete the following general education requirements:

First Year Seminar
Student choice from list of available First Year Seminars

Written Communication
EN 101 Academic Writing I AND
EN 201 Academic Writing II

Spoken and Interpersonal Communication
CM 121 Effective Speaking AND
CM 301 Speech and Rhetoric OR
CM 313 Debate OR
CM 410 Advocacy and Public Communication OR
LG 3__ 300 level language course OR
Communications intensive course (offerings vary by semester)

Computer Literacy
Pass the Computer Competency measure (information released during the Fall semester)
Click Student Resource Guide to review for Computer Competency Test.

Ethics
HU361 Commitment and Choice
OR
HU365 Ethics

Quantitative Literacy
Any college level mathematics course*

Cultural Literacy
Select course from this list:
EN 210 Approaches to Literature
EN 216 Shakespeare and His Rivals
EN 221 Ethnic American Literature
EN 342 Children’s Literature
FA 111 Art History I
FA 112 Art History II
HG 101 World Civilization to 1550
HG 102 World Civilization 1550 to Present
HG 121 U.S. History to 1877
HG 122 U.S. History 1877 to Present
HU 160 Introduction to Philosophy

Scientific Literacy
Select course from this list:
SB 110 Introduction to Anthropology
SB 120  Introduction to Psychology
SB 130  Introduction to Sociology
SM 111  Evolution, Ecology and Genetics
SM 112  Cellular and Organismal Biology
SM 116  Physical Science
SM 121  General Chemistry I
SM 140  Environmental Science

**Diversity and Social Consciousness**
Select course from this list:
ED/SB 151 The American High School
EN 221  Ethnic American Literature
FA 401  Contemporary Developments in the Arts
HG 211/311  History of Africa
HG 212/312  The African Diaspora
HG 223  Women in American History
HG 261  Comparative Political Ideologies
LG __  Foreign Language course
SB 110  Introduction to Anthropology
SB 130  Introduction to Sociology
SB 201  Multicultural Contributions to American Society
SB 250  Cultural Geography

**Visual Literacy**
Select course from this list:
FA 111  Art History I
FA 112  Art History II
FA 123  Introduction to Film Analysis
FA 125  History and Contemporary Trends in Photography
FA 161  Theater History I
FA 162  Theater History II
FA 210  Art of the World
FA 408  Aesthetics

**Critical Thinking, Problem Solving, and Information Literacy**
Designated Critical Thinking, Problem Solving, and Information Literacy course in major (see program degree requirements)

**Senior Capstone**
Designated Senior Capstone course in major (see program degree requirements).
Program Offerings Through Center for Career and Extended Learning Only

**Associate in Arts**
- Human Services (5506)
  - Concentrations in Criminal Justice Studies, Counseling and Mental Health,
  - Social Service for Children and Youth
- Liberal Studies (5649)

**Associate in Applied Science**
- Business Management (5004)

**Associate in Science**
- Business Management (5004)
- Criminal Justice and Homeland Security Studies (5505)
- Human Services (5506)
  - Concentrations in Counseling and Mental Health, Social Service for
    Children and Youth

**Bachelor of Professional Studies**
- Management (0506)
  - Specialization in Health Care Management

* Degree/Certificate programs also available through the Center for Career and Extended Learning.
**Degree Programs**

*All Cazenovia College degree programs are registered and approved by New York State*

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Fashion Design: Bachelor of Fine Arts

The Bachelor of Fine Arts degree in Fashion Design prepares students for the fashion industry by developing technical, creative, and knowledge-based skills that students need to cultivate fashion concepts, create patterns and construct garments, and present their own fashion lines. The curriculum includes all-College general education courses and fine arts courses to provide students with the basis for a liberal arts education, along with career studies courses in art and fashion. The courses and hands-on experiences that are integral to the program prepare students for entry-level jobs in the fashion industry.

The Fashion Design Program features several unique opportunities for students to explore the many facets of the fashion industry, including trips to New York City for seminars with fashion industry professionals. A fashion tour class is offered annually in January, during which students visit an array of small and large fashion sites, which may include design rooms, showrooms, retailers and museum fashion exhibits.

Each year the department presents a professional-caliber juried fashion show that captures the energy and excitement of the fashion industry. The show is a culmination of an entire year of illustrating, draping, patternmaking, construction of garments, and show planning. Students complete a three-credit-hour fashion internship, and produce a senior collection in which they develop the concept, garments and presentation for an original fashion collection.

A New York City semester is an option for qualifying students, during which they are enrolled in Cazenovia College and taking their senior-level courses in New York City, including internship, senior collection research and planning, and an elective class. Options are also available for study-abroad programs.

Student Learning Goals:
• Develop technical and knowledge-based skills needed to create, construct and present fashion garments according to fashion industry standards;
• Gain an understanding of the fashion industry functions and processes;
• Understand the artistic/design process as it relates to fashion conceptualization and creation;
• Prepare students for entry-level jobs and fashion industry careers, based upon their academic background that integrates the all-college general education core, arts and science requirements and fashion career studies courses.

Facilities:
The Fashion Design program is housed in Jephson Campus B (formerly South Campus), a few blocks from the main campus. This facility includes:
• Sewing/design laboratory including domestic and industrial sewing machines, pattern cutting tables and other design equipment.
• A CAD lab with dual platform Macintosh computers installed with fashion industry software including OptiTex patternmaking and NEDGraphics presentations, as well as hardware such as scanners, and printers capable of printing up to 44" fabric.
• A material resource room.
• Lecture and seminar rooms.

Special Features:
Fashion Tour Class: The week-long Fashion Tour in New York City is offered each Spring semester to provide students with an overview of the fashion industry and to prepare them for internships. Students attend seminars with management personnel at fashion businesses including showrooms, design rooms,
retailers, industry associations and museums. In addition, students tour the famous garment district for fabric and trim sourcing during a four-day field trip to New York.

**Fashion Show:** Each April the Fashion Studies Department sponsors a professional caliber juried fashion show that captures the energy and excitement of the fashion industry. The show gives students an opportunity to display their designs to an audience of friends, family, and industry professionals. Students may participate in the planning, and production of the show through the Fashion Promotion class. The show is the culmination of an entire year of illustrating, patternmaking and construction of garments, and show planning by all fashion students.

**Senior Collection/Senior Project:** All students are required to complete a senior project in which they write a major research paper. Merchandising students focus on the analysis of a business topic and design students also create the concept and garments for an original fashion collection. This highly creative project is the culmination of four years of education in the Fashion Studies Department.

Internships have been an integral part of the Fashion program at Cazenovia College for many years. Six credits of Internship course work are required for both Fashion Design and Fashion Merchandising students.

**Internship Preparation:**
Students must complete a required number of credits in their program and demonstrate knowledge-based and social competency to qualify for internship placement.

The **Fashion Tour class** provides students with an overview of the fashion industry and prepares them for internships.

**Faculty and staff in the Fashion Studies Program, College Career and Internship offices** work with students to help define their goals, explore internship options, and complete the application process. Click here for information on the semester in New York City program and local and regional internship sites.

**Career Options**
- Assistant Designer
- Technical Designer
- Patternmaker
- Apparel Manufacturer
- Stylist
- Store Management
- Sales Representative
- Product Development
- Retail Management
- Costume Designer
- Sample Pattern Maker
- Design Business Owner
- Quality Control Analyst
- Fashion Promotions Coordinator
- Merchandise Manager
- Assistant Buyer

**GENERAL EDUCATION COURSES**
- Course (Credits)
  - See Degree Requirements: General Education requirements (33)
  - Critical Thinking, Problem Solving and Information Literacy:
    - FD 498 Senior Project: Research and Development (3)
    - Senior Capstone: FD 499 Senior Project: Apparel Collection (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

**PROGRAM COURSES**
- Art & Sciences Courses
  - Course (Credits)
    - FA 218 Fashion History (3)
- Total Arts & Sciences Program Credits - 3
Career Courses  
Course (Credits)  
SA 111 Drawing – Perception & Composition (3)  
SA 131 Color – Design & Theory (3)  
SA 132 Structuring Human Space (3)  
VC 118 Digital Foundations (3)  
FD 110 Clothing Construction I (3)  
FD 111 Clothing Construction II (3)  
FD 113 Fashion Drawing (3)  
FD 131 Survey of the Global Apparel Industry (3)  
FD 212 Patternmaking: Draping (3)  
FD 213 Basic Textiles (3)  
FD 221 Patternmaking: Flat Pattern (3)  
FD 255 Digital Techniques in Fashion Illustration (3)  
FD 321 Advanced Patternmaking (3)  
FD 322 Computerized Patternmaking (CAD) (3)  
FD 365 Product Development Principles (3)  
FD 366 Product Development Applications (3)  
FD 381 Fashion Design Internship (3)  
FD 382 Fashion Tour (2)  
FD 393 Internship Prep (1)  
FD/FM 3__ Fashion Elective (3)  
FD 451 Advanced Apparel Design (3)  
FD 493 Professional Practices & Portfolio (3)  

Total Career Program Credits - 63  
TOTAL PROGRAM CREDITS - 66

ELECTIVES  
Open Electives  
Course (Credits)  
100-400 level (12)  
300/400 level (6)  

Total Open Elective Credits - 18  
TOTAL ELECTIVE CREDITS - 18

TOTAL CREDITS FOR DEGREE - 123
**Interior Design: Bachelor of Fine Arts**

The award-winning Interior Design program prepares students for the challenges of this dynamic discipline. Our program integrates study of the functional, artistic and practical career components of the interior design profession and is built on a foundation in the liberal arts.

**Student Learning Goals:**
- Offer in-depth studio training in creative ideation, concept development, program analysis and space planning for a wide variety of interior environments;
- Engage students in studio projects and lecture-based content areas including: universal design, building codes, materials & finishes applications, architectural history, as well as design practice specialties such as retail, commercial, residential, hospitality, healthcare, lighting, and furniture design;
- Develop students’ expertise in traditional media, such as sketching and rendering, as well as in current CAD, 3-D visualization programs and presentation methods; and
- Prepare graduates with the educational background needed to sit for the National Council for Interior Design Qualifications (NCIDQ) certification exam, and other emerging professional credentials.

**Special Features:**
Our classes are held in Reisman Hall, which features an innovative lighting lab, extensive materials library, and several state-of-the art computer studio labs.

A mandatory internship provides students with hands-on experience in a professional design environment, as well as an opportunity for networking. Academic experiences culminate with original Capstone research and design projects. Students are taught by an integrated faculty of master educators and working professionals with affiliations in professional organizations such as the American Society of Interior Designers (ASID), Illuminating Engineering Society (IES), and the Interior Design Educators Council (IDEC). Faculty also hold distinguished credentials such as NCIDQ certificates, LEED-AP accreditations and New York State Certified Interior Designer licensure.

**GENERAL EDUCATION COURSES**

<table>
<thead>
<tr>
<th>Course (Credits)</th>
<th>See Degree Requirements: General Education requirements (33)</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking, Problem Solving and Information Literacy:</td>
<td></td>
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<tr>
<td>ID 498 Senior Topics (3)</td>
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<td>Senior Capstone: ID 499 Senior Project Studio (3)</td>
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<td>TOTAL GENERAL EDUCATION CREDITS - 39</td>
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**PROGRAM COURSES**

**Art & Sciences Courses**

<table>
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<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>FA 131 History Architecture &amp; Interiors I (3)</td>
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<tr>
<td>FA 132 History Architecture &amp; Interiors II (3)</td>
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**Total Arts & Sciences Program Credits - 6**

**Career Courses**

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<th>Course (Credits)</th>
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<tbody>
<tr>
<td>ID 111 Drafting (3)</td>
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<td>ID 115 Models &amp; Drawings (3)</td>
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<td>Course</td>
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<tr>
<td>ID 121 Rendering</td>
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<td>ID 221 Residential Design</td>
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<tr>
<td>ID 232 Universal Design</td>
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<td>ID 242 Finishes &amp; Materials</td>
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<td>ID 243 Textiles for Interiors</td>
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<td>ID 250 Building Construction</td>
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<td>ID 271 AutoCAD</td>
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<td>ID 318 Furniture Design</td>
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<td>ID 320 Professional Practice</td>
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<td>ID 322 Contract Interiors</td>
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<td>ID 324 Hospitality Design</td>
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<tr>
<td>ID 365 Lighting I</td>
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<tr>
<td>ID 369 Building Codes</td>
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<tr>
<td>ID 372 3-D Computer Modeling</td>
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<td>ID 381 Internship</td>
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<tr>
<td>ID 425 Retail &amp; Exhibition Design</td>
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<tr>
<td>ID 460 Interior Design Portfolio</td>
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<td>ID 465 Lighting II</td>
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<td>SA 111 Drawing: Composition and Perception</td>
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<tr>
<td>SA 131 Design &amp; Color Theory</td>
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<tr>
<td>VC 118 Digital Foundations</td>
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</tbody>
</table>

**Total Career Program Credits - 69**

**TOTAL PROGRAM CREDITS - 75**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (6)

300/400 level (6)

**Total Open Elective Credits - 12**

**TOTAL ELECTIVE CREDITS - 12**

**TOTAL CREDITS FOR DEGREE - 126**
**Studio Art: Bachelor of Fine Arts**

The Studio Art concentration’s faculty of professional artists prepares students for careers in the visual arts (as professional artists, in galleries and museums, and as arts administrators) and to pursue graduate study in: art education, studio art, art history or theory, arts administration, and art therapy. The BFA program involves rigorous individual instruction tailored to each student’s artistic and academic goals. Students take art courses including: Painting, Drawing, Figure Drawing, Ceramics, Sculpture: Glass/Mixed Media, Small Metals and Jewelry, Computer Imaging, and Printmaking. Students also have the opportunity to take courses that emphasize marketability, including: Arts Management, Professional Practices and Portfolio, Museum as Medium, and Studio Art Internship. Additionally, each student completes a year-long senior project during which he or she works closely with a professional artist. Many students participate in study abroad opportunities. Our goal, which is unique among colleges and universities, is for students to develop comprehensive knowledge of the arts while also gaining the abilities to market their skills in today’s competitive global economy.

**Minors:** Most students take one or more minors in conjunction with their Studio Major. Minors in Art History, Pre-Art Therapy, Arts Management, Photography, Fashion Design, Theater and Visual Communications are common among Studio Art majors. For non-majors, Studio Art offers a popular minor with three tracks to choose among: a general Studio Art track and tracks that focus on 2-D or 3-D courses.

**Special Features:**
- All students work with professionals in their area of interest during their internships: art therapists, art educators, museum curators & registrars, gallery owners & directors, arts administrators, animation studios and free-lance artists.
- Students are individually matched with arts professionals in their area of interest as part of their Senior Project. Students meet with their professional contacts 3-4 times during their senior year.
- Entering students take four Foundations courses (Drawing: Perception/Observation, Design + Color Theory, Structuring Human Space, and Time Movement Narrative) that prepare them for the advanced content of their Studio Art courses.
- The College has a highly respected professional gallery with ongoing individual and group exhibitions, including the annual juried student exhibition and exhibitions by graduating Studio Art majors.
- Art Club is a student organization that arranges trips to New York City and area museums and galleries and carries out service projects.

**Facilities:**
Studio Art students study in the new Art and Design building and at Jephson Campus (formerly South Campus). Studio Art courses are taught at our Jephson Campus facilities located across the street from beautiful Cazenovia Lake. We have studios dedicated to drawing, painting, figure drawing from live models, sculpture (including kiln-formed glass, welding, woodshop + plaster studios), and ceramics.

**Reisman Hall** includes a beautiful gallery and outdoor sculpture court, exhibiting the work of professional artists, photographers and designers.

**Students have access to studios, darkrooms and workshops** outside of class time. Our students also benefit from the College’s strong relationship with Stone Quarry Hill Art Park, just on the outskirts of town, where national and international sculptors create site-specific sculptures which are exhibited in the context of a nature preserve.
Careers:
Studio artists—exhibiting and selling work, mural commissions, artist residencies, writing and getting grants.
Arts administration including: owning and/or directing professional galleries or other positions within galleries and museums, theatres, performing arts organizations, and other cultural agencies.
Teaching art and photography at the K-12 through college level.
Mural commissions, artist residencies, writing and getting grants.
Graduate studies in such areas as: Art Education, all areas of Studio Art, Art Therapy, Art History and Theory.

GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
SA 498 Senior Project: Research and Development (3)
Senior Capstone: SA 499 Senior Project: Thesis Exhibition (3)

TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Course (Credits)
FA 111 Art History I (3)
FA 112 Art History II (3)
FA 210 Art of the World (3)
FA 401 Contemporary Developments in the Arts (3)

Total Arts & Sciences Program Credits - 12

Career Courses
Course (Credits)
SA 111 Drawing: Perception/Observation (3)
SA 121 Painting (3)
SA 131 Design + Color Theory (3)
SA 132 Structuring Human Space (3)
SA 161 Photography I (3)
SA 168 Time, Movement and Narrative (3)
SA 214 Figure Drawing (3)
SA 241 Ceramics (3)
SA 242 Sculpture: Glass/Mixed Media (3)
SA 276/263 Computer Imaging or Digital Photography (3)
SA 361 Site and Space (3)
SA 311 Life Drawing & 3-D Forms (3)
SA 365 Alternative Processes (3)
SA 381 Internship (3)
SA 393 Internship Preparation (1)
SA 415 Graphic Forms (3)
SA 493 Professional Practices and Portfolio (3)
SA or FA 309 Special Topics in the Arts (3)
SA 3/4XX Intermediate/Advanced SA courses (6)

Total Career Program Credits - 58
TOTAL PROGRAM CREDITS - 70

ELECTIVES
Open Electives
Course (Credits)
100-400 level (9)
300/400 level (3)
Total Open Elective Credits - 12

TOTAL ELECTIVE CREDITS - 12

TOTAL CREDITS FOR DEGREE – 121
**Studio Art: Photography: Bachelor of Fine Arts**

The Photography concentration is professionally geared to prepare the next generation of photographic image makers with broad knowledge and experience of photographic techniques and concepts. The concentration will prepare students for careers in photo journalism, fine art photography, and commercial photography, or for further study in graduate school. Our concentration is notable for its highly individualized instruction made possible by small class sizes and dedicated faculty. Students enjoy working in our state-of-the-art photo facilities located in Reisman Hall. In addition to studio courses such as Studio Photography, Alternative Processes, On Assignment, and Large Format Photography, students take Contemporary Development in the Arts, Professional Practices, and complete a Photography Internship.

Our curriculum encourages students to integrate their photography interests with interdisciplinary liberal arts studies, as well as various minors that may complement their interests and provide additional career opportunities. Our goal, which is unique among colleges and universities, is for students to develop comprehensive/interdisciplinary knowledge of the arts while also gaining the ability to market their skills in today’s competitive global economy.

**Special Features:**
Photography students study in Reisman Hall, which houses expansive black/white and alternative process darkrooms, a lighting studio, large format cameras and state-of-the-art digital photography facilities. All students work with professionals in their area of interest during their internships: studio photographers, art therapists, art educators, museum curators & registrars, gallery owners & directors, arts administrators, animation studios and free-lance photographers.

Each student completes a year-long senior project that culminates in a gallery exhibition. During the process the student works closely with a carefully chosen professional mentor who is experienced in the area of photographic specialization most relevant to each student’s interest.

Entering students take four Foundations courses (Drawing: Perception/Observation, Design + Color Theory, Structuring Human Space, and Time Movement Narrative) that prepare them for the advanced content of their Studio Art courses.

The College has a highly respected professional gallery with ongoing individual and group exhibitions, including the annual juried student exhibition and exhibitions by graduating Photography majors.

After graduation our Photography students have found success in:
- Fine art photography—exhibiting and selling work
- Arts administration, including directing professional galleries or other positions within galleries and museums, theaters, performing arts organizations, and other cultural agencies
- Teaching photography at the K-12 through college level
- Artist residencies, writing and getting grants
- Portrait, wedding and fashion photography
- Photojournalism and documentary photography
- Graduate studies in such areas as art education, studio art, photography, art therapy, art history and theory
### GENERAL EDUCATION COURSES

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:
- SA 498 Senior Project: Research and Development (3)
- Senior Capstone: SA 499 Senior Project: Thesis Exhibition (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### PROGRAM COURSES

**Art & Sciences Courses**

Course (Credits)
- FA 111 Art History I (3)
- FA 112 Art History II (3)
- FA 125 History and Contemporary Trends in Photography (3)
- FA 210 Art of the World (3)
- FA 401 Contemporary Development in the Arts (3)

**Total Arts & Sciences Program Credits - 15**

**Career Courses**

Course (Credits)
- SA 111 Drawing: Perception/Observation (3)
- SA 132 Structuring Human Space (3)
- SA 131 Design + Color Theory (3)
- SA 161 Photography I (3)
- SA 162 Photography II (3)
- SA 168 Time, Movement and Narrative (3)
- SA 263 Digital Photography (3)
- SA 270 Studio Photography (3)
- SA 276 Computer Imaging (3)
- SA 361/415 Site and Space OR Graphic Forms (3)
- SA 320 On Assignment: Editorial, Location and Documentary Photography (3)
- SA 325 Large Format Photo & Fine Printing (3)
- SA 365 Alternative Processes (3)
- SA 393 Internship Prep. (1)
- SA 381 Internship (3)
- SA 493 Professional Practices and Portfolio (3)
- SA 3/4XX Intermediate/Advanced SA (photo only) courses (6)
- SA/FA 309 Special Topics in the Arts (3)

**Total Career Program Credits - 55**

**TOTAL PROGRAM CREDITS - 70**

### ELECTIVES

**Open Electives**

Course (Credits)
- 100-400 level (6)
- 300/400 level (6)

**Total Open Elective Credits - 12**
TOTAL ELECTIVE CREDITS -12

TOTAL CREDITS FOR DEGREE - 121
Visual Communications: Bachelor of Fine Arts

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand. If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program offers concentrations in Advertising Design, Graphic Design, Web/Interactive Design, Illustration/Animation, and Visual Communications. Student may wish to pursue more than one concentration within the program.

The Visual Communication concentration offers a broad approach to the applied Visual Communications major and serves students who wish to remain open to the full range of specializations in Graphic Design, Web/Interactive Design, Advertising Design and Illustration/Animation.

Student Learning Goals:
• Teach students to solve communication problems visually, to partake in conceptual message development, and to achieve personal creative excellence;
• Help students understand and respond to the cultural influences that shape various audiences, messages, client needs, and design decisions;
• Develop proficiency in classic media as well as fluency in new technologies; and
• Ensure understanding of basic business practices as designers, including production, project organization, and working in a team environment.

Special Features:
• Students are required to take two career electives that offer a broad experience within the Visual Communications degree to maximize their professional experience in the field.
• In their final year, Visual Communications students complete a comprehensive senior project in their area of concentration and in collaboration with a professional contact within the field. These projects and their portfolios are showcased in the College Art Gallery in April. The exhibition is curated by the students, and offers the opportunity for friends, family, and industry professionals to view their creative efforts on a large scale.
• Students and graduates of the Visual Communications program routinely win regional and national awards for their real-world design work.
• The VC Club, now a student chapter of AIGA, takes annual trips to NYC during which students have the opportunity to tour advertising and design related businesses and visit with authorities in the field.
• Internships are an integral part of the program because they provide students with valuable professional experience as well as all-important opportunities for networking. Internship students are placed nationally in corporate or educational art departments, advertising agencies, design and animation studios, and publishing houses.
• Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
• Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the art dual boot computer studio labs.
Career Opportunities
After graduation students pursue degrees in higher education, go into business as freelancers, or find employment in corporate art departments, advertising agencies, design studios, publishing houses, newspapers, magazines, multi-media and web design businesses, or printing firms.

Students with a BFA in Visual Communications enter a growing job market with many career options. Typical employers would include advertising agencies, multimedia production companies, publishers, design groups and consultancies, magazines, local government, education, television, charities, commerce and local industry.

Positions graduates may seek include:
Advertising Account Executive
Animator
Art Director
Creative Director
Graphic Designer
Illustrator
Multimedia Graphic Designer/Web Designer
* Students who major in the Visual Communications concentration can find employment in all areas listed in the other Visual Communications concentrations as well.

GENERAL EDUCATION COURSES
Courses (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
VC 498 Senior Project (3)
Senior Capstone: VC 499 Senior Seminar (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Courses (Credits)
VC 221 History of Visual Communications (3)
Total Arts & Sciences Program Credits - 3

Career Courses
Courses (Credits)
SA 111 Drawing: Composition & Perception (3)
SA 131 Design & Color Theory (3)
VC 112 Concepting (3)
VC 118 Digital Foundations (3)
VC 140 Typography (3)
VC 174 Digital Page Layout (3)
VC 232 Illustration (3)
VC 241 Advertising Design (3)
VC 242 Graphic Design (3)
VC 274 Imaging Graphics (3)
VC 341 Advanced Advertising Design (3)
VC 342 Advanced Graphics Design (3)
VC 374 Interactive Design (3)
VC 375 Designing for the Web (3)
VC 384 Visual Communications Internship (3)
VC 388 Package Design (3)
VC 475 Advanced Designing for the Web (3)
VC 492 Senior Portfolio (3)
VC 493 Advanced Senior Portfolio (3)
VC 300-400 Career Elective (6)
VC 281 Internship Preparation (1)

Total Career Program Credits - 64
TOTAL PROGRAM CREDITS - 67

ELECTIVES
Open Electives
Courses (Credits)
100-400 level (15)

Total Open Elective Credits -15
TOTAL ELECTIVE CREDITS - 15

TOTAL CREDITS FOR DEGREE – 121
Visual Communications: Advertising Design: Bachelor of Fine Arts

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand. If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program offers concentrations in Advertising Design, Graphic Design, Web/Interactive Design, Illustration/Animation, and Visual Communications. Students may wish to pursue more than one concentration within the program.

The Visual Communications: Advertising Design concentration allows students to focus on developing the knowledge and skills that will allow them to create great advertising. This includes developing an understanding of basic advertising concepts, including advertising strategy, design development, and execution. Creative skills focus on the combination of images and type, and the use of popular imagery to develop a visual language of persuasion. Students can also expect to become familiar with the agency model and current industry trends and practices. Integrated campaigns, social media and other digital advertising forms are included, ensuring a current and well-rounded advertising design experience.

Student Learning Goals:
• Teach students to solve communication problems visually, to partake in conceptual message development, and to achieve personal creative excellence;
• Help students understand and respond to the cultural influences that shape various audiences, messages, client needs, and design decisions;
• Develop proficiency in classic media as well as fluency in new technologies; and
• Ensure understanding of basic business practices as designers, including production, project organization, and working in a team environment.

Special Features:
• Students are required to take two career electives that offer a broad experience within the Visual Communications degree to maximize their professional experience in the field.
• In their final year, Visual Communications students complete a comprehensive senior project in their area of concentration and in collaboration with a professional contact within the field. These projects and their portfolios are showcased in the College Art Gallery in April. The exhibition is curated by the students, and offers the opportunity for friends, family, and industry professionals to view their creative efforts on a large scale.
• Students and graduates of the Visual Communications program routinely win regional and national awards for their real-world design work.
• The VC Club, now a student chapter of AIGA, takes annual trips to NYC during which students have the opportunity to tour advertising and design related businesses and visit with authorities in the field.
• Internships are an integral part of the program because they provide students with valuable professional experience as well as all-important opportunities for networking. Internship students are placed nationally in corporate or educational art departments, advertising agencies, design and animation studios, and publishing houses.
• Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
• Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the-art dual boot computer studio labs.

Career Opportunities
After graduation students pursue degrees in higher education, go into business as freelancers, or find employment in corporate art departments, advertising agencies, design studios, publishing houses, newspapers, magazines, multi-media and web design businesses, or printing firms.

Students with a BFA in Visual Communications enter a growing job market with many career options. Typical employers would include advertising agencies, multimedia production companies, publishers, design groups and consultancies, magazines, local government, education, television, charities, commerce and local industry.

Positions graduates may seek include: Freelance Designer Owner, partner, principal of a design business, Marketing manager, director Art Director, Brand Manager Creative Director, Layout artist Communications Director, Communications, Manager Presentation Specialist, Print Production Manager Creative Director, Print Advertising Director, Art Production Manager, Brand Identity Developer, Broadcast Designer for film or TV, or Brand Identity Designer.

GENERAL EDUCATION COURSES
Courses (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
VC 498 Senior Project (3)
Senior Capstone: VC 499 Senior Seminar (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Courses (Credits)
CM 320 Communication in the Mass Media (3)
CM 420 Persuasion (3)
VC 221 History of Visual Communications (3)
Total Arts & Sciences Program Credits - 9

Career Courses
Courses (Credits)
BU 105 Global Business (3)
BU 145 Principles of Advertising (3)
BU 205 Consumer Awareness (3)
SA 111 Drawing: Composition & Perception (3)
SA 131 Design & Color Theory (3)
SA 161 Photography I (3)
SA 168 Time, Movement, Narrative (3)
VC 112 Concepting (3)
VC 118 Digital Foundations (3)
VC 174 Digital Page Layout (3)
VC 241  Advertising Design  (3)
VC 242  Graphic Design  (3)
VC 274  Imaging Graphics  (3)
VC 341  Advanced Advertising Design  (3)
VC 375  Designing for the Web  (3)
VC 384  Visual Communications Internship  (3)
VC 492  Senior Portfolio  (3)
VC 493  Advanced Senior Portfolio  (3)
VC 300-400  Career Elective  (6)
VC 281  Internship Preparation  (1)

Total Career Program Credits - 58
TOTAL PROGRAM CREDITS - 67

ELECTIVES
Open Electives
Courses (Credits)
100-400 level  (9)
300/400 level  (6)

Total Open Elective Credits -15
TOTAL ELECTIVE CREDITS - 15

TOTAL CREDITS FOR DEGREE - 121
Visual Communications: Graphic Design: Bachelor of Fine Arts

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand. If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program offers concentrations in Advertising Design, Graphic Design, Web/Interactive Design, Illustration/Animation, and Visual Communications. Student may wish to pursue more than one concentration within the program.

The Visual Communications: Graphic Design concentration allows students to focus on design for print media. Print media can include brochures, corporate identity systems, packaging, environmental graphics, book design, magazine design, newspaper design, etc. The curriculum specializes in the design and production of varied print media, but it also offers courses in web design and illustration, which are skill sets that a designer would be asked to collaborate with, contract for hire, or conduct themselves. Instruction is geared toward preparing students for future employment in a corporate art department, ad agency print creative department or design and printing businesses.

Student Learning Goals:
• Teach students to solve communication problems visually, to partake in conceptual message development, and to achieve personal creative excellence;
• Help students understand and respond to the cultural influences that shape various audiences, messages, client needs, and design decisions;
• Develop proficiency in classic media as well as fluency in new technologies; and
• Ensure understanding of basic business practices as designers, including production, project organization, and working in a team environment.

Special Features:
• Students are required to take two career electives that offer a broad experience within the Visual Communications degree to maximize their professional experience in the field.
• In their final year, Visual Communications students complete a comprehensive senior project in their area of concentration and in collaboration with a professional contact within the field. These projects and their portfolios are showcased in the College Art Gallery in April. The exhibition is curated by the students, and offers the opportunity for friends, family, and industry professionals to view their creative efforts on a large scale.
• Students and graduates of the Visual Communications program routinely win regional and national awards for their real-world design work.
• The VC Club, now a student chapter of AIGA, takes annual trips to NYC during which students have the opportunity to tour advertising and design related businesses and visit with authorities in the field.
• Internships are an integral part of the program because they provide students with valuable professional experience as well as all-important opportunities for networking. Internship students are placed nationally in corporate or educational art departments, advertising agencies, design and animation studios, and publishing houses.
• Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the art dual boot computer studio labs.

**Career Opportunities**

After graduation students pursue degrees in higher education, go into business as freelancers, or find employment in corporate art departments, advertising agencies, design studios, publishing houses, newspapers, magazines, multi-media and web design businesses, or printing firms.

Students with a BFA in Visual Communications enter a growing job market with many career options. Typical employers would include advertising agencies, multimedia production companies, publishers, design groups and consultancies, magazines, local government, education, television, charities, commerce and local industry.

Positions graduates may seek include:
Freelance Designer Owner, partner, principal of a design business, Corporate In-House Graphic Designer, Editorial Designer for Magazines and/or books, Creative Director Art Director, Brand Manager Book Designer, Print Advertising Director Brand Identity Designer, Prepress operator Package Designer, Publishing Designer Production worker, Print Production Controller/Manager Print Room Manager, Marketing manager, director Layout artist, Broadcast Designer for film or TV Digital Production, Graphic Design for Television Motion Graphics Designer, or Type Designer.

**GENERAL EDUCATION COURSES**

Courses (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
  VC 498 Senior Project (3)
Senior Capstone: VC 499 Senior Seminar (3)
**TOTAL GENERAL EDUCATION CREDITS - 39**

**PROGRAM COURSES**

Art & Sciences Courses
Courses (Credits)
  CM 320 Communication in the Mass Media (3)
  VC 221 History of Visual Communications (3)
**Total Arts & Sciences Program Credits - 6**

Career Courses
Courses (Credits)
  BU 105 Global Business (3)
  BU 212 Small Business Management (3)
  SA 111 Drawing: Composition & Perception (3)
  SA 131 Design & Color Theory (3)
  VC 112 Concepting (3)
  VC 118 Digital Foundations (3)
  VC 140 Typography (3)
  VC 174 Digital Page Layout (3)
  VC 232 Illustration (3)
VC 241   Advertising Design (3)
VC 242   Graphic Design (3)
VC 274   Imaging Graphics (3)
VC 342   Advanced Graphics Design (3)
VC 375   Designing for the Web (3)
VC 384   Visual Communications Internship (3)
VC 388   Package Design (3)
VC 492   Senior Portfolio (3)
VC 493   Advanced Senior Portfolio (3)
VC 300-400 Career Elective (6)
VC 281   Internship Preparation (1)

**Total Career Program Credits - 61**
**TOTAL PROGRAM CREDITS - 67**

**ELECTIVES**
Open Electives
   Courses (Credits)
   100-400 level (9)
   300/400 level (6)

**Total Open Elective Credits - 15**
**TOTAL ELECTIVE CREDITS - 15**

**TOTAL CREDITS FOR DEGREE - 121**
Visual Communications: Illustration/Animation: Bachelor of Fine Arts

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand. If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program offers concentrations in Advertising Design, Graphic Design, Web/Interactive Design, Illustration/Animation, and Visual Communications. Student may wish to pursue more than one concentration within the program.

The Visual Communications: Illustration/Animation concentration prepares students to create applied imagery; art that visually communicates a message or a story to an audience. Students in this concentration will draw and paint using traditional as well as digital media to create literal or conceptual visuals for documentation, reference or instruction; commentary; storytelling; persuasion; and identity. Students will also learn how to create sequential imagery for moving images, animation, TV motion graphics, comic books, graphic novels, narrative fiction and non-fiction for young audiences, as well as still images for advertising, packaging, magazines and any print and digital media. Instruction is geared toward preparing students to enter a growing and varied job market as a freelance cartoon or commercial illustrator, cartoonist, or staff commercial illustrator.

Student Learning Goals:
• Teach students to solve communication problems visually, to partake in conceptual message development, and to achieve personal creative excellence;
• Help students understand and respond to the cultural influences that shape various audiences, messages, client needs, and design decisions;
• Develop proficiency in classic media as well as fluency in new technologies; and
• Ensure understanding of basic business practices as designers, including production, project organization, and working in a team environment.

Special Features:
• Students are required to take two career electives that offer a broad experience within the Visual Communications degree to maximize their professional experience in the field.
• In their final year, Visual Communications students complete a comprehensive senior project in their area of concentration and in collaboration with a professional contact within the field. These projects and their portfolios are showcased in the College Art Gallery in April. The exhibition is curated by the students, and offers the opportunity for friends, family, and industry professionals to view their creative efforts on a large scale.
• Students and graduates of the Visual Communications program routinely win regional and national awards for their real-world design work.
• The VC Club, now a student chapter of AIGA, takes annual trips to NYC during which students have the opportunity to tour advertising and design related businesses and visit with authorities in the field.
• Internships are an integral part of the program because they provide students with valuable professional experience as well as all-important opportunities for networking. Internship students are placed nationally in corporate or educational art departments, advertising agencies, design and animation studios, and publishing houses.
• Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry
professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.

- Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the-art dual boot computer studio labs.

**Career Opportunities**

After graduation students pursue degrees in higher education, go into business as freelancers, or find employment in corporate art departments, advertising agencies, design studios, publishing houses, newspapers, magazines, multi-media and web design businesses, or printing firms.

Students with a BFA in Visual Communications enter a growing job market with many career options. Typical employers would include advertising agencies, multimedia production companies, publishers, design groups and consultancies, magazines, local government, education, television, charities, commerce and local industry.

Positions graduates may seek include:

**GENERAL EDUCATION COURSES**

Courses (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

VC 498 Senior Project (3)

Senior Capstone: VC 499 Senior Seminar (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

**PROGRAM COURSES**

Art & Sciences Courses

Courses (Credits)

VC 221 History of Visual Communications (3)

**Total Arts & Sciences Program Credits - 3**

Career Courses

Courses (Credits)

SA 111 Drawing: Composition & Perception (3)
SA 168 Time, Movement and Narrative (3)
SA 214 Figure Drawing (3)
VC 112 Concepting (3)
VC 118 Digital Foundations (3)
VC 140 Typography (3)
VC 174 Digital Page Layout (3)
VC 232 Illustration (3)
VC 242 Graphic Design (3)
VC 274 Imaging Graphics (3)
VC 311 Advanced Illustration I (3)
VC 312    Advanced Illustration II (3)
VC 351    Animation (3)
VC 371    Digital Illustration (3)
VC 374    Interactive Design (3)
VC 375    Designing for the Web (3)
VC 384    Visual Communications Internship (3)
VC 492    Senior Portfolio (3)
VC 493    Advanced Senior Portfolio (3)
VC 300-400 Career Elective (6)
VC 281    Internship Preparation (1)

**Total Career Program Credits - 61**

**TOTAL PROGRAM CREDITS - 67**

**ELECTIVES**

Open Electives
- Courses (Credits)
  - 100-400 level   (15)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 15**

**TOTAL CREDITS FOR DEGREE - 121**
Visual Communications: Web/Interactive Design: Bachelor of Fine Arts

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand. If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program offers concentrations in Advertising Design, Graphic Design, Web/Interactive Design, Illustration/Animation, and Visual Communications. Student may wish to pursue more than one concentration within the program.

The Visual Communications: Web/Interactive concentration teaches students to create digital media for various formats – including web sites, kiosks, point-of-purchase displays, interactive maps, tablets, broadcast TV and film graphics, and mobile devices. Students are encouraged to incorporate new media technologies and trends in their projects combining text, graphics, animation, video, and audio.

Student Learning Goals:
• Teach students to solve communication problems visually, to partake in conceptual message development, and to achieve personal creative excellence;
• Help students understand and respond to the cultural influences that shape various audiences, messages, client needs, and design decisions;
• Develop proficiency in classic media as well as fluency in new technologies; and
• Ensure understanding of basic business practices as designers, including production, project organization, and working in a team environment.

Special Features:
• Students are required to take two career electives that offer a broad experience within the Visual Communications degree to maximize their professional experience in the field.
• In their final year, Visual Communications students complete a comprehensive senior project in their area of concentration and in collaboration with a professional contact within the field. These projects and their portfolios are showcased in the College Art Gallery in April. The exhibition is curated by the students, and offers the opportunity for friends, family, and industry professionals to view their creative efforts on a large scale.
• Students and graduates of the Visual Communications program routinely win regional and national awards for their real-world design work.
• The VC Club, now a student chapter of AIGA, takes annual trips to NYC during which students have the opportunity to tour advertising and design related businesses and visit with authorities in the field.
• Internships are an integral part of the program because they provide students with valuable professional experience as well as all-important opportunities for networking. Internship students are placed nationally in corporate or educational art departments, advertising agencies, design and animation studios, and publishing houses.
• Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
• Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the art dual boot computer studio labs.
Career Opportunities
After graduation students pursue degrees in higher education, go into business as freelancers, or find employment in corporate art departments, advertising agencies, design studios, publishing houses, newspapers, magazines, multi-media and web design businesses, or printing firms.

Students with a BFA in Visual Communications enter a growing job market with many career options. Typical employers would include advertising agencies, multimedia production companies, publishers, design groups and consultancies, magazines, local government, education, television, charities, commerce and local industry.

Positions graduates may seek include:
Freelance Designer Game Designer, Owner, partner of a design business Marketing manager, director, Multimedia Designer New Media Specialist, Creative Director Art Director, Brand Manager Brand Identity Designer, E-commerce Site Developer Flash Media Designer, Multimedia Developer Content Developer, Broadcast Designer for film or TV Web/Interactive, Web Developer (front end/interface systems), Web Programmer/developer (back end systems), Web Producer, Sr. Producer, Exec. Producer Interface Designer, Web scripting Web application development, Digital Production Video production, Multimedia Producer Web Producer, Multimedia Programmer Web Designer, Web Developer Web Illustrator, Web Producer Web Programmer, Media Designer Webmaster, Interactive Project Manager Interactive Art Director, Web Project Manager Information architect, Web Administrator/Webmaster Web Applications Developer, Mobile Applications Developer Server Admin, Database Administrator Java Developer, or PHP Developer Motion Graphics Designer.

GENERAL EDUCATION COURSES
Courses (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
VC 498 Senior Project (3)
Senior Capstone: VC 499 Senior Seminar (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Courses (Credits)
SB 130 Introduction to Sociology (3)
VC 221 History of Visual Communications (3)
Total Arts & Sciences Program Credits - 6

Career Courses
Courses (Credits)
BU 212 Small Business Management (3)
BU 326 E-Commerce (3)
SA 111 Drawing: Composition & Perception (3)
SA 168 Time, Movement and Narrative (3)
VC 112 Concepting (3)
VC 118 Digital Foundations (3)
VC 140 Typography (3)
VC 232 Illustration (3)
VC 241 Advertising Design (3)
VC 242 Graphic Design (3)
VC 274 Imaging Graphics (3)
VC 351 Animation (3)
VC 374 Interactive Design (3)
VC 375 Designing for the Web (3)
VC 384 Visual Communications Internship (3)
VC 475 Advanced Designing for the Web (3)
VC 492 Senior Portfolio (3)
VC 493 Advanced Senior Portfolio (3)
VC 300-400 Career Elective (6)
VC 281 Internship Preparation (1)
**Total Career Program Credits - 61**

**TOTAL PROGRAM CREDITS - 67**

**ELECTIVES**

Open Electives
Courses (Credits)
100-400 level (12)
300/400 level (3)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 15**

**TOTAL CREDITS FOR DEGREE - 121**
**Business: Bachelor of Science**

The Bachelor of Science degree in Business will prepare students with a broad-based education in management grounded in the social sciences. The degree will provide students with the environment for intellectual growth while developing their management styles.

This program is fully accredited through the International Assembly for Collegiate Business Education. Visit [http://www.cazenovia.edu/about/institutional-research/accreditation](http://www.cazenovia.edu/about/institutional-research/accreditation) to learn more about our accreditation status and to review the 2012-2013 Annual Report to IACBE.

**Student Learning Goals:**
- Develop and improve technological skills;
- Prepare students for entry-level management positions;
- Provide a well-balanced education blending social sciences and business; and
- Prepare students for graduate studies.

**Special Features:**
The Bachelor of Science degree in Business allows students an opportunity to explore management philosophy interacting with the social sciences. The degree is designed to provide a general competency in a number of management related fields.

**GENERAL EDUCATION COURSES**

Course (Credits)
- See Degree Requirements: General Education requirements (33)
- Critical Thinking, Problem Solving and Information Literacy:
  - BU 473/475 Business Research Methods/Marketing Research (3)
- Senior Capstone: BU 495 Senior Capstone (3)

**Total General Education Credits - 39**

**PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)
- HG 131 Microeconomics (3)
- HG 132 Macroeconomics (3)
- SM 261 Statistics (3)
- SM 265 Calculus I (3)
- SB 201 Multicultural Contributions (3)

**Total Arts & Sciences Program Credits - 15**

Career Courses

Course (Credits)
- AC 201 Financial Accounting (3)
- AC 202 Managerial Accounting (3)
- BU 105 Global Business (3)
- BU 121 Microsoft Word (1)
- BU 122 Microsoft Excel (1)
- BU 110 Principles of Management (3)
- BU 233 Human Resource Management (3)
BU 240 Principles of Marketing (3)
BU 301 SPSS (1)
BU 331 Organizational Behavior (3)
BU 363 Business Law (3)
BU 381 Internship Preparation (1)
BU 481 Internship (3)
AC/BU/IM Electives (6)
Total Career Program Credits - 37

TOTAL PROGRAM CREDITS - 52

ELECTIVES
Arts and Sciences Electives
Course (Credits)
100-400 level (3)
300/400 level (12)
Total Arts & Sciences Elective Credits - 15

Open Electives
Course (Credits)
100-400 level (3)
300/400 level (12)
Total Open Elective Credits - 15

TOTAL ELECTIVE CREDITS - 30

TOTAL CREDITS FOR DEGREE - 121
Management: Accounting: Bachelor of Professional Studies

The Accounting specialization prepares students for business careers that are accounting-oriented, such as: financial analyst, business manager, management accountant, financial consultant, financial planner, or broker. The program is designed so students can gain a proficiency in both accounting and business-related courses.

This program is fully accredited through the International Assembly for Collegiate Business Education. Visit [http://www.cazenovia.edu/about/institutional-research/accreditation](http://www.cazenovia.edu/about/institutional-research/accreditation) to learn more about our accreditation status and to review the 2012-2013 Annual Report to IACBE.

Student Learning Goals:

- Prepare students for entry-level employment in financial-related disciplines;
- Prepare students for graduate-level work in business; and
- Prepare students for employment in Management Accounting.

Special Features:
The degree offers students the opportunity to procure employment in either business or accounting. An internship is required. Students are also prepared to pursue a master of business administration degree or enroll in additional education in order to pursue certification in accounting.

Career Options:
Accounts Payable/Receivable Manager
Auditor
Benefits Specialist
Broker
Bursar
Business Office Manager
Comptroller
Controller
Financial Analyst
Financial Consultant
Management Accountant
Payroll Supervisor

GENERAL EDUCATION COURSES

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:
BU 473/475 Business Research Methods/Marketing Research (3)

Senior Capstone:
BU 495 Senior Capstone (3)

TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES

Art & Sciences Courses
Course (Credits)
HG 131  Microeconomics (3)
HG 132  Macroeconomics (3)
SB 201  Multicultural Contributions (3)
SM 261  Statistics (3)

**Total Arts & Sciences Program Credits - 12**

Career Courses

<table>
<thead>
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<th>Course (Credits)</th>
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<tbody>
<tr>
<td>AC 170  Computer Programming Packages (3)</td>
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<td>AC 202  Managerial Accounting (3)</td>
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<td>AC 301  Intermediate Accounting I (3)</td>
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<td>AC 302/435  Intermediate Accounting II or Tax Accounting (3)</td>
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<td>AC 436  Cost Accounting (3)</td>
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<td>BU 105  Global Business (3)</td>
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<td>BU 110  Principles of Management (3)</td>
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<td>BU 121  Microsoft Word (1)</td>
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<td>BU 122  Microsoft Excel (1)</td>
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<td>BU 233  Human Resource Management (3)</td>
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<tr>
<td>BU 240  Principles of Marketing (3)</td>
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<tr>
<td>BU 301  SPSS (1)</td>
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<tr>
<td>BU 363  Business Law (3)</td>
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<tr>
<td>BU 381  Internship Preparation (1)</td>
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<td>BU 411  Financial Management (3)</td>
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<tr>
<td>BU 481  Business Internship (3)</td>
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<td>AC/BU/IM  Electives (6)</td>
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**Total Career Program Credits - 49**

**TOTAL PROGRAM CREDITS - 61**

**ELECTIVES**

Open Electives

<table>
<thead>
<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>100-400 level (6)</td>
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<tr>
<td>300/400 level (15)</td>
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**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 21**

**TOTAL CREDITS FOR DEGREE - 121**
Management: Business Management: Bachelor of Professional Studies

This specialization combines a comprehensive range of business courses that prepares students for entry-level management employment. This curriculum includes a strong emphasis in modern management theory and application. The program is designed for students to enter the workforce immediately after graduation or continue with their studies at the graduate level.

This program is fully accredited through the International Assembly for Collegiate Business Education. Visit [http://www.cazenovia.edu/about/institutional-research/accreditation](http://www.cazenovia.edu/about/institutional-research/accreditation) to learn more about our accreditation status and to review the 2012-2013 Annual Report to IACBE.

Student Learning Goals:
- Prepare students for entry level management positions either in public, private, or government related employment settings; and
- Prepare students for advanced studies in business, primarily a master of business administration degree.

Special Features:
The Business Management specialization allows students to experience management practices through internships. Internships are arranged through the business internship coordinator and may include a Disney internship experience. Students must meet minimal criteria before a placement is complete.

Program Requirements:
In order for students to be eligible for BU 481 Business Internship and BU 495 Senior Capstone they must have successfully completed a minimum of 90 credit hours, have a minimum G.P.A. of 2.5 in both their general studies and major core and permission of the program director.

Career Opportunities:
General Manager
Business Office Manager
Purchasing Agent
Retail Management
Administrative Services
Human Resource Specialist
Financial Planning
Property and Real Estate
Banking
Marketing and Advertising
Sales
Labor Relations
Hospitality
Public Relations
Cost Accounting

GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
BU 473/475 Business Research Methods/Marketing Research (3)
Senior Capstone: BU 495 Senior Capstone  (3)

TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Course (Credits)
HG 131  Microeconomics (3)
HG 132  Macroeconomics (3)
SB 201  Multicultural Contributions (3)
SM 261  Statistics (3)

Total Arts & Sciences Program Credits - 12

Career Courses
Course (Credits)
AC 201  Financial Accounting (3)
AC 202  Managerial Accounting (3)
BU 105  Global Business (3)
BU 121  Microsoft Word (1)
BU 122  Microsoft Excel (1)
BU 110  Principles of Management (3)
BU 233  Human Resource Management (3)
BU 240  Principles of Marketing (3)
BU 301  SPSS (1)
BU 311  Productions and Operations Management or BU 346 Purchasing Management (3)
BU 326  E-Commerce (3)
BU 331  Organizational Behavior (3)
BU 363  Business Law (3)
BU 381  Internship Preparation (1)
BU 411  Financial Management (3)
BU 481  Business Internship (3)
AC/BU/IM Electives  (6)

Total Career Program Credits - 46

TOTAL PROGRAM CREDITS - 58

ELECTIVES
Open Electives
Course (Credits)
100-400 level  (12)
300/400 level  (12)

Total Open Elective Credits - 24

TOTAL ELECTIVE CREDITS - 24

TOTAL CREDITS FOR DEGREE - 121
Management: Equine Business Management: Bachelor of Professional Studies

The Equine Business Management specialization is designed for students interested in the organizational, management, and commercial aspects of the equine industry, as well as students interested in advanced horse care, breeding, and stable management. The business and equine courses provide students with the skills necessary to pursue either a hands-on or support position in the equine industry.

This program is fully accredited through the International Assembly for Collegiate Business Education. Visit http://www.cazenovia.edu/about/institutional-research/accreditation to learn more about our accreditation status and to review the 2012-2013 Annual Report to IACBE.

Student Learning Goals:
• Provide students with management skills necessary for success in the equine industry;
• Provide training in equine science and horse-care applications;
• Expose students to a variety of breeds and types of horses; and
• Provide a variety of professional experiences through a liberal internship program.

Special Features:
Cazenovia College’s 240-acre Equine Education Center, located less than five miles from the main campus, is home to the Management Program’s Equine Business Management specialization and Intercollegiate Riding Team. It houses a herd of 70 horses, including Thoroughbreds, Warmbloods and Quarter Horses, as well as numerous other breeds. The large indoor arena, multiple outdoor riding areas (including a dressage arena) and turn-out paddocks, provide ample space for the various activities that students pursue. The facility offers students a premier educational environment that features a network-wired classroom.

Our Intercollegiate Horse Show Association (IHSA) Team and Intercollegiate Dressage Association (IDA) Team may compete in 6-8 shows each academic year before, moving on to Regionals, Zones and Nationals. Additionally, the team sends riders to one or more tournaments each season to experience competition outside the region.

Cazenovia College has a long history of success at intercollegiate and rated competitions. Competitions are organized for Hunter Seat, Western and Dressage riders at different proficiency levels. Everyone, from the least to the most experienced rider, has an opportunity to compete and excel. Positions on all teams are earned by competitive tryouts that are scheduled at various times throughout the year. Incoming students who are interested in any team positions are urged to discuss this with the admissions counselors in order to obtain information about tryout dates. Our riders have won twelve individual National Championships (in IHSA and IDA) to date and Cazenovia was the 2002 Reserve National Championship Team. Cazenovia College has continued the winning tradition with multiple national awards since that time, including the 2007 Open Western Horsemanship National Champion, 2007 fourth place National Hunter Seat Team and 2009 Open Hunter Seat on the Flat National Champion. Cazenovia College has been proud to host the National Championships for the IHSA and the IDA three times.

The Equine Ambassadors Club is also available to all interested students on campus. The club functions as an educational, social, and service organization with a variety of activities throughout the year.
GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
   BU 473/475 Business Research Methods/Marketing Research (3)
Senior Capstone: BU 495 Senior Capstone (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Course (Credits)
   EQ 220 Equine Nutrition (4)
   EQ 321 Equine Diseases & Injuries I (3)
   HG 131 Macroeconomics (3)
   HG 132 Microeconomics (3)
   SM 117 Diversity of Life OR SM 118 Cellular & Organismal Biology (4)
   SM 215 Equine Anatomy & Physiology (4)
   SM 261 Statistics (3)
Total Arts & Sciences Program Credits - 24

Career Courses
Course (Credits)
   AC 201 Financial Accounting (3)
   AC 202 Managerial Accounting (3)
   BU 110 Principles of Management (3)
   BU 112 Business Operations for Farm and Stable Owners (3)
   BU 121 Microsoft Word (1)
   BU 122 Microsoft Excel (1)
   BU 233 Human Resource Management (3)
   BU 240 Principles of Marketing (3)
   BU 301 SPSS (1)
   BU 363 Business Law (3)
   BU 360 Advanced Equine Business Management (3)
   BU 399 Equine Business Junior Seminar (1)
   BU 411 Financial Management (3)
   BU 481 Business Management Internship (3)
   BU 499 Equine Business Senior Seminar (1)
   EQ 10_ Equitation Courses (4)
   EQ 110 Introduction to Equine Studies (3)
   EQ 115 Equine Care Techniques (2)
   HE 110 Health and First Aid (1)
   AC/BU electives 300/400 level (3)
Total Career Program Credits - 45

TOTAL PROGRAM CREDITS - 69
ELECTIVES
Open Electives
   Course (Credits)
   300/400 level (12)
Total Open Elective Credits - 12
TOTAL ELECTIVE CREDITS - 12

TOTAL CREDITS FOR DEGREE - 120
Management: Fashion Merchandising: Bachelor of Professional Studies

The Fashion Merchandising specialization emphasizes the business functions of promoting and selling fashions in the retail sector and coordinating the design, production and retail processes in the manufacturing sector of the fashion industry. This specialization combines fashion studies, and business/career studies to prepare graduates for entry-level employment in fashion merchandising.

The Fashion Merchandising Program features several unique opportunities for students to explore the many facets of the fashion industry, including trips to New York City for seminars with fashion industry professionals. A fashion tour class is offered annually in January, during which students visit an array of small and large fashion sites, which may include design rooms, showrooms, retailers and museum fashion exhibits.

Each year the department presents a professional-caliber juried fashion show that captures the energy and excitement of the fashion industry. The show is a culmination of an entire year of illustrating, draping, patternmaking, construction of garments, and show planning. Students also complete a three-credit-hour fashion internship where they have the opportunity to experience the fashion industry up close.

A New York City semester is an option for qualifying students, during which they are enrolled in Cazenovia College and taking their senior-level courses in New York City, including internship, senior collection research and planning, and an elective class. Options are also available for study-abroad programs.

This program is fully accredited through the International Assembly for Collegiate Business Education. Visit http://www.cazenovia.edu/about/institutional-research/accreditation to learn more about our accreditation status and to review the 2012-2013 Annual Report to IACBE.

Student Learning Goals:
• Provide students with a liberal arts education that combines general education courses with fashion and business courses;
• Prepare students for fashion industry careers in fashion production, manufacturing and/or sales;
• Provide students with career-focused academic experiences through various internships and other off-campus classes and seminars and co-curricular experiences.

Facilities:
The Fashion Design program is housed in Jephson Campus B (formerly South Campus), a few blocks from the main campus. This facility includes:
• Sewing/design laboratory including domestic and industrial sewing machines, pattern cutting tables and other design equipment.
• A CAD lab with dual platform Macintosh computers installed with fashion industry software including OptiTex patternmaking and NEDGraphics presentations, as well as hardware such as scanners, and printers capable of printing up to 44" fabric.
• A material resource room.
• Lecture and seminar rooms.

Special Features:
Fashion Tour Class: The week-long Fashion Tour in New York City is offered each spring semester to provide students with an overview of the fashion industry and to prepare them for internships. Students attend seminars with management personnel at fashion businesses including showrooms, design rooms,
retailers, industry associations and museums. In addition, students tour the famous garment district for fabric and trim sourcing during a four-day field trip to New York.

**Fashion Show:** Each April the Fashion Studies Department sponsors a professional caliber juried fashion show that captures the energy and excitement of the fashion industry. The show gives students an opportunity to display their designs to an audience of friends, family, and industry professionals. Students may participate in the planning and production of the show through the Fashion Promotion class. The show is the culmination of an entire year of illustrating, patternmaking and construction of garments, and show planning by all fashion students.

**Senior Collection/Senior Project:** All students are required to complete a senior project in which they write a major research paper. Merchandising students focus on the analysis of a business topic and design students also create the concept and garments for an original fashion collection. This highly creative project is the culmination of four years of education in the Fashion Studies Department.

**Internship Preparation:**
Students must complete a required number of credits in their program and demonstrate knowledge-based and social competency to qualify for internship placement. The Fashion Tour class provides students with an overview of the fashion industry and prepares them for internships. Faculty and staff in the Fashion Studies Program, College Career and Internship offices work with students to help define their goals, explore internship options, and complete the application process. Click here for information on the semester in New York City program and local and regional internship sites.

**Career Options**
- Assistant Designer
- Technical Designer
- Patternmaker
- Apparel Manufacturer
- Stylist
- Store Management
- Sales Representative
- Product Development
- Retail Management
- Costume Designer
- Sample Pattern Maker
- Design Business Owner
- Quality Control Analyst
- Fashion Promotions Coordinator
- Merchandise Manager
- Assistant Buyer

**GENERAL EDUCATION COURSES**

Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
- BU 473 Business Research Methods (3)
Senior Capstone: BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

**PROGRAM COURSES**

Art & Sciences Courses
Course (Credits)
- HG 131 Macroeconomics OR HG 132 Microeconomics (3)
- SM 261 Statistics (3)
FA 218  Fashion History  (3)

**Total Arts & Sciences Program Credits - 9**

**Career Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 201</td>
<td>Financial Accounting  (3)</td>
</tr>
<tr>
<td>AC 202</td>
<td>Managerial Accounting  (3)</td>
</tr>
<tr>
<td>BU 110</td>
<td>Principles of Management (3)</td>
</tr>
<tr>
<td>BU 121</td>
<td>Microsoft Word (1)</td>
</tr>
<tr>
<td>BU 122</td>
<td>Microsoft Excel (1)</td>
</tr>
<tr>
<td>BU 240</td>
<td>Principles of Marketing (3)</td>
</tr>
<tr>
<td>BU 233</td>
<td>Human Resource Management (3)</td>
</tr>
<tr>
<td>BU 301</td>
<td>SPSS (1)</td>
</tr>
<tr>
<td>BU 326</td>
<td>E-Commerce (3)</td>
</tr>
<tr>
<td>BU 363</td>
<td>Business Law &amp; Ethics (3)</td>
</tr>
<tr>
<td>BU 401</td>
<td>International Business (3)</td>
</tr>
<tr>
<td>BU 411</td>
<td>Financial Management (3)</td>
</tr>
<tr>
<td>BU 451</td>
<td>Fashion Buying &amp; Merchandise Planning (3)</td>
</tr>
<tr>
<td>BU 481</td>
<td>Business Management Internship (emphasis on fashion merchandising) (3)</td>
</tr>
<tr>
<td>FM 131</td>
<td>Survey of the Global Apparel Industry (3)</td>
</tr>
<tr>
<td>FM 213</td>
<td>Basic Textiles (3)</td>
</tr>
<tr>
<td>FM 250</td>
<td>Fashion Merchandising (3)</td>
</tr>
<tr>
<td>FM 361</td>
<td>Fashion Promotion (3)</td>
</tr>
<tr>
<td>FM 365</td>
<td>Product Development Principles (3)</td>
</tr>
<tr>
<td>FM 366</td>
<td>Product Development Applications (3)</td>
</tr>
<tr>
<td>FM 382</td>
<td>Fashion Tour (2)</td>
</tr>
<tr>
<td>FM 393</td>
<td>Internship Preparation (1)</td>
</tr>
<tr>
<td>FM, FD, BU, AC ___</td>
<td>Fashion or Business Elective (3)</td>
</tr>
</tbody>
</table>

**Total Career Program Credits - 60**

**TOTAL PROGRAM CREDITS - 69**

**ELECTIVES**

Open Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-400 level</td>
<td>(15)</td>
</tr>
</tbody>
</table>

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS – 15**

**TOTAL CREDITS FOR DEGREE - 123**
Management: Sport Management: Bachelor of Professional Studies

The Sport Management program at Cazenovia College prepares students for a number of interesting and exciting career opportunities in the sport industry – from youth to scholastic to collegiate to professional sport management and marketing, from event and facility management to sport agency. The Sport Management curriculum combines both classroom learning and internship experiences that help broaden the students’ understanding, as well as experiential and networking opportunities.

This program is fully accredited through the International Assembly for Collegiate Business Education. Visit http://www.cazenovia.edu/about/institutional-research/accreditation to learn more about our accreditation status and to review the 2012-2013 Annual Report to IACBE.

Student Learning Goals:
To explore the wide variety of career paths available to students in the Sport Management field;
To offer relevant courses that will prepare Sport Management students for the current sport industry marketplace; and
To present Sport Management students with a broad range of internship opportunities that will give them the chance to explore different avenues of the sport industry while offering them the opportunity to network with a number of sport management professionals.
To create a professional environment and foster self-reflection as a habit to continuously assess and refine their professional practices.

Special Features
Through a nine-credit-hour internship component, students gain a better understanding of the true responsibilities of the sport management professional.

GENERAL EDUCATION COURSES

Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
   BU 473 Business Research Methods (3)
Senior Capstone: BU 495 Senior Capstone (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES

Art & Sciences Courses

Course (Credits)
   HG 131 Macroeconomics (3)
   HG 132 Microeconomics (3)
   SB 130 Introduction to Sociology (3)
   SB 358/SP 364 Sport in Society (3)
   SM 261 Statistics (3)
Total Arts & Sciences Program Credits - 15

Career Courses

Course (Credits)
   AC 201 Financial Accounting (3)
   AC 202 Managerial Accounting (3)
   BU 110 Principles of Management (3)
BU 121  Microsoft Word (1)
BU 122  Microsoft Excel (1)
BU 233  Human Resource Management (3)
BU 240  Principles of Marketing (3)
BU 301  SPSS (1)
BU 363  Business Law (3)
BU 411  Financial Management (3)
BU 481  Business Management Internship (3)
HE 110  Community First Aid & Safety (1)
SP 118  Introduction to Sport Management (3)
SP 328  Sport Marketing/Promotions/Sales (3)
SP 357  Organization and Administration of Sport (3)
SP 368  Legal Issues in Sport (3)
SP 453  Facility and Event Management (3)
SP 455  Financing Sport Operations (3)
SP 488  Sport Management Internship (6)

Total Career Program Credits - 52

TOTAL PROGRAM CREDITS - 67

ELECTIVES
Open Electives
Course (Credits)
100-400 level (12)
300/400 level (3)

Total Open Elective Credits - 15

TOTAL ELECTIVE CREDITS - 15

TOTAL CREDITS FOR DEGREE - 121
**Biology: General: Bachelor of Arts**

The B.A. in Biology-General provides students with a broad background in basic biological principles from the cellular and molecular levels through evolution and the functioning of ecosystems. As such, this general biology curriculum provides the breadth of biological experience essential for a diversity of careers in the health fields, in basic biological research in the laboratory and field, in biology education, or in business and industry. The curriculum includes a set of core courses in science and hands-on learning opportunities.

**Student Learning Goals:**
- Provide students with an understanding of the breadth of biological fields
- Provide students with a solid foundation in biological, ecological and evolutionary principles that apply to all of biology
- Provide opportunities for laboratory or field research experiences
- Prepare students for a suite of potential biological careers

**Special Features:**
Extensive field and research component in local natural areas.


**Careers:**
- Biological researcher
- Lab technician
- Health professional
- Educator
- Science journalist
- Management in biologically-based business or industry

**GENERAL EDUCATION COURSES**

<table>
<thead>
<tr>
<th>Course (Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Degree Requirements: General Education requirements (33)</td>
</tr>
<tr>
<td>Critical Thinking, Problem Solving and Information Literacy:</td>
</tr>
<tr>
<td>HU 375 Methods of Inquiry (3)</td>
</tr>
<tr>
<td>Senior Capstone: SM/HU 499 Senior Capstone (3)</td>
</tr>
</tbody>
</table>

**Total General Education Credits - 39**

**PROGRAM COURSES**

Art & Sciences Courses

<table>
<thead>
<tr>
<th>Course (Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM 117 Diversity of Life (4)</td>
</tr>
<tr>
<td>SM 118 Cellular and Molecular Biology (4)</td>
</tr>
<tr>
<td>SM 121 General Chemistry I (4)</td>
</tr>
<tr>
<td>SM 122 General Chemistry II (4)</td>
</tr>
<tr>
<td>SM 211 Investigating Biology (3)</td>
</tr>
<tr>
<td>SM 221 Organic Chemistry I (4)</td>
</tr>
<tr>
<td>SM 231 Comparative Vertebrate Anatomy (4)</td>
</tr>
</tbody>
</table>
SM 243/343 Biotopics (3)
SM 261 Statistics (3)
SM 315 Applied Genetics and Evolution (4)
SM 331 Comparative Physiology (4)
SM 342 Principles of Ecology (3)
SM 411 Cell Biology and Physiology (4)
SM 200/300/400 level Biology elective (3)

Total Arts & Sciences Program Credits - 51

TOTAL PROGRAM CREDITS - 51

ELECTIVES

Open Electives

Course (Credits)
100-400 level (11)
300/400 level (19)

Total Open Elective Credits - 30

TOTAL ELECTIVE CREDITS - 30

TOTAL CREDITS FOR DEGREE - 120
Biology: Environmental Biology: Bachelor of Science

The B.S. Biology- Environmental Biology is designed for students wishing to pursue careers as naturalists, field biologists, environmental educators and other allied fields. The curriculum includes a set of core courses giving the student the essentials of current biological knowledge as well as electives that increase the opportunities for practical experience with field work and student-driven research.

Student Learning Goals:
• Provide students with a solid foundation in biological, ecological and evolutionary principles that apply to the field of environmental biology
• Provide students with knowledge of the real-world applications of environmental biology in addressing critical environmental issues
• Provide students with specialized practical experience through service-learning, independent research and internship opportunities.
• Prepare students for a variety of career and advanced study choices

Special Features:
Extensive field and research component in local natural areas.

Careers:
Field biologist
Environmental/Biological educators
Natural resource conservation
Wildlife management
Environmental consulting
Natural history and interpretation

GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
HU 375 Methods of Inquiry (3)
Senior Capstone: SM/HU 499 Senior Capstone (3)
Total General Education Credits - 39

PROGRAM COURSES
Art & Sciences Courses
Course (Credits)
CM 231/EN 213/214/312 Introduction to Journalism or Creative Writing- Fiction or Creative Writing-Poetry or Advanced Expository Writing (3)
HU 301 Environmental Ethics (3)
SM 117 Diversity of Life (4)
SM 118 Cellular and Molecular Biology (4)
SM 121 General Chemistry I (4)
SM 122 General Chemistry II (4)
SM 140 Environmental Science (4)
SM 2__ 200 level Biology elective (3-4)
SM 211 Investigating Biology (3)
SM 261 Statistics (3)
SM 3__/4__ 300/400 level Biology elective (3-4)
SM 243/343 Biotopics (3)
SM 311 Global Environmental Issues (3)
SM 315 Applied Genetics and Evolution (4)
SM 342 Principles of Ecology (3)

Total Arts & Sciences Program Credits - 51

TOTAL PROGRAM CREDITS - 51

ELECTIVES
Open Electives
Course (Credits)
100-400 level (13)
300/400 level (17)

Total Open Elective Credits - 30

TOTAL ELECTIVE CREDITS - 30

TOTAL CREDITS FOR DEGREE - 120
Communication Studies: Bachelor of Arts

The Bachelor of Arts degree in Communication Studies is focused on human communication in spoken, written, and audio-visual forms, and the exploration of why people communicate as they do in various contexts. This field of study encompasses interpersonal, group, and organizational communication; multicultural communication; journalism; broadcasting; media studies; persuasion; advocacy and debate; and effective speaking.

The program includes course work in each of these areas along with opportunities for application of skills in journalism, multi-platform media production, independent academic research and related internships. Our objective is to provide a flexible degree option for students who seek a range of graduate study and career opportunities.

Student Learning Goals
Our goal is for all graduates in the Communication Studies program to:

- Speak and listen well in a variety of contexts.
- Produce excellent written work in a variety of formats.
- Understand and apply empathy in communication.
- Understand the role of advocacy in our society and advocate effectively before both large and small groups.
- Complete a core of liberal studies course work to be well rounded and informed about the world.
- Be media literate and competent to produce and interpret a variety of mass-media forms.
- Be critical, thoughtful, and ethically engaged producers and consumers of communication and media content.
- Possess a flexible and marketable skill set.
- Have an excellent foundation for graduate study, particularly in the areas of communication, media, public policy, and law.

GENERAL EDUCATION COURSES

Course (Credits)
See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:
   HU/SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in the Humanities (3)

Total General Education Credits - 39

PROGRAM COURSES

Art & Sciences Courses
Course (Credits)
CM 110 Introduction to Human Communication (3)
HU 165 Critical Thinking: Language and Logic (3)
CM 210 Interpersonal Communication (3)
CM 220/230/240 Group Communication OR Nonverbal Communication OR Multicultural Communication(3)
CM 231 Introduction to Journalism (3)  
CM 302 Communication Concepts and Theory (3)  
EN 312 Advanced Expository Writing (3)  
CM 313 Debate (3)  
CM 320 Communication in the Mass Media (3)  
CM 3__/4__ electives (9)  
CM 440 Advanced Topics in Communication (3)  
HU 465 Ethical Issues in Organizations (3)  
**Total Arts & Sciences Program Credits - 42**

Career Courses  
Course (Credits)  
CM 211 Introduction to Broadcasting (3)  
CM 331/341 Feature Writing and Editing/Intermediate Broadcast Production (3)  
CM 441 Media Management (3)  
**Total Career Program Credits - 9**  
**TOTAL PROGRAM CREDITS - 51**

**ELECTIVES**  
Arts and Sciences Electives  
Course (Credits)  
100-400 level (15)  
**Total Arts & Sciences Elective Credits - 15**

Open Electives  
Course (Credits)  
100-400 level (15)  
**Total Open Elective Credits - 15**  
**TOTAL ELECTIVE CREDITS - 30**  
**TOTAL CREDITS FOR DEGREE -120**
English: Bachelor of Arts

Students who choose the Bachelor of Arts in English like to read and discuss stories, plays, and poems—and many enjoy writing in these genres, as well. Along with a common core of literature courses, students select additional elective courses in literature, film, theatre, communication, and creative writing; and they are also encouraged to work with program faculty to create special topic courses and senior seminars in subjects not covered in the established curriculum. English majors develop a solid foundation for graduate study in English, English education, journalism, law—and in other disciplines requiring strong critical thinking skills and talent in spoken and written communication. Although not required, internships may be sought in fields related to English studies, for instance, journalism, or in professional fields like business and management. Because the program includes 45 hours of elective credit, students often combine their major in English with minors such as Pre-Law, Psychology, or Sport Management.

Minor in English

A minor in English is an excellent option for those who have enjoyed the subject and wish to extend their literary studies beyond the high school level. In addition, a minor in English can have a positive impact on the job search, since the critical thinking and writing skills associated with courses in English have long been recognized as essential by business leaders, policy makers, and the general public.

Student Learning Goals:
To prepare students to become lifelong learners in both their professional and personal lives;
To encourage intellectual, social, and ethical growth through the critical examination of literature, theatre, film, popular culture, and communication;
To help students develop the more specific skills associated with the discipline: written and spoken communication, literary appreciation, and critical, analytical thinking; and
To prepare students to be successful citizens and leaders in a global community.

Special Features:
Small classes taught in seminar/discussion format by well-qualified, full-time faculty members;
Opportunities from year one to contribute to the student newspaper, "The Quad";
Opportunities from year one to go on stage (or backstage) with theatrical productions in the College's historic Catherine Cummings Theatre;
Opportunities to visit area theatrical sites to see live theatre at discount rates; and
Flexibility: although graduation from the College requires 120 credit hours, the English program requires at most 36 credit hours in English, many of those elected from program options.
The College offers an Inclusive Adolescence Education Program which prepares students for New York State initial teacher certification in Adolescence Education, English (7-12) and in Teaching Students with Disabilities (7-12). For more information please visit: http://www.cazenovia.edu/academics/divisions-and-majors/social-and-behavioral-sciences/inclusive-adolescence-education-english

GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
HU 375 Methods of Inquiry (3)
Senior Capstone: HU 499 Capstone Seminar in the Humanities (3)
TOTAL GENERAL EDUCATION CREDITS - 39
### PROGRAM COURSES
**Art & Sciences Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>(Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 110</td>
<td>The Field of English (1)</td>
</tr>
<tr>
<td>EN 210</td>
<td>Approaches to Literature (3)</td>
</tr>
<tr>
<td>EN 216</td>
<td>Shakespeare (3)</td>
</tr>
<tr>
<td>EN 312</td>
<td>Advanced Expository Writing (3)</td>
</tr>
</tbody>
</table>

Three of the Following Four (9)

<table>
<thead>
<tr>
<th>Course</th>
<th>(Credits)</th>
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</thead>
<tbody>
<tr>
<td>EN 314</td>
<td>British Literature to 1800</td>
</tr>
<tr>
<td>EN 315</td>
<td>British Literature 1800-Present</td>
</tr>
<tr>
<td>EN 321</td>
<td>Literature of U.S. 1800-1914</td>
</tr>
<tr>
<td>EN 322</td>
<td>Literature of U.S. 1912-Present</td>
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</table>

One of the Following Two (3)

<table>
<thead>
<tr>
<th>Course</th>
<th>(Credits)</th>
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</thead>
<tbody>
<tr>
<td>EN 221</td>
<td>Ethnic American Literature</td>
</tr>
<tr>
<td>EN 351</td>
<td>Postcolonial Literature</td>
</tr>
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</table>

One of the Following Two (3)

<table>
<thead>
<tr>
<th>Course</th>
<th>(Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 401</td>
<td>Narrative Structure: Prose and Dramatic Literature</td>
</tr>
<tr>
<td>EN 475</td>
<td>Theoretical Approaches to Literature and Culture</td>
</tr>
<tr>
<td>EN 441</td>
<td>Seminar: Genres and Movements (3)</td>
</tr>
<tr>
<td>EN 451</td>
<td>Seminar: Writers in English and Translation (3)</td>
</tr>
</tbody>
</table>

EN Electives* (6)

*With the approval of the Program Director, courses in Communication Studies or film may also be selected.

**Total Arts & Sciences Program Credits - 37**

### TOTAL PROGRAM CREDITS - 37

### ELECTIVES
**Arts and Sciences Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>(Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-400 level</td>
<td>(12)</td>
</tr>
<tr>
<td>300/400 level</td>
<td>(12)</td>
</tr>
</tbody>
</table>

**Total Arts & Sciences Elective Credits - 24**

Open Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>(Credits)</th>
</tr>
</thead>
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<tr>
<td>100-400 level</td>
<td>(15)</td>
</tr>
<tr>
<td>300/400 level</td>
<td>(6)</td>
</tr>
</tbody>
</table>

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 45**

**TOTAL CREDITS FOR DEGREE - 121**
Liberal Studies

The Liberal Studies programs (Bachelor of Arts and Bachelor of Science) are the most flexible degree programs available at the college. That flexibility allows students to design individualized academic experiences meeting their unique educational interests and career goals. Each of the degree programs in Liberal Studies is structured around a core of multi- and inter-disciplinary courses that combines the methods and insights of the humanities, natural sciences, and social sciences with the practical aspects of professional education.

Student Learning Goals:
- To prepare students to become lifelong learners in both their professional and personal lives;
- To emphasize the inter-relatedness of liberal and professional education;
- To encourage intellectual, social, and ethical growth through the critical examination of works in art, science, philosophy, and literature; and
- To prepare students to be successful citizens and leaders in a global community.

Special Features:
While only students in the bachelor of science program are required to take a professional internship, all Liberal Studies students are encouraged to take advantage of such experiences.

General Education Courses (credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Bachelor of Arts</th>
<th>Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Written Communications (6)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Spoken and Interpersonal Communications (6)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Literacy (0)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ethics (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Quantitative Literacy (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cultural Literacy (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Scientific Literacy (3-4)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Diversity and Social Consciousness (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Visual Literacy (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Critical Thinking, Problem Solving and Information Literacy: HG/HU/SB 375 Methods of Inquiry (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Senior Capstone: HU/SB 499 Capstone Seminar in the Humanities/Capstone I- Applied: Senior Project (3)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**TOTAL GENERAL EDUCATION CREDITS**

39 39

Program Courses (credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Bachelor of Arts</th>
<th>Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG ___ History/Government elective (3)</td>
<td>X (6)</td>
<td>X (3)</td>
</tr>
<tr>
<td>SB ___ Social/Behavioral Science elective (3)</td>
<td>X (6)</td>
<td>X (3)</td>
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<tr>
<td>EN ___ Literature elective (3)</td>
<td>X (6)</td>
<td>X (3)</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>HU ___ Philosophy elective (3)</td>
<td>X (6)</td>
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<tr>
<td>SM ___ Lab Science course (4)</td>
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<tr>
<td>CM 3/4__ Communications course (3)</td>
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</tr>
<tr>
<td>HG/SB 3/4__ Social Science course (3)</td>
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</tr>
<tr>
<td>EN/HU 3/4__ English/Humanities course (3)</td>
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</tr>
<tr>
<td>FA 3/4__ Fine Arts course (3)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HU 465 Ethical Issues in Organizations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SB 110/120/130 Introduction to Anthropology/Psychology/Sociology</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>___ ___ Internship (6)</td>
<td></td>
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</tbody>
</table>

**TOTAL PROGRAM CREDITS**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>40</td>
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</table>

**Electives (credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>300/400 level arts and sciences electives</td>
<td>X (24)</td>
<td></td>
</tr>
<tr>
<td>100-400 level open electives</td>
<td>X (18)</td>
<td></td>
</tr>
<tr>
<td>300/400 level open electives</td>
<td>X (18)</td>
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**TOTAL ELECTIVE CREDITS**

<table>
<thead>
<tr>
<th>Credits</th>
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<tr>
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<td>45</td>
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**TOTAL CREDITS FOR DEGREE**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>121</td>
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<td>121</td>
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</table>
Criminal Justice and Homeland Security Studies: Bachelor of Science

The Criminal Justice and Homeland Security Studies program provides students with the tools they need to enter into a career in the expanding field of law enforcement, the emerging area of homeland security, or to pursue a graduate degree or attend law school. The program has a rigorous curriculum taught by dedicated faculty uniquely qualified in their academic disciplines. The program is designed to educate students to be critical thinkers who communicate effectively, and who act in an ethical manner.

Student Learning Goals
Develop an understanding of:

- The various components and processes of the criminal justice system;
- The role of the various justice and law enforcement agencies encompassed and involved in homeland security;
- How the criminal justice system responds to threats and crises;
- International and domestic terrorism and how to respond to and prevent terroristic action;
- The purpose and practice of law;
- The theories of crime and criminal behavior and how they have influenced policy and procedure within the criminal justice system;
- The ethical and moral issues inherent in the criminal justice system;
- Gain academic and practical experience that will assist in the pursuit of a career in the field; and
- Develop critical thinking, written and oral communication skills necessary for careers in the field.

Special Feature:
Cazenovia College is now offering students the opportunity to earn a dual degree in Criminal Justice and Psychology. Students earning this degree can go on to work with individual or families of individuals in the legal system, provide expert testimony, and study criminal offenders, among other areas of employment. Click here for more information on this program.

Internship Opportunities:
Students will participate in an internship in the career path of their choice, such as, criminal justice, homeland security, law, youth/juvenile delinquency, private investigation, or probation and parole. Internships allow students to assess their interest and apply their classroom knowledge in an area of their choice. The program director and the cooperating agencies assess the best placement for students based on the student's academic preparation, past experiences, and personal maturity.

Career Opportunities

<table>
<thead>
<tr>
<th>Private Security</th>
<th>Youth Counselor</th>
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</thead>
<tbody>
<tr>
<td>Law and Courts</td>
<td>Insurance Investigator</td>
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<tr>
<td>Lawyer</td>
<td>Private Investigator</td>
</tr>
<tr>
<td>Judge</td>
<td>Private Security Officer</td>
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<tr>
<td>Bailiff</td>
<td>Loss Prevention Specialist</td>
</tr>
<tr>
<td>Paralegal</td>
<td>Pretrial Services Officer</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Corrections</td>
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<tr>
<td>FBI</td>
<td>Warden</td>
</tr>
<tr>
<td>US Marshal</td>
<td>Parole Officer</td>
</tr>
<tr>
<td>Drug Enforcement Admin.</td>
<td>Correctional Counselor</td>
</tr>
</tbody>
</table>
Police Officer/Detective  Community Corrections
US Customs  Community Caseworker
Sheriff  Probation Officer

GENERAL EDUCATION COURSES

Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
  SB 375 Methods of Inquiry (3)
  Senior Capstone: CJ 499 Senior Capstone (3)
Total General Education Credits - 39

PROGRAM COURSES

Art & Sciences Courses
Course (Credits)
  SB 120 Introduction to Psychology (3)
  SB 110/130 Introduction to Anthropology or Introduction to Sociology (3)
  HG 131/132 Macroeconomics or Microeconomics (3)
  HG 141/143 Government and Politics of U.S. or State & Local Govt. (3)
  SB 231/335/250 Social Problems, Comparative Social Institutions, or Cultural Geography (3)
  SM 261 Statistics (3)
  SB 301/333/380/401 Models of Society, Human Rights and Genocide, Contemporary Slavery in World,
or World Cultures and Societies (3)
Total Arts & Sciences Program Credits - 21

Career Courses
Course (Credits)
  CJ 151 Introduction to Criminal Justice (3)
  CJ 152/251 Juvenile Delinquency, or Corrections and Alternatives (3)
  CJ 252/360 Crime Scene Investigation, or Financing Terrorism Investigation (3)
  CJ 253 Criminal Law and Procedure (3)
  CJ 351 Criminal Justice Process (3)
  CJ 354 Policing in America (3)
  CJ 357/358 or BU 363 Constitutional Law /International Law or Business Law and Ethics (3)
  CJ 255 Terrorism and Homeland Security (3)
  SB 451 Criminology (3)
  CJ 358 Ethical Issues in CJHS (3)
  CJ 398 Criminal Justice Internship (3)
  AC 110 Fund. of Accounting (3)
Total Career Program Credits - 36
TOTAL PROGRAM CREDITS - 57

ELECTIVES

Arts and Sciences Electives
Course (Credits)
100-400 level (3)

**Total Arts & Sciences Elective Credits - 3**

Open Electives
Course (Credits)
100-400 level (9)
300/400 level (12)

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 24**

**TOTAL CREDITS FOR DEGREE - 120**
Human Services: Alcohol/Substance Abuse: Bachelor of Science

The Alcohol and Substance Abuse concentration provides students with an overview of counseling and support services for this population. The curriculum addresses the history of human services related to alcohol and substance abuse treatment, past and current theoretical approaches, and the rehabilitation trends in the field. Upon successful completion of this degree, students will fulfill the Credentialed Alcohol Substance Abuse Counselor (CASAC) education requirements for future certification as a New York State Alcohol and Substance Abuse Counselor.

Student Learning Goals:
• Provide the students with an understanding of issues related to alcohol and substance abuse;
• Develop counseling skills related to this population;
• Develop an understanding of treatment and rehabilitation approaches; and
• Prepare students for professional counseling and treatment environment.

Special Features:
Two internships (160 hours each) in alcohol and substance abuse treatment/ counseling settings based on the students interests, experience and academic preparation.

Program Requirements:
• Students must earn a minimum grade of a "C" in each 100-200 level Human Services course;
• Students must have earned at least 30 academic hours and have the permission of the Human Services Program Director to be eligible for an internship;
• Students may repeat any Human Services course in which they earned less than a "C". Students who earn less than a "C" on the second attempt may not continue in the program; and
• Students must complete 12 hours in an alcohol and substance abuse internship.

GENERAL EDUCATION COURSES

Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
SB 375 Methods of Inquiry (3)
Senior Capstone: HS 499 Senior Capstone (3)
Total General Education Credits - 39

PROGRAM COURSES

Art & Sciences Courses
Course (Credits)
HU 465 Ethical Values in Organizations (3)
SB 120 Introduction to Psychology (3)
SB 130 Introduction to Sociology (3)
SB 231 Social Problems (3)
SB 265 Alcohol and Drugs in Modern Society (3)
SB 323 Abnormal Psychology (3)
SB 327 Brain and Behavior (3)
SB 333/335/301/436 Human Rights and Genocide/Comparative Social Institutions in U.S./Models of Society/Class, Status and Power (3)
SB 336 Social Welfare Policies (3)
Total Arts & Sciences Program Credits - 27

Career Studies Courses
  Course (Credits)
  HS 110 Introduction to Human Services (3)
  HS 134 Introduction to Alcohol and Substance Abuse (3)
  HS 240 Introduction to Counseling (3)
  HS 331 Group Dynamics (3)
  HS 341 Counseling Theories (3)
  HS 344 Intervention Strategies for Alcohol and Substance Abuse (3)
  HS 284 Alcohol and Substance Abuse Internship (6)
  HS 384 Alcohol and Substance Abuse Internship (6)
  HS 431 Rehabilitation Services (3)
  HS 475 Program Planning and Evaluation (3)
Total Career Program Credits - 36
TOTAL PROGRAM CREDITS - 63

ELECTIVES
Open Electives
  Course (Credits)
  100-400 level (18)
Total Open Elective Credits - 18
TOTAL ELECTIVE CREDITS - 18

TOTAL CREDITS FOR DEGREE – 120
Human Services: Children and Youth: Bachelor of Science

The Children and Youth concentration provides an overview of services available for children and adolescents. The curriculum addresses issues related to current social services and counseling practices, providing the student with a base knowledge about the systems and services related to children and adolescents.

Student Learning Goals:
• Provide students with an understanding of the social services system;
• Develop basic counseling skills and approaches for children and adolescents;
• Develop an understanding of child development theory and childhood disorders; and
• Prepare students for professional social service and counseling environments.

Special Features:
Two internships (160 hours each) in social services or child-related settings are based on students’ interests, experience and academic preparation.

Program Requirements:
• Students must earn a minimum grade of a "C" in each 100-200-level Human Services course;
• Students must have earned at least 30 academic hours to be eligible for internship;
• Students may repeat 100/200-level Human Services courses in which they first earned a grade less than "C" only once; students who cannot achieve a grade of "C" or above on the second attempt may not continue in the program; and
• Students must complete 12 credit hours in a Children and Youth Internship.

GENERAL EDUCATION COURSES

Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
SB 375 Methods of Inquiry (3)
Senior Capstone: HS 499 Senior Capstone (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES

Art & Sciences Courses
Course (Credits)
HU 465 Ethical Issues in Organizations (3)
SB 120 Introduction to Psychology (3)
SB 121/122/123 Child Psychology/Adolescent Psychology/Adult Psychology (3)
SB 130 Introduction to Sociology (3)
SB 231 Social Problems (3)
SB 311 Contemporary Ethnic Families (3)
SB 323 Abnormal Psychology (3)
SB 324 Childhood Disorders (3)
SB 333/335/301/436 Human Rights and Genocide/Comparative Social Institutions in U.S./Models of Society/Class, Status and Power (3)
SB 336 Social Welfare Policies (3)
Total Arts & Sciences Program Credits - 30
### Career Studies Courses

<table>
<thead>
<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>HS 110 Introduction to Human Services (3)</td>
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<tr>
<td>HS 121 Child, Youth and Family Services (3)</td>
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<tr>
<td>HS 240 Introduction to Counseling (3)</td>
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<tr>
<td>HS 282 Internship (6)</td>
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<tr>
<td>HS 343 Intervention Strategies (3)</td>
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<tr>
<td>HS 345 Counseling Families in Crisis (3)</td>
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<tr>
<td>HS 382 Internship (6)</td>
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<td>HS 475 Program Planning and Evaluation (3)</td>
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</table>

**Total Career Program Credits - 30**

**TOTAL PROGRAM CREDITS - 60**

### ELECTIVES

**Open Electives**

<table>
<thead>
<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>100-400 level (21)</td>
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</table>

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 21**

**TOTAL CREDITS FOR DEGREE - 120**
Human Services: Counseling/Mental Health: Bachelor of Science

The Counseling and Mental Health concentration provides a broad overview of counseling services within the mental health system. The curriculum addresses issues related to current mental health practice, providing students with a base of knowledge about the systems and services for children, adolescents and adults.

Student Learning Goals:
- Provide students with an understanding of the mental health system;
- Develop basic counseling skills;
- Develop an understanding of counseling theory and approaches; and
- Prepare students for professional counseling environments.

Special Features:
Two internships (160 hours each) in mental health settings are based on students’ interests, experience and academic preparation.

Program Requirements:
- Students must earn a minimum grade of a "C" in each 100-200 level Human Services course;
- Students must have earned at least 30 academic hours and have permission of the Human Services Program Director to be eligible for an internship;
- Students may repeat any Human Services course in which they earned less than a "C" only once; students who cannot achieve a grade of "C" or above on the second attempt may not continue in the program; and
- Students must complete 12 credit hours in a Counseling and Mental Health Internship.

GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course (Credits)</th>
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<tr>
<td>See Degree Requirements: General Education requirements (33)</td>
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<tr>
<td>Critical Thinking, Problem Solving and Information Literacy:</td>
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<tr>
<td>SB 375 Methods of Inquiry (3)</td>
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<td>Senior Capstone: HS 499 Senior Capstone (3)</td>
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TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES

Art & Sciences Courses

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<th>Course (Credits)</th>
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<tbody>
<tr>
<td>HU 465 Ethical Issues in Organizations (3)</td>
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<tr>
<td>SB 120 Introduction to Psychology (3)</td>
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<tr>
<td>SB 130 Introduction to Sociology (3)</td>
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<tr>
<td>SB 265 Alcohol and Drugs in Modern Society (3)</td>
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<tr>
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<tr>
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<tr>
<td>SB 336 Social Welfare Policies (3)</td>
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</tbody>
</table>

Total Arts & Sciences Credits - 24

Career Studies Courses
Course (Credits)
HS 110 Introduction to Human Services (3)
HS 133 Community Mental Health Issues and Services (3)
HS 240 Introduction to Counseling (3)
HS 341 Counseling Theories (3)
HS 331 Group Dynamics (3)
HS 343 Intervention Strategies (3)
HS 283 Internship (6)
HS 383 Internship (6)
HS 431 Rehabilitation Services (3)
HS 475 Program Planning and Evaluation (3)

Total Career Program Credits – 36
TOTAL PROGRAM CREDITS - 60

ELECTIVES
Arts and Sciences Electives
Course (Credits)
100-400 level (3)

Total Arts & Sciences Elective Credits - 3

Open Electives
Course (Credits)
100-400 level (18)

Total Open Elective Credits - 18
TOTAL ELECTIVE CREDITS - 21

TOTAL CREDITS FOR DEGREE - 120
Human Services: Generalist: Bachelor of Science

The Generalist concentration provides an overview of human services with the opportunity to learn in all three concentrations. The curriculum addresses issues related to mental health practice, the social services system and the criminal justice system. Students choose from a combination of courses within the Human Services curriculum providing the student with a base knowledge about the systems and services.

Student Learning Goals:
• Provide students with an understanding of the human services system;
• Develop basic counseling skills;
• Develop an understanding of counseling theory and counseling approaches; and
• Prepare students for professional human services environments.

Special Features:
Two internships (160 hours each) in a human services setting are based on students’ interests, experience and academic preparation. Each student meets with the program director to discuss internship placements. The student is interviewed at the potential internship site before the final placement is determined.

Program Requirements:
• Students must earn a minimum grade of a "C" in each 100-200 level Human Services course;
• Students must have earned at least 30 academic hours to be eligible for an internship;
• Students must complete 12 credit hours in a human services internship placement; and
• Students may repeat 100/200-level Human Services courses in which they first earned a grade less than "C" only once; students who cannot achieve a grade of "C" or above on the second attempt may not continue in the program.

GENERAL EDUCATION COURSES

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<tr>
<th>Course (Credits)</th>
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<td>See Degree Requirements: General Education requirements (33)</td>
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<tr>
<td>Critical Thinking, Problem Solving and Information Literacy:</td>
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</tr>
<tr>
<td>SB 375 Methods of Inquiry (3)</td>
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<tr>
<td>Senior Capstone: HS 499 Senior Capstone (3)</td>
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TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES

Art & Sciences Courses

<table>
<thead>
<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>HU 465 Ethical Issues in Organizations (3)</td>
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<tr>
<td>SB 120 Introduction to Psychology (3)</td>
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<tr>
<td>SB 130 Introduction to Sociology (3)</td>
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<tr>
<td>SB 231 Social Problems (3)</td>
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<tr>
<td>SB 323 Abnormal Psychology (3)</td>
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<tr>
<td>SB 333/335/301/436 Human Rights and Genocide/Comparative Social Institutions in U.S./Models of Society/Class, Status and Power (3)</td>
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<tr>
<td>SB 336 Social Welfare Policies (3)</td>
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<tr>
<td>SB 121/122/265 Child Psychology/Adolescent Psychology/Alcohol and Drugs in Modern Society (3)</td>
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<tr>
<td>SB 311/436 Contemporary Ethnic Families/Class, Status and Power (3)</td>
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<tr>
<td>SB 324/451 Childhood Disorders/Criminology (3)</td>
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</tbody>
</table>
Total Arts & Sciences Program Credits - 30

Career Studies Courses
  Course (Credits)
  HS 110 Introduction to Human Services (3)
  HS 121/133/134/CJ 151 Child, Youth and Family Services/Community Mental Health Issues/Introduction to Criminal Justice (3)
  HS 240 Introduction to Counseling (3)
  HS 331/341/345 Group Dynamics, Counseling Theories/Counseling Families in Crisis (3)
  HS 343 Intervention Strategies (3)
  HS 282/283/284 Internship (6)
  HS 382/383/384 Internship (6)
  HS 361/431/CJ 351 Therapeutic Recreation/Rehabilitation Services/Criminal Justice Process (3)
  HS 475 Program Planning and Evaluation (3)

Total Career Program Credits - 33

TOTAL PROGRAM CREDITS - 63

ELECTIVES

Open Electives
  Course (Credits)
  100-400 level (18)

Total Open Elective Credits - 18

TOTAL ELECTIVE CREDITS - 18

TOTAL PROGRAM CREDITS - 120
Inclusive Adolescence Education: Biology 7-12: Bachelor of Arts

The Inclusive Adolescence Education Program prepares students for New York State initial teacher certification in Adolescence Education, Biology (7-12) and in Teaching Students with Disabilities, (7-12). The Inclusive Adolescence Education Program requires that students major in Biology and complete requirements for a major in Inclusive Adolescence Education: Biology. The courses in the program give students instruction and experience working with students with disabilities in inclusive settings and in self-contained classrooms. Because the coursework approaches education topics from an intersectional lens, issues of inclusion cannot be separated from the core of the Adolescence program. All students who seek New York State certification in 7-12 education must complete the dual certification track in one content area and in Teaching Students with Disabilities (7-12).

Student Learning Goals:
To prepare students to understand and integrate knowledge of physical, social, cognitive, and emotional development, with understandings of disabilities and multiculturalism, and to constructively assess and evaluate student needs, abilities, and developmental and academic progress;
To prepare student to teach appropriate 7-12 content in accordance with the pertinent learning standards for New York State, and to develop and implement a standards-based curriculum that produces students who are college and career-ready.
To prepare students to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires; and
To prepare students to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions.

Special Features:
The program’s professional semester and field placements occur in multiple middle and high schools in the Syracuse City School district and surrounding areas. Students also spend a summer at Cazenovia College after their junior year studying strategies for teaching students with disabilities and working in summer programs and schools with adolescents with disabilities.

Program Requirements:
Entry in the Inclusive Adolescence Education Program: Any student may enroll in the initial 100 and 200-level courses. However, each student who wishes to pursue dual Adolescence teacher certification must submit an application to the director of the program with an official college transcript. Students must meet certain criteria to be admitted into the program. Inclusive Adolescence Education students must earn and maintain a GPA of 2.75 in their education coursework, and receive a B- or higher in ED 251: Introduction to Inclusive Practices: Literacy and Universal Design.

In order to be given a student teaching placement, Inclusive Adolescence Education students must pass ED 461: Pedagogy and Practice: Methods for Science Teachers with a B- or higher. Students who fail to meet the grade requirements to be placed in student teaching will still receive a bachelor's degree in their content area if they have met all of the content major requirements. In addition, students who have passed all of their education coursework and have completed at least 18 education credits can receive a minor in education from the college. Students who fail to meet these requirements will be advised at the end of their junior year on paths to degree completion without teacher certification.

Students who seek dual teacher certification in Adolescence Education are required to complete all of the requirements for a major in Biology and the 42 credit pedagogical core of the Inclusive Adolescence Education program, the four non-credit workshops (ED 090, 091, 092 and 093), the General Education
requirements of the college. In addition students must complete at least one 3 credit language course (LG),
two science courses with labs (8), two courses in English and two courses in History/Geography. Students
are encouraged to work closely with the Director of the Inclusive Adolescence Education program early in
their college career to develop a schedule that allows all of these requirements to be met in four years and a
summer.

In addition, students must independently obtain fingerprinting clearance, pass all the required New York
State Teacher Certification Examinations and apply and pay for their two certifications in order to be
recommended by Cazenovia College for New York State teacher certification in Adolescence Education (7-
12) and In Teaching Students with Disabilities (7-12).

GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (18)
Cultural Literacy: met by program courses
Communication Intensive Course: met by program course
Scientific Literacy: met by program course
Diversity and Social Consciousness: met by program course
Critical Thinking, Problem Solving and Information Literacy: HU 375 Methods of Inquiry (3)
Senior Capstone: SM 499 Senior Capstone (3)
TOTAL GENERAL EDUCATION CREDITS - 24

PROGRAM COURSES
Arts & Sciences Courses
Course (Credits)
SB/ED 151: The American High School (3)
SB 120: Introduction to Psychology (3)
SB 122: Adolescent Psychology (3)
ED 217: The Learning of Mathematics (3)
HG ___: History and Government course (3)
LG ___: Language course (3)
SM 117: Diversity of Life (4)
SM 118: Cellular and Molecular Biology (4)
SM 121: General Chemistry I (4)
SM 122: General Chemistry II (4)
SM 211: Investigating Biology (3)
SM 221: Organic Chemistry (4)
SM 231: Comparative Vertebrate Anatomy (4)
SM 261: Statistics (3)
SM 315: Applied Genetics and Evolution (4)
SM 331: Comparative Physiology (4)
SM 342: Principles of Ecology (3)
SM 343: Biotopics (3)
SM 411: Cell Biology and Physiology (4)
HG ___: History Course (3)
HG ___: History course with Communications Intensive designation (3)
Total Arts & Sciences Program Credits - 72
Career Courses
Course (Credits)
ED 090: Workshop - Child Abuse (0)
ED 091: Workshop - Substance Abuse (0)
ED 092: Workshop - School Violence (0)
ED 093: Workshop – Dignity for All Students Act (0)
ED 251: Introduction to Inclusive Teaching Practices: Literacy and Universal Design (3)
ED 252: Field for Introduction to Inclusive Practices: Literacy and Universal Design (1)
ED 325: Multicultural Literacy (3)
ED 350: Strategies for Teaching Students with Mild/Moderate Disabilities (3)
ED 351: Assessment, Technology and Management (3)
ED 352: Field Placement for Assessment, Technology and Management (1)
ED 450: Strategies for Teaching Students with Severe Disabilities (3)
ED 461: Pedagogy and Practice: Methods for Science Teachers (3)
ED 462: Field Placement for Pedagogy and Practice: Teaching Methods for Science (1)
ED 491: Student Teaching I: Effective Communication in Schools (3)
ED 492: Student Teaching II: Student Teaching and Reflective Seminar (9)

Total Career Credits – 33

TOTAL PROGRAM CREDITS – 105

TOTAL CREDITS FOR DEGREE - 129
Inclusive Adolescence Education: English 7-12: Bachelor of Arts

The Inclusive Adolescence Education Program prepares students for New York State initial teacher certification in Adolescence Education, English (7-12) and in Teaching Students with Disabilities (7-12). The Inclusive Adolescence Education Program requires that students major in English and complete requirements for a major in Inclusive Adolescence Education: English. The courses in the program give students instruction and experience working with students with disabilities in inclusive settings and in self-contained classrooms. Because the coursework approaches education topics from an intersectional lens, issues of inclusion cannot be separated from the core of the Adolescence program. All students who seek New York State certification in 7-12 education must complete the dual certification track in one content area and in Teaching Students with Disabilities (7-12).

Student Learning Goals:
To prepare students to understand and integrate knowledge of physical, social, cognitive, and emotional development, with understandings of disabilities and multiculturalism, and to constructively assess and evaluate student needs, abilities, and developmental and academic progress;
To prepare student to teach appropriate 7-12 content in accordance with the pertinent learning standards for New York State, and to develop and implement a standards-based curriculum that produces students who are college and career-ready.
To prepare students to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires; and
To prepare students to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions.

Special Features:
The program’s professional semester and field placements occur in multiple middle and high schools in the Syracuse City School district and surrounding areas. Students also spend a summer at Cazenovia College after their junior year studying strategies for teaching students with disabilities and working in summer programs and schools with adolescents with disabilities.

Program Requirements:
Entry in the Inclusive Adolescence Education Program: Any student may enroll in the initial 100 and 200-level courses. However, each student who wishes to pursue dual Adolescence teacher certification must submit an application to the director of the program with an official college transcript. Students must meet certain criteria to be admitted into the program. Inclusive Adolescence Education students must earn and maintain a GPA of 2.75 in their education coursework, and receive a B- or higher in ED 251: Introduction to Inclusive Practices: Literacy and Universal Design.

In order to be given a student teaching placement, Inclusive Adolescence Education students must pass ED 451/461: Pedagogy and Practice: Methods for Teachers with a B- or higher. Students who fail to meet the grade requirements to be placed in student teaching will still receive a bachelor's degree in their content area if they have met all of the content major requirements. In addition, students who have passed all of their education coursework and have completed at least 18 education credits can receive a minor in education from the college. Students who fail to meet these requirements will be advised at the end of their junior year on paths to degree completion without teacher certification.

Students who seek dual teacher certification in Adolescence Education are required to complete all of the requirements for a major in English and the 42 credit pedagogical core of the Inclusive Adolescence Education program, the four non-credit workshops (ED 090, 091, 092 and 093), the General Education
requirements of the college. In addition students must complete at least one 3 credit language course (LG), two science courses with labs (8), two courses in English and two courses in History/Geography. Students are encouraged to work closely with the Director of the Inclusive Adolescence Education program early in their college career to develop a schedule that allows all of these requirements to be met in four years and a summer.

In addition, students must independently obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations and apply and pay for their two certifications in order to be recommended by Cazenovia College for New York State teacher certification in Adolescence Education (7-12) and In Teaching Students with Disabilities (7-12).

**GENERAL EDUCATION COURSES**
Course (Credits)
See Degree Requirements: General Education requirements (21)
Communication Intensive Course: met by program course
Scientific Literacy: met by program course
Diversity and Social Consciousness: met by program course
Cultural Literacy: met by program course
Critical Thinking, Problem Solving and Information Literacy: HU 375 Methods of Inquiry (3)
Senior Capstone: HU 499 Senior Capstone (3)
**TOTAL GENERAL EDUCATION CREDITS - 27**

**PROGRAM COURSES**
**Arts & Sciences Courses**
Course (Credits)
SB/ED 151: The American High School (3)
ED 217: The Learning of Mathematics (3)
EN 110: The Field of English (1)
EN 210: Approaches to Literature (3)
EN 213: Creative Writing: Fiction OR EN 214 Creative Writing: Poetry (3)
EN 216: Shakespeare (3)
EN 221: Ethnic American Literature (3)
EN 312: Advanced Expository Writing (3)
EN 314: British Literature to 1800 (3)
EN 315: British Literature 1800 to present (3)
EN 321: Literature of the U.S. 1800-1914 (3)
EN 322: Literature of the U.S. 1912 to present (3)
EN 351: Postcolonial Literature (3)
EN 401: Narrative Structure OR EN 475 Theoretical Approaches (3)
EN 441: Seminar: Genres and Movements (3)
LG ___: Language course (3)
SB 120: Introduction to Psychology (3)
SB 122: Adolescent Psychology (3)
SM 261: Statistics (3)
SM ___: Science courses with a lab (8)
HG ___: History course (3)
HG ___: History Course with Intensive Communication Distinction (3)
**Total Arts & Sciences Program Credits - 69**
Career Courses
Course (Credits)
ED 090: Workshop - Child Abuse (0)
ED 091: Workshop - Substance Abuse (0)
ED 092: Workshop - School Violence (0)
ED 093: Workshop – Dignity for All Students Act (0)
ED 251: Introduction to Inclusive Teaching Practices: Literacy and Universal Design (3)
ED 252: Field for Introduction to Inclusive Practices: Literacy and Universal Design (1)
ED 325: Multicultural Literacy (3)
ED 350: Strategies for Teaching Students with Mild/Moderate Disabilities (3)
ED 351: Assessment, Technology and Management (3)
ED 352: Field Placement for Assessment, Technology and Management (1)
ED 450: Strategies for Teaching Students with Severe Disabilities (3)
ED 451: Pedagogy and Practice: Methods for Social Studies/English Teachers (3)
ED 452: Field Placement for Pedagogy and Practice: Teaching Methods for English/Social Studies (1)
ED 491: Student Teaching I: Effective Communication in Schools (3)
ED 492: Student Teaching II: Student Teaching and Reflective Seminar (9)

Total Career Credits – 33
TOTAL PROGRAM CREDITS – 102

TOTAL CREDITS FOR DEGREE - 129
Inclusive Adolescence Education: Social Studies 7-12: Bachelor of Science

The Inclusive Adolescence Education Program prepares students for New York State initial teacher certification in Adolescence Education, Social Studies (7-12) and in Teaching Students with Disabilities (7-12). The Inclusive Adolescence Education Program requires that students major in Social Sciences and complete requirements for a major in Inclusive Adolescence Education: Social Studies. The courses in the program give students instruction and experience working with students with disabilities in inclusive settings and in self-contained classrooms. Because the coursework approaches education topics from an intersectional lens, issues of inclusion cannot be separated from the core of the Adolescence program. All students who seek New York State certification in 7-12 education must complete the dual certification track in one content area and in Teaching Students with Disabilities (7-12).

Student Learning Goals:
To prepare students to understand and integrate knowledge of physical, social, cognitive, and emotional development, with understandings of disabilities and multiculturalism, and to constructively assess and evaluate student needs, abilities, and developmental and academic progress;
To prepare student to teach appropriate 7-12 content in accordance with the pertinent learning standards for New York State, and to develop and implement a standards-based curriculum that produces students who are college and career-ready.
To prepare students to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires; and
To prepare students to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions.

Special Features:
The program’s professional semester and field placements occur in multiple middle and high schools in the Syracuse City School district and surrounding areas. Students also spend a summer at Cazenovia College after their junior year studying strategies for teaching students with disabilities and working in summer programs and schools with adolescents with disabilities.

Program Requirements:
Entry in the Inclusive Adolescence Education Program: Any student may enroll in the initial 100 and 200-level courses. However, each student who wishes to pursue dual Adolescence teacher certification must submit an application to the director of the program with an official college transcript. Students must meet certain criteria to be admitted into the program. Inclusive Adolescence Education students must earn and maintain a GPA of 2.75 in their education coursework, and receive a B- or higher in ED 251: Introduction to Inclusive Practices: Literacy and Universal Design.

In order to be given a student teaching placement, Inclusive Adolescence Education students must pass ED 451: Pedagogy and Practice: Methods for Teachers with a B- or higher. Students who fail to meet the grade requirements to be placed in student teaching will still receive a bachelor's degree in their content area if they have met all of the content major requirements. In addition, students who have passed all of their education coursework and have completed at least 18 education credits can receive a minor in education from the college. Students who fail to meet these requirements will be advised at the end of their junior year on paths to degree completion without teacher certification.

Students who seek dual teacher certification in Adolescence Education are required to complete all of the requirements for a major in Social Sciences and the 42 credit pedagogical core of the Inclusive Adolescence Education program, the four non-credit workshops (ED 090, 091, 092 and 093), the General Education
requirements of the college. In addition students must complete at least one 3 credit language course (LG), two science courses with labs (8), two courses in English and two courses in History/Geography. Students are encouraged to work closely with the Director of the Inclusive Adolescence Education program early in their college career to develop a schedule that allows all of these requirements to be met in four years and a summer.

In addition, students must independently obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations and apply and pay for their two certifications in order to be recommended by Cazenovia College for New York State teacher certification in Adolescence Education (7-12) and In Teaching Students with Disabilities (7-12).

**GENERAL EDUCATION COURSES**

Course (Credits)
See Degree Requirements: General Education requirements (21)
Communication Intensive Course: met by program course
Cultural Literacy: met by program course
Must take Scientific Literacy: met by program course
Diversity and Social Consciousness: met by program course
Critical Thinking, Problem Solving and Information Literacy: HU/SB 375 Methods of Inquiry (3)
Senior Capstone: SB 499 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 27**

**PROGRAM COURSES**

**Arts & Sciences Courses**

Course (Credits)
SB/ED 151: The American High School (3)
ED 217: The Learning of Mathematics (3)
HG 101: World Civilization to 1550 (3)
HG 102: World Civilization 1550 to present (3)
HG 121: U.S. History to 1877 (3)
HG 122: U.S. History 1877 to present (3)
HG 131: Macroeconomics (3)
HG 132: Microeconomics (3)
HG 141: U.S. Government and Politics (3)
HG 3/4 ___: Upper level HG course (3)
HG 3/4 ___: Upper level HG course with international focus (3)
LG ___: Language course (3)
SB 110: Introduction to Anthropology OR SB 130 Introduction to Sociology (3)
SB 120: Introduction to Psychology (3)
SB 122: Adolescent Psychology (3)
SB 250: Cultural Geography (3)
SB 3/4 ___: Upper level sociology/anthropology/economics course (3)
SB 3/4 ___: Upper level sociology/anthropology/economics course with international focus (3)
SM 261: Statistics (3)
SM ___: Science courses with a lab (8)
HG ___: History Course with Intensive Communication Distinction (3)

**Total Arts & Sciences Program Credits – 68**
Career Courses
Course (Credits)
ED 090: Workshop - Child Abuse (0)
ED 091: Workshop - Substance Abuse (0)
ED 092: Workshop - School Violence (0)
ED 093: Workshop – Dignity for All Students Act (0)
ED 251: Introduction to Inclusive Teaching Practices: Literacy and Universal Design (3)
ED 252: Field for Introduction to Inclusive Practices: Literacy and Universal Design (1)
ED 325: Multicultural Literacy (3)
ED 350: Strategies for Teaching Students with Mild/Moderate Disabilities (3)
ED 351: Assessment, Technology and Management (3)
ED 352: Field Placement for Assessment, Technology and Management (1)
ED 450: Strategies for Teaching Students with Severe Disabilities (3)
ED 451: Pedagogy and Practice: Methods for Social Studies/English Teachers (3)
ED 452: Field Placement for Pedagogy and Practice: Teaching Methods for English/Social Studies (1)
ED 491: Student Teaching I: Effective Communication in Schools (3)
ED 492: Student Teaching II: Student Teaching and Reflective Seminar (9)

Total Career Credits – 33
Total Program Credits – 101

Total Credits for Degree - 128
**Inclusive Early Childhood Education: Bachelor of Science**

The Inclusive Early Childhood Education program option leads toward New York State initial teacher certification in Early Childhood, Birth to Grade 2, and in Teaching Students with Disabilities, Birth to Grade 2. The program option contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in inclusive pre-kindergarten, kindergarten, and primary classrooms.

Graduates of Cazenovia College's Inclusive Early Childhood Education Program meet the following TEAC claims:

Claim #1: Graduates learn and understand subject matter knowledge they will be responsible for teaching.
Claim #2: Graduates understand and apply effective pedagogy for diverse learners in various settings.
Claim #3: Graduates reflect critically on their practice and professional responsibilities.

**Student Learning Goals:**

To prepare students to understand and integrate knowledge of physical, social, cognitive, and emotional development, with understandings of disabilities and multi-culturalism, and to constructively assess and evaluate student needs, abilities, and developmental and academic progress;

To prepare students to teach appropriate early childhood content in accordance with the pertinent Common Core Learning Standards for New York State, and to develop and implement a literature-based, standards-based, interdisciplinary early childhood curriculum;

To prepare students to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires; and

To prepare students to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions.

**Special Features:**

Multiple elementary schools and Pre-kindergarten programs in Cazenovia Central Schools, Syracuse City School District and other surrounding school districts serve as the partner schools for the program's professional semesters.

**Program Requirements:**

Entry into the Inclusive Early Childhood Education Program: Any student may enroll in the initial 100-level professional courses, provided he or she meets the course prerequisites. However, each student who wishes to continue as an Inclusive Early Childhood Education major will be required to meet specific evaluation criteria. These criteria are described below.

Inclusive Early Childhood Education students must earn and maintain a 2.5 cumulative GPA and must earn a "C+" grade or higher in every education course in the program. At the point at which the student has successfully met the above GPA expectation and has earned a "C+" grade or higher in the following required entry-level education courses [ED 111 Child Development and Observation and ED 131 Teaching and Learning in Diverse Communities], he or she becomes eligible for formal program entry.

Students are expected to meet all of the evaluation criteria specified below in the section titled "Monitoring Student Progress" in order to earn the Bachelor of Science degree in Inclusive Early Childhood Education. Students who fail to meet the criteria will be counseled into an alternative degree program at the College. In addition, students must independently apply for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Early Childhood Education (B-2) and in Teaching.
Students with Disabilities (B-2).

Monitoring Student Progress: Each student in the Inclusive Early Childhood Education program will be evaluated annually in conference with program faculty. Cooperating teachers in the student's field experience and student teaching placements will contribute to these assessments and will participate in the assessment conferences. For further program guidelines and requirements for the Education Program, please request a copy of the Inclusive Education Compendium from the program director Erica Miller at evmiller@cazenovia.edu.

Requirements for Graduation: Minimum overall grade point average of 2.5, a minimum C+ grade in each education course taken, completion of all degree requirements and credits, a satisfactory review and evaluation of field work, outstanding student teaching assessment, and satisfactory presentation of a professional electronic portfolio at the end of both student teaching placements. These requirements are in addition to the College's graduation requirements.

GENERAL EDUCATION COURSES

Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
   SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)
Senior Capstone: HU 499 Capstone Seminar in Humanities/
   ED 495 The Reflective Practitioner (3)
Total General Education Credits - 39

PROGRAM COURSES*

Art & Sciences Courses
Course (Credits)
SM Science w/lab (4)
LG course (3)
HG/SB courses (6)
EN Literature course (3)
FA 301/SA 111/121/131 – Creative Process in the Arts/Drawing:
   Perception and Observation/Painting/Design I (3)
SM 261 Statistics (3)
Total Arts & Sciences Program Credits - 22

Career Courses
Course (Credits)
ED 090 Workshop: Child Abuse (0)
ED 091 Workshop: Substance Abuse/HIV (0)
ED 092 Workshop: School Violence Prevention (0)
ED 093 Workshop: Dignity for All Students Act (0)
ED 111 Child Development & Observation (15 hrs FW) (4)
ED 131 Teaching & Learning in Diverse Communities (15 hrs FW) (4)
ED 217 The Learning of Mathematics (3)
ED 312 Inclusive Primary Curriculum and Methods (4)
ED 320 Emergent Literacy (15 hrs FW) (4)
ED 325 Multicultural Literacy (3)
ED 350 Strategies for Teaching Students with Mild/Moderate Disabilities (3)
ED 371 Assessment & Intervention in Education (3)
ED 388 Student Teaching: Primary Level (Gr 1-2) (6)
ED 411 Curriculum Methods for Pre-Kindergarten and Kindergarten (4)
ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)
ED 484 Student Teaching: Pre-Kindergarten or Kindergarten (6)
HE 110 Community First Aid (1)
**Total Career Program Credits - 48**
**TOTAL PROGRAM CREDITS - 70**

**ELECTIVES**

Arts and Sciences Electives

Course (Credits)
100-400 level (12)

**Total Arts & Sciences Elective Credits - 12**

Open Electives

Course (Credits)
100-400 level (3-6, depending on the application of credits earned for First Year Seminar)

**Total Open Elective Credits - 3-6**

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**
Inclusive Elementary Education: Bachelor of Science

The Inclusive Elementary Education program option leads toward New York State initial teacher certification in Childhood Education, Grades 1 to 6, and in Teaching Students with Disabilities, Grades 1 to 6. The program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in inclusive primary and intermediate classrooms with diverse student populations, especially those in high-need urban school settings.

Graduates of Cazenovia College's Inclusive Elementary Education Program meet the following TEAC claims:
Claim #1: Graduates learn and understand subject matter knowledge they will be responsible for teaching.
Claim #2: Graduates understand and apply effective pedagogy for diverse learners in various settings.
Claim #3: Graduates reflect critically on their practice and professional responsibilities.

Student Learning Goals:
• To prepare students to understand and integrate knowledge of physical, social, cognitive, and emotional development, with understandings of disabilities and multi-culturalism, and to constructively assess and evaluate student needs, abilities, and developmental and academic progress;
• To prepare students to teach appropriate elementary content in accordance with the pertinent Common Core Learning Standards for New York State, and to develop and implement a literature-based, standards-based, interdisciplinary elementary curriculum;
• To prepare students to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires; and
• To prepare students to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions.

Special Features:
Multiple elementary schools in the Cazenovia Central Schools, Syracuse City School District, and other surrounding school districts serve as the partner schools for the program’s professional semesters.

Program Requirements:
Entry into the Inclusive Elementary Education Program: Any student may enroll in the initial 100-level professional courses, provided he or she meets the course prerequisites. However, each student who wishes to continue as an Inclusive Elementary Education major will be required to meet specific evaluation criteria. These criteria are described below.

Inclusive Elementary Education students must earn and maintain a 2.5 cumulative GPA and must earn a "C+" grade or higher in every education course in the program. At the point at which the student has successfully met the above GPA expectation and has earned a "C+" grade or higher in two of the first three required education courses [i.e., ED 131 Teaching and Learning in Diverse Communities and ED 111 Child Development and Observation], he or she becomes eligible for formal program entry.

Students are expected to meet all of the evaluation criteria specified below in the section titled, Monitoring Student Progress, in order to earn the bachelor of science degree in Inclusive Elementary Education. Students who fail to meet the criteria will be counseled into an alternative degree program at the College. In addition, students must independently obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations and apply and pay for their two certifications in order obtain New York
State teacher certification in Childhood Education (1-6) and in Teaching Students with Disabilities (1-6).

Monitoring Student Progress: Each student in the Inclusive Elementary Education program will be evaluated annually in conference with program faculty. Cooperating teachers in the student's field experience and student teaching placements will contribute to these assessments and will participate in the assessment conferences. For further program guidelines and requirements for the Education Program, please request a copy of the Inclusive Education Compendium from the program director Erica Miller at evmiller@cazenovia.edu.

Requirements for Graduation: Minimum overall grade point average of 2.5, a minimum C+ grade in each education course taken, completion of all degree requirements and credits, a satisfactory review and evaluation of field work, outstanding student teaching assessment, and satisfactory presentation of a professional electronic portfolio at the end of both student teaching placements. These requirements are in addition to the College's graduation requirements.

**GENERAL EDUCATION COURSES**

<table>
<thead>
<tr>
<th>Course (Credits)</th>
<th>See Degree Requirements: General Education requirements (33)</th>
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<tbody>
<tr>
<td>Critical Thinking, Problem Solving, Information Literacy:</td>
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<tr>
<td>SM 396 Scientific Literacy/SB 375 Methods of Inquiry (3)</td>
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<tr>
<td>Senior Capstone: HU 499 Capstone Seminar in Humanities/</td>
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<td>ED 495 The Reflective Practitioner (3)</td>
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</tbody>
</table>

**TOTAL GENERAL EDUCATION CREDITS - 39**

**PROGRAM COURSES**

**Art & Sciences Courses**

<table>
<thead>
<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>SM Science w/lab (4)</td>
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<tr>
<td>LG course [Spanish, ASL, French] (3)</td>
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<tr>
<td>HG/SB HG OR SB courses (6)</td>
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<tr>
<td>EN Literature course (3)</td>
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<td>FA 301/SA 111/121/131 Creative Process in the Arts/Drawing:</td>
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<tr>
<td>Perception and Observation/Painting/Design I (3)</td>
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<tr>
<td>SM 261 Statistics (3)</td>
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**Total Arts & Sciences Program Credits - 22**

**Career Courses**

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<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>EN 090 Workshop: Child Abuse (0)</td>
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<td>ED 093 Workshop: Dignity for All Students Act (0)</td>
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<tr>
<td>ED 111 Child Development &amp; Observation [15 hrs FW] (4)</td>
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<tr>
<td>ED 131 Teaching &amp; Learning in Diverse Communities [15 hrs FW] (4)</td>
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<td>ED 217 The Learning of Mathematics (3)</td>
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<tr>
<td>ED 320 Emergent Literacy [15 hrs FW] (4)</td>
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<td>ED 325 Multicultural Literacy (3)</td>
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<tr>
<td>ED 350 Strategies for Teaching Students with Mild/Moderate Disabilities (3)</td>
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</tbody>
</table>
ED 312 Inclusive Primary Curriculum and Methods (4)
ED 371 Assessment & Intervention in Education (3)
ED 388 Student Teaching: Primary Level [Gr 1-2] (6)
ED 412 Inclusive Intermediate Curriculum and Methods (4)
ED 450 Strategies and Teaching Students with Multiple/Severe Disabilities (3)
ED 488 Student Teaching: Intermediate Level [Grades 4-6] (6)
HE 110 Community First Aid (1)

**Total Career Program Credits - 48**

**TOTAL PROGRAM CREDITS - 70**

**ELECTIVES**
Arts and Sciences Electives
   Course (Credits)
   100-400 level (12)

**Total Arts & Sciences Elective Credits - 12**

Open Electives
   Course (Credits)
   100-400 level (3-6, depending the application of credits earned for First Year Seminar)

**Total Open Elective Credits - 3-6**

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE - 124**
International Studies: Bachelor of Arts

International Studies (INST) is an interdisciplinary major and minor program that permits students to complete a challenging and diverse curriculum in a variety of academic areas. The International Studies program makes use of the expertise of faculty from a broad array of academic disciplines including the social sciences, history, human services, environmental studies, studio art, visual communications, English, communications and business.

Student Learning Goals:
• To encourage students to critically analyze and develop a broad understanding of international issues
• To prepare students for careers in international affairs, development, non-governmental organizations, and domestic organizations with an international focus.
• To have students become ethical citizens in the global community

Program Requirements:
Foreign Language: International Studies majors need to achieve basic conversant skills in a language other than English. Basic conversant skills are defined as the equivalent of four semesters of college study at the beginning and intermediate levels. This may be gained by studying Spanish or French at Cazenovia College, passing a proficiency language test equivalent to four semesters of a language, being a native speaker of a foreign language, or studying foreign language at other institutions or in other countries. The language requirement may also be met through a combination of multiple languages. All credits associated with language learning are elective credits.

International Experience: All International Studies students need to participate in a study abroad program, short-term field study or internship, or an appropriate alternative experience. Students should contact the Internship Office with the Career Services Office for information on the College's policies and procedures related to international travel. In unusual circumstances, this requirement may be met by documenting previous international experience as determined by the program director.

Internships: Students need to complete an internship. For a 6 credit internship, students must complete 240 hours. Students may choose to complete an internship through short-term intersession or summer abroad programs, the Washington Internship Institute, or a variety of organizations that have a global focus. Local opportunities are available for which the student will need their own transportation.

GENERAL EDUCATION COURSES
Course (Credits)
See Degree Requirements: General Education requirements (33)
Critical Thinking, Problem Solving and Information Literacy:
SB 375 Methods of Inquiry (3)
Senior Capstone: SB 499 Capstone I- Applied: Senior Project (3)
TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES
Art & Sciences Courses
Course (Credits)
HG 102 World Civilization Since 1550 (3)
HG 131/132 Macroeconomics or Microeconomics (3)
SB 250 Cultural Geography (3)
SB 110 Introduction to Anthropology (3)
HG 241/261 Comparative Government and Politics or
    Comparative Political Ideologies (3)
HG / SB 301 Models of Society (3)
5 INST Program Courses: CM 240, CM 410, EN 221, EN 351, FA 210,
    FA 311, HG 241, HG 261, HG 2/308, HG 310, HG 2/311, HG 2/312,
    HG 335, HG 358, HU 461, SB 231, SB 232, SB 311, SB 329, SB 333,
    SB 380, SB 401, SB 495, SM 311, SM 441
Total Arts & Sciences Program Credits - 18-33

Career Courses
Course (Credits)
SB 385 Internship (6)
5 INST Program Courses: AC 331, AC 332, BU 305, HS 240, HS 345,
    SA 320, VC 174, VC 301.
Total Career Program Credits - 6-21
TOTAL PROGRAM CREDITS - 39

ELECTIVES
Arts and Sciences Electives
Course (Credits)
100-400 level (21-36)
Total Arts & Sciences Elective Credits - 21-36

Open Electives
Course (Credits)
100-400 level (3-18)
Total Open Elective Credits - 3-18
TOTAL ELECTIVE CREDITS - 42

TOTAL CREDITS FOR DEGREE - 120
Psychology: Bachelor of Science

The Psychology program provides a background in the wide range of approaches used in modern psychology. These perspectives include the behavioral, biological, cognitive, developmental, humanistic, psychoanalytic, and social approaches to the study of behavior and mental processes. The Psychology program provides students with an educational experience that will contribute to the understanding of themselves and others, as well as prepare them for graduate school and professional careers in psychology-related fields.

Student Learning Goals:
• Students will gain familiarity with the major theoretical approaches, findings, and historical trends in psychology;
• Students will develop an understanding of applications of psychology to personal and social issues. This includes understanding themselves and others in a cultural context and developing interpersonal skills for diverse settings over their lifespans;
• Students will practice and value skeptical inquiry, critical thinking, and the scientific approach to understanding behavior and mental processes; and
• Students will learn to express themselves professionally and effectively in both written and oral communication.

Special Features:
• Students have the option to join the Psychology Club. Click for more information.
• Students may have the option of joining Psi Chi, a psychology honors society, if membership criteria are met. Click for more information.
• Cazenovia College is now offering students the opportunity to earn a dual degree in Criminal Justice and Psychology. Students earning this degree can go on to work with individual or families of individuals in the legal system, provide expert testimony, and study criminal offenders, among other areas of employment. Click here for more information on this program.

GENERAL EDUCATION COURSES

<table>
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<tr>
<th>Course (Credits)</th>
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<tbody>
<tr>
<td>See Degree Requirements: General Education requirements (33)</td>
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<tr>
<td>Critical Thinking, Problem Solving and Information Literacy:</td>
</tr>
<tr>
<td>SB 377 Research Methods: Psychology (3)</td>
</tr>
<tr>
<td>Senior Capstone: SB 499 Capstone I- Applied: Senior Project (3)</td>
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</tbody>
</table>

TOTAL GENERAL EDUCATION CREDITS - 39

PROGRAM COURSES

Art & Sciences Courses
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<tr>
<th>Course (Credits)</th>
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<tr>
<td>SB 110/130 Introduction to Anthropology or Introduction to Sociology (3)</td>
</tr>
<tr>
<td>HU 465 Ethical Issues in Organizations (3)</td>
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<tr>
<td>SM 261 Statistics (3)</td>
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<tr>
<td>SB 120 Introduction to Psychology (3)</td>
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<td>SB 225 Lifespan Developmental Psychology (3)</td>
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<td>SB 234 Social Psychology (3)</td>
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<tr>
<td>Two of the following three (6)</td>
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</tbody>
</table>
SB 330  Sensation and Perception
SB 341  Learning
SB 364  Cognition
SB 323  Abnormal Psychology (3)
SB 326  Theories of Personality (3)
SB 327  Brain and Behavior (3)
SB 498  History and Systems of Psychology (3)

Total Arts & Sciences Program Credits - 36

Career Courses

Course (Credits)
SB/HS   Two SB or HS courses  (6)
SB/HS   Two 300/400 level SB or HS courses (6)

Total Career Program Credits - 12

TOTAL PROGRAM CREDITS - 48

ELECTIVES

Open Electives

Course (Credits)
100-400 level (27)
300/400 level (6)

Total Open Elective Credits - 33

TOTAL ELECTIVE CREDITS - 33

TOTAL CREDITS FOR DEGREE - 120
**Social Science**
The Social Science programs (Bachelor of Arts and Bachelor of Science) gives students a strong liberal arts education and fosters skills that will prove valuable in other areas of advanced study and/or in the work force. The major permits students to complete a rigorous and diverse curriculum in the allied disciplines of history, economics, sociology, and political science. Students are given the opportunity to include a more global aspect to their studies, including anthropological and regional courses that focus on Africa, Asia, and Latin America. The programs are designed so that students are able to minor in areas of their choosing or select electives that help to prepare them for graduate school in the social sciences, law, or teaching. Students interested in law or teaching would work closely with the Program Director in choosing the proper electives or minor to prepare them for advanced study.

**Student Learning Goals:**
- To encourage students to develop critical thinking skills as they evaluate interpretations and issues in history, sociology, economics, political science, international studies, and legal studies.
- To prepare students for graduate school in the above disciplines, and to prepare them for entrance into law school.
- To prepare students to think and act ethically within their national and world environments.

**Special Features:**
Students enrolled in the Bachelor of Science degree will complete a 150-hour internship. Internship placement is determined by the Social Science Program Director, the internship instructor, and the cooperating agency, based upon the student's interest and education preparation. Sample internship sites include: U.S. Senatorial offices, K-12 public schools, social service or government agencies, law firms and local businesses. Students in the B.A. program may take an internship as an elective.

The College offers an Inclusive Adolescence Education Program which prepares students for New York State initial teacher certification in Adolescence Education, Social Studies (7-12) and in Teaching Students with Disabilities, (7-12). For more information please visit:

**General Education Courses (credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Bachelor of Arts</th>
<th>Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Written Communication (6)</td>
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</tr>
<tr>
<td>Spoken and Interpersonal Communication (3)</td>
<td>X</td>
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</tr>
<tr>
<td>Computer Literacy (0)</td>
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<td>X</td>
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<tr>
<td>Ethics (3)</td>
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</tr>
<tr>
<td>Quantitative Literacy (3)</td>
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</tr>
<tr>
<td>Cultural Literacy (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Scientific Literacy (3-4)</td>
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<td>X</td>
</tr>
<tr>
<td>Diversity and Social Consciousness (3)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Visual Literacy (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Critical Thinking, Problem Solving and Information Literacy: HG/SB 375 Methods of Inquiry (3)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Senior Capstone: SB 499 Capstone I- Applied: Senior Project (3)</td>
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### Program Courses (credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SB 201 Multicultural Contributions</td>
<td>3</td>
<td></td>
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<tr>
<td>LG ___ Language course* (6)</td>
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<tr>
<td>SB 110 Introduction to Anthropology</td>
<td>3</td>
<td></td>
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<tr>
<td>SB 120 Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>SB 130 Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SB 250 Cultural Geography</td>
<td>3</td>
<td></td>
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<tr>
<td>SB 234 Social Psychology</td>
<td>3</td>
<td></td>
<td>X</td>
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<tr>
<td>SM 261 Statistics</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td>HG 141 U.S. Government and Politics</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Two of the following social relations courses (6):</td>
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<tr>
<td>HG/SB 301 Models of Society</td>
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<td>X</td>
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<tr>
<td>SB 311 Contemporary Ethnic Families</td>
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<tr>
<td>SB 336 Social Theory</td>
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<tr>
<td>SB 430 Social Welfare Policy</td>
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<td>X</td>
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<tr>
<td>SB 436 Class, Status and Power</td>
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<td>X</td>
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<tr>
<td>SB 335 Comparative Social Institutions in the U.S.</td>
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<td>Two of the following international relations courses (6):</td>
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<tr>
<td>SB 401 World Cultures and Society</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>SB 329 Women and Culture</td>
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<tr>
<td>SB 380 Contemporary Slavery in the Modern World</td>
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<tr>
<td>SB 333 Human Rights and Genocide</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>HG 335 International Economics and Trade</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>HG 358 History of Mexico</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>HG 310 Modern Latin America</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>HG 311 History of the African Diaspora I</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>HG 312 History of the African Diaspora II</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HG 131 Macroeconomics OR HG 132 Microeconomics</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>One of the following 6 credit sequences:</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HG 101 World Civ. to 1550 and HG 102 World Civ. 1550 to Present</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HG 121 U.S. History to 1877 and HG 122 U.S. History 1877 to Present</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SB 385 Internship</td>
<td>6</td>
<td></td>
<td>X</td>
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</table>

**TOTAL PROGRAM CREDITS**

| Credits | 48 | 48 |

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>300/400 level arts and sciences electives</td>
<td>21</td>
<td>15</td>
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<tr>
<td>100-400 level open electives</td>
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<td>6</td>
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<tr>
<td>300/400 level open electives</td>
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<td>6</td>
</tr>
</tbody>
</table>

**TOTAL ELECTIVE CREDITS**

| Credits | 33 | 27 |

**TOTAL CREDITS FOR DEGREE**

| Credits | 120 | 120 |
Certificate Programs

Equine Reproductive Management: 27-28 credits
At least 50 percent of certificate courses must be taken at Cazenovia College.
Course Requirements:
BU 112* Business Operations for Farm and Stable Owners
BU 120* Marketing
BU 361 Business Promotions
EQ 110* Introduction to Equine Studies
EQ 115* Equine Care Techniques I
EQ 323 Equine Reproductive Management
EQ 324 Breeding Lab Design & Management
EQ 327 Breeding & Foaling Management I
EQ 427 Breeding & Foaling Management II
SM 117 Diversity of Life OR SM 118 Cellular and Organismal Biology
SM 215* Equine Anatomy & Physiology
Courses with an asterisk (*) are required for the B.P.S. degree in Equine Business Management.

Management and Supervision: 18 credits
At least three courses must be taken at Cazenovia College. Of these three, two courses must be 300- or 400-level.
BU 110 Principles of Management
BU 233 Human Resource Management
BU 431 Leadership
Select three of the following:
BU 220 Business Communications
BU 331 Organizational Behavior
BU 334 Diversity Management
BU 338 Problems in Supervision
BU 363 Business Law and Ethics
CM 121 Effective Speaking
IM 120 Introduction to Computers
IM 121/122/123 Microsoft Word/Microsoft Excel/Microsoft Access

Purchasing Management: 27 credits
At least five courses must be taken at Cazenovia College. Of these five, four courses must be BU 311 Production Operations, BU 346 Purchasing Management, BU 401 International Business, and BU 363 Business Law and Ethics.
Course Requirements:
AC 331 Financial Accounting
AC 332 Managerial Accounting
BU 233 Human Resource Management
BU 311 Production Operations
BU 346 Purchasing Management
BU 363 Business Law and Ethics
BU 401 International Business
IM 326 E-Commerce
Minors

Minor in Aging Services
HS 110 Intro to Human Services
HC 110 Intro to Health Care
HS 120 Intro to Gerontology
SB 361 Death, Dying and Bereavement
HS 300 Internship in Aging Services (One 6-credit internship or two 3-credit internships)

Minor in Art History
FA 111 Art History I
FA 112 Art History II
FA 210 Art of the World
FA 401 Contemporary Developments in the Arts or
FA 405 Arts in the Community
And two of the following, at least one of which must be at the 300/400-level:
FA 118 History of Fashion
FA 125 History and Contemporary Trends in Photography
FA 131 History of Architecture and Interiors I
FA 132 History of Architecture and Interiors II
FA 401 Contemporary Developments in the Arts
FA 405 Arts in the Community
FA 408 Aesthetics
VC 321 History of Visual Communications
Students are encouraged to take at least one art or design studio course to round out their study in this area.

Minor in Arts Management
BU 215 Arts Management
FA 405 Arts in the Community
SA 351 Museum as Medium
One of the following:
BU 110 Principles of Management
BU 120 Principles of Marketing
BU 233 Human Resource Management
For students with a major within the Division of Art and Design or a minor in Art History, select two courses from the following:
AC 110 Fundamentals of Accounting
BU 110 Principles of Management
BU 120 Principles of Marketing
BU 212 Small Business Management
BU 233 Human Resource Management
BU 331 Organizational Behavior
BU 338 Problems in Management and Supervision
BU 363 Business Law and Ethics
BU 431 Leadership
CM 231 Introduction to Journalism
CM 441 Media Management
FA 265 Theater Production
ID 425 Retail and Exhibition Design
SA 381 Internship (in an arts organization)
SB 201 Multicultural Contributions
VC 118 Digital Foundations
VC 174 Digital Page Layout
VC 375 Designing for the Web

For students with a major in Management, select two courses from the following:
FA 111 Art History I
FA 112 Art History II
FA 118 History of Fashion
FA 125 History and Contemporary Trends in Photography
FA 123 Film Analysis
FA 131 History of Architecture and Interiors I
FA 132 History of Architecture and Interiors II
FA 161 Theater History: Prehistory to the Jacobean Period
FA 162 Theater History: Restoration to the Present
FA 210 Art of the World
FA 265 Theater Production
FA 311 Women in the Visual Arts
FA 325 Cinema Studies
FA 401 Contemporary Development in the Arts
CM 231 Introduction to Journalism
CM 441 Media Management
ID 425 Retail and Exhibition Design
SA 381 Internship (in an arts organization)
SB 201 Multicultural Contributions
VC 118 Digital Foundations
VC 174 Digital Page Layout
VC 221 History of Visual Communications
VC 375 Designing for the Web

For students with any major outside of the Division of Art and Design, Management or a minor in Art History: select two courses from either preceding menu.

**Minor in Biology**
Two of the following four courses (8 credits):
SM 101H The Birds and the Bees
SM 101J Nature's Underworld
SM 101G Life In and On the Lake
SM 117 Diversity of Life
SM 118 Cellular and Molecular Biology
SM 215 Equine Anatomy and Physiology*
SM 224 General Zoology

At least ten credits from upper-division SM courses (except SM385 and SM499), including Special Topics

*Equine Business Management students only

**Minor in Business**
Required Courses
AC 331 Financial Accounting
BU 110 Principles of Management
BU 120 Principles of Marketing
BU 363 Business Law and Ethics
AND
One of the following (lower level):
BU 145 Principles of Advertising
BU 205 Consumer Awareness
BU 212 Small Business Management
BU 213 Retail Management
BU 215 Introduction to Arts Management
BU 241 Professional Selling
BU 281 Business Internship
IM 120 Introduction to Computers
AND
One of the following (upper level):
AC 332 Managerial Accounting
BU 305 Money & Banking
BU 311 Production Operations
BU 331 Organizational Behavior
BU 334 Diversity Management
BU 338 Problems in Supervision
BU 346 Purchasing Management
BU 351 Fortune 500 Companies
BU 352 Analyzing Business Videos
BU 353 Internet & Other Business Media
BU 413 Entrepreneurship

Minor in Communication Studies
CM 110 Introduction to Human Communication
CM 210 Interpersonal Communication
CM 2__ Communication Elective
CM 302 Communication Concepts and Theory
CM 3_/4_ Communication Elective
CM 440 Advanced Topics in Communication

Minor in Criminal Justice
This minor will be available to students in fall 2014 and is only open to non-Criminal Justice and Homeland Security Studies majors.
Required Courses
CJ 151 Introduction to Criminal Justice*
CJ 251 Corrections and Alternatives
CJ 253 Criminal Law and Procedure
CJ 354 Policing in America
CJ 358 Ethical Issues in Criminal Justice and Homeland Security
CJ/SB 451 Criminology or 400-level Special Topic course in Criminal Justice
*This course is the prerequisite for the other courses in the minor, however if a student is beginning the minor in the spring semester, permission from the instructor will allow him or her entrance into any of the other courses for the minor. It will be required that the student take CJ 151 as soon as it becomes available in the fall.

**Minor in Economics**
A total of five economics courses and one statistics course are required to complete the minor in Economics. These are distributed as two introductory level economics courses plus three 300 or higher level economics courses; at least three of these five courses must be completed at Cazenovia College. Upper level courses taken elsewhere would need to be approved by the Social Sciences Division representative to qualify for credit. All courses required for the minor must receive a grade of "C" or better.

Required Courses
HG 131 Macroeconomics
HG 132 Microeconomics
HG 3/400 Economics course
HG 3/400 Economics course
HG 3/400 Economics course
SM 261 Statistics

**Minor in Education**
The Education Minor gives students a solid understanding of the foundations of schooling in the United States as well as field experience in K-12 schools. The Education Minor is available to any student in the college and does not include teacher certification. The Education Minor track will meet the following career needs and student interest:
Jobs in public policy and research in education
Other school career paths including school psychologist, social worker, business manager and coach
Students who choose teaching later in their college career and would like to prepare for admission to a Master's in Teaching program.
Students seeking a position with Teach for America, AmeriCorps, Peace Corps or other similar programs
Students wishing to pursue a Minor in Education must complete a minimum of 18 of Education and at least two field experiences totaling at a minimum 50 hours in the field.

Required Courses:
ED 251 Introduction to Inclusive Teaching Practices: Literacy and Universal Design (3) and ED 252 Field for Introduction to Inclusive Practices: Literacy and Universal Design (1 credit)
SB 122 Adolescent Psychology (3) or ED 111 Child Development and Observation (4)
SB 151 The American High School: Identity and Difference in Schools or ED 131 Teaching and Learning in Diverse Communities (3)
ED ___ Electives in Education (8)

**Minor in English**
EN 210 Approaches to Literature
EN 216 Shakespeare
EN ___ Literature or Writing course (exclusive of EN 101 and EN 201)
EN 2/3___ Upper/Lower Division Literature
EN 3/4___ Upper Division Literature
EN 3/4___ Upper Division Literature or Writing course

**Minor in Entrepreneurship**
AC 110 Fundamentals of Accounting or AC331 Financial Accounting
BU 120 Principles of Marketing
BU 212 Small Business / Ownership
BU 363 Business Law and Ethics
BU 413 Entrepreneurship
And one of the following:
BU 233 Human Resource Management
BU 205 Consumer Awareness
BU 338 Problems in Management and Supervision
BU 346 Purchasing Management
BU 431 Leadership

Minor in Fashion Design
Choice of three of the courses listed below (9 credits)
FD 110 Clothing Construction I
FD 113 Fashion Drawing
FD 213 Textiles
FD 240 Fashion Business
Choice of one of the courses listed below (3 credits)
FA 118 History of Fashion
FD 212 Patternmaking: Draping
FD 221 Patternmaking: Flat Pattern
FD 212 Patternmaking: Draping
FD 221 Flat Pattern Drafting 2
FD 255 Digital Techniques in Fashion Illustration
FD 322 Computerized Patternmaking (CAD)
Choice of 6 credits from the courses listed below:
FD 382 New York Fashion Tour
FM/FD 3_ Special Topic in Fashion/Elective
FD 3__ Independent Study

Minor in Fashion Merchandising
BU 120 Principles of Marketing
FM 131 Survey of the Global Apparel Industry*
FM 213 Textiles*
FM 250 Fashion Merchandising
FM 365 Product Development Principles
And one of the following courses listed below:
BU 413 Entrepreneurship
BU 451 Fashion Buying and Planning
* Students enrolled in the Fashion Design program must take a BU or FM elective instead of FM 131 and FM 213.

Minor in Forensic Photography
CJ 151 Introduction to Criminal Justice Functions and Processes
CJ 252 Crime Scene Investigation
SA 161 Photography I
SA 263 Digital Photography
SA 320 On Assignment: Location and Documentary Photography  
SA 330* Principles of Forensic Photography  
* May be offered or cross-listed as CJ 330 Principles of Forensic Photography

**Minor in Health Care**
- HC 110 Introduction to Health Care  
- HC 310 Legal Aspects of Health Care  
- HC 320 Long Term Health Care  
- HC 330 Current Trends in Health Care  
- HC 410 Health Care Planning  
Choice of one of the courses listed below (3 credits)  
- AC 110 Introduction to Accounting  
- AC 331 Financial Accounting  
- BU 233 Human Resource Management  
- BU 281 Business Internship  
- HC 210 Medical Terminology

**Minor in History**
- HG 101 World Civilization to 1550  
- HG 102 World Civilization 1550 to Present  
- HG 121 U.S. History to 1877  
- HG 122 U.S. History 1877 to Present  
- HG 375 Historical Research Methods  
Six credits in upper division history (HG) courses

**Minor in Human Services**
- Required Courses  
  - HS 110 Introduction to Human Services  
  - HS 240 Introduction to Counseling  
Choose two:  
- HS 121 Children and Youth Services  
- HS 133 Community Mental Health  
- HS 134 Introduction to Alcohol and Substance Abuse  
Choose two:  
- HS 331 Group Dynamics  
- HS 345 Counseling Families in Crisis  
- HS 361 Therapeutic Recreation  
- HS 431 Rehabilitation Services (requires permission of program director)  
- HS 475 Program Planning (requires permission of program director)  
This minor is not open to Human Services majors.

**Minor in International Studies**
- Required Courses  
  - HG 102 World Civilization 1550 to Present  
  - SB 250 Cultural Geography  
Four of the following (at least two courses must be 300/400 level)  
- HG 241 Comparative Gov and Politics
HG 261 Comparative Political Ideologies
HG 308 History of Mexico
HG 310 Modern Latin America
HG 311 African Diaspora
HG 312 History of Africa
HG 335 International Economics and Trade*
SB 110 Introduction to Anthropology
SB 329 Women and Culture
SB 333 Human Rights and Genocide
SB 380 Slavery in the Modern World
SB 401 World Cultures and Societies
SM 3/4 Global Environmental Issues and Perspectives*
___ ___ International Internship
When internationally-focused special topics are offered, the program director may determine that they count towards the minor requirements. This minor is not open to International Studies majors.
*Program prerequisites required.

**Minor in Journalism**
CM 211 Introduction to Broadcasting
CM 231 Introduction to Journalism
CM 320 Communication in the Mass Media
CM 331 Feature Writing and Editing
CM 341 Intermediate Broadcast Production
CM 441 Media Management

**Minor in Marketing**
Required Courses
BU 120 Principles of Marketing
BU 205 Consumer Awareness
BU 348 Marketing Management
Choose one:
BU 105 American Business
BU 145 Principles of Advertising
BU 241 Professional Selling
BU 213 Retail Management
Choose two:
BU 346 Purchasing Management
BU 413 Entrepreneurship
BU 3_/4_ Special Topic in Business
IM 326 E-Commerce
SP 253 Sport Event Management

**Minor in Philosophy**
Students seeking a minor in Philosophy must complete a total of 18 credits.
Required Courses
HU 160 Introduction to Philosophy
HU 165 Critical Thinking
Choose three of the following:
HU 361 Commitment and Choice
HU 365 Ethics
HU 489 Independent Study: Directed Readings
FA 408 Aesthetics
Choose one of the following:
HU 301 Environmental Ethics
HU 461 Values in the Modern World
HU 465 Ethical Issues in Organizations

**Minor in Photography**
SA 161 Photography I
SA 162 Photography II
SA 270 Studio Photography
SA 276 Computer Imaging or SA 263 Digital Photography*
(* Students in the Visual Communication program may substitute VC 274 Imaging Graphics.)
Choose at least two courses from the following list of options; six credits must be at 300 or 400 level:
FA 125 History of Photography
SA 263 Digital Photography
SA 309 Special Topics in the Arts (Photo related subject)
SA 320 On Assignment: Location and Documentary Photography
SA 325 Large Format Photography and Fine Printing
SA 330 Forensic Photography
SA 365 Alternative Processes
SA 410 Professional Photography Practices

**Minor in Pre-Art Therapy**
SB 120 Intro to Psychology
HS 240 Intro to Counseling
HS 361 Therapeutic Recreation
SB 225 Lifespan Developmental Psychology
SB 323 Abnormal Psychology
SB 326 Theories of Personality
The Pre-Art Therapy minor is based on the recommendations of the American Art Therapy Association. In order to complete the minor in Pre-Art Therapy, students will need to be Studio Art/Photo majors or have 18 studio art credits by the time they graduate.
Students planning careers in art therapy must complete graduate studies in art therapy at an accredited institution. Students interested in art therapy are advised to consult the American Art Therapy Association Web site for a list of accredited graduate schools.

**Minor in Pre-Law**
The interdisciplinary Pre-Law minor complements a student's major with coursework that helps prepare the student for the demands of law school. It is also designed to strengthen skills in areas needed for success in law school. Students will also have opportunities to work with the Career Services Office to prepare for the LSAT.
Required Courses:
HG 141 Government and Politics of the United States
HU 165 Critical Thinking and Logic
Area I: Law (one course from the following)
BU 363 Business Law and Ethics
BU 368 Sport Law
CJ 253 Criminal Law and Procedure
CJ/HG 357 Constitution Law
HG 101C First Year Seminar: The First Amendment
HG 358 International Law
HG ___ ST: American Legal History
Area II: Written and Spoken Communications (one course from the following)
CM 313 Debate
CM 410 Advocacy and Public Policy
CM 420 Persuasion
EN 312 Advanced Expository Writing
Area III: Economics/Accounting/Statistics (one course from the following)
AC 331 Principles of Accounting
AC 332 Managerial Accounting
HG 131 Macroeconomics
HG 132 Microeconomics
SM 261 Statistics
Area IV: Social Sciences (one course from the following)
CJ 251 Corrections and Alternatives
CJ 351 Criminal Justice Process
HG 121 U.S. History to 1877
HG 122 U.S. History 1877 to Present
SB 231 Social Problems
SB 321 Psychology Applied to Interpersonal Behavior
SB 336 Social Welfare Policies
SB 451 Criminology
It is recommended that students take more courses in each of the areas if their degree requirements allow it.

Minor in Psychology
SB 120 Introduction to Psychology
At least one course from each of the following three areas:
Biological/Cognitive
SB 327 Brain and Behavior
SB 330 Sensation and Perception
SB 341 Learning
SB 364 Cognition
Social/Developmental
SB 1__ Child, Adolescent, or Adult Psychology
SB 225 Lifespan Developmental Psychology
SB 234 Social Psychology
Clinical/Applied
SB 323 Abnormal Psychology
SB 325 Educational Psychology
SB 326 Theories of Personality
Plus the student’s choice of two additional psychology courses.

Minor in Sociology
The sociology minor allows students to study a diverse group of topics from social inequalities to issues regarding families, education, politics, the economy and religion. Students will be able to explore courses relevant to their interests. Courses are also offered that investigate American society’s role within a greater global context. Upon completion of the minor, students will be able to critically analyze contemporary social problems from a theoretical and practical level. The minor requires a minimum of 18 credits including Introduction to Sociology, Social Problems, and Social Theory. Students will be able to choose a set of courses based on their major or interests.
SB 130 Introduction to Sociology
SB 231 Social Problems
SB 430 Social Theory
SB 2/3__ Sociology Elective
SB 3/4__ Sociology Elective
SB 3/4__ Sociology Elective

Minor in Sport Studies
In an effort to offer the students in other academic disciplines the opportunity to explore the concepts involved with the sport industry, the following is proposed as a way for students to minor in Sport Studies. This minor allows the student to concentrate his/her focus on the study of the sport industry specifically. This minor will accommodate students in any baccalaureate program. The total credit requirement for a minor in Sport Studies is 18 credits.

Required Sport Studies Foundation Course (3 credits)
SP 118 Introduction to Sport Management
Sport Management Core Courses (6 credits)
SP 269 Current Issues in Sport Management
SP 328 Sport Marketing, Promotion and Sales
Three upper division Sport Management Courses (9 credits)
SB 364 Sport in Society
SP 355 Financing Sport Operations
SP 368 Legal Issues in Sport
SP 488 Sport Management Internship

Minor in Studio Art
General Track
FA 401 Contemporary Development in the Arts
Choose two courses from the following list:
SA 111 Drawing: Composition and Perception
SA 131 Design and Color Theory
SA 132 Structuring Human Space
SA 168 Time, Movement and Narrative
Choose one of the following courses:
SA 361 Studio Research: Site and Space
SA 415 Graphic Forms
Choose at least two of the following:
SA 111 Drawing: Composition and Perception
SA 121 Painting
SA 131 Design and Color Theory
SA 132 Structuring Human Space
SA 168 Time, Movement and Narrative
SA 214 Figure Drawing
SA 231 Printmaking
SA 241 Ceramics
SA 242 Sculpture
SA 308 Small Metals/Jewelry
SA 309 Special Topics in the Arts (Studio Art related subject)
SA 311 Life Drawing and 3D Forms
SA 361 Site and Space
FA 371/2 Research in the Visual Arts I (Studio Art related subject)
FA 415 Graphic Forms
FA 471/2 Research in the Visual Arts II (Studio Art related subject)

2-D Track
SA 111 Drawing: Composition and Perception
SA 214 Figure Drawing
SA 311 Life Drawing and 3D Forms
SA 415 Graphic Forms
Choose two of the following:
FA 371/2 Research in the Visual Arts I (Studio Art related subject)*
FA 471/2 Research in the Visual Arts II (Studio Art related subject)*
SA 121 Painting
SA 168 Time, Movement and Narrative
SA 231 Printmaking
SA 309 Special Topics in the Arts*
* These courses must have primarily Studio Art 2-D related content.

3-D Track
SA 132 Structuring Human Space
SA 241 Ceramics
SA 242 Sculpture: Glass/Mixed Media
SA 361 Site and Space
Choose two of the following:
FA 371/2 Research in the Visual Arts I (Studio Art related subject)*
FA 471/2 Research in the Visual Arts II (Studio Art related subject)*
SA 308 Small Metals/Jewelry
SA 309 Special Topics in the Arts*
SA 311 Life Drawing and 3D Forms
SA 415 Graphic Forms
* These courses must have primarily Studio Art 3-D related content. Students in Photo concentration must take an additional SA course from the list. This minor is not open to Studio Art majors.

Minor in Theatre
Six courses selected from below, to include at least two 300/400-level courses.
FA 161 Theatre History: Prehistory to the Jacobean period
FA 162 Theatre History: Restoration to the Present
FA 165 Acting Workshop
FA 265 Theatre Production (may be taken twice for credit)
FA 366 Advanced Acting Workshop
FA 373 Research in the Performing Arts I
FA 385 Fine Arts Internship I
FA 473 Research in the Performing Arts II
FA 485 Fine Arts Internship II
EN 216 Shakespeare
EN 3/4 Special Topic in Dramatic Literature

**Minor in Visual Communications**

Required courses:
VC 140 Typography
VC 118 Digital Foundations or VC 174 Digital Page Layout
VC 242 Graphic Design

Choose at least three courses from the following list. Two courses must be at the 300 level or higher.
VC 118 Digital Foundations or VC 174 Digital Page Layout
VC 232 Illustration
VC 241 Advertising Design
VC 274 Imaging Graphics
VC 388 Package Design
VC 341 Advanced Advertising Design
VC 342 Advanced Graphic Design
VC 374 Interactive Design
VC 375 Designing for the Web
VC 475 Advanced Designing for the Web

*Prerequisites may be required for any of the courses above and must be fulfilled before enrolling in the course of your choosing.*
Course Descriptions

Cazenovia College reserves the right to alter course offerings or course content without notice. Any course with insufficient enrollment may be cancelled.

Course Identification
AC: Accounting
BU: Business
CJ: Criminal Justice
CM: Communication Studies
ED: Education
EN: English
EQ: Equine Studies
FA: Fine Arts
FD/FM: Fashion Design/Merchandising
HE: Health
HC: Health Care Management
HG: History and Government
HS: Human Services
HU: Humanities
IM: Information Management
LG: Languages
MS: Military Science
SA: Studio Art
SB: Social and Behavioral Sciences
SM: Science and Mathematics
SP: Sport Management
VC: Visual Communications

Generally, courses are numbered from the general to the specific.
Courses numbered from 000-199 may be taken during the freshman and sophomore years, while courses numbered from 200-299 are normally taken during the sophomore year. Courses numbered 300-399 or 400-499 are taken during the junior and senior years respectively. Courses numbered 100 or 100D may not be counted among the credits required for a degree.

Example:
FA 325
The World of Cinema
3 credits (AS)
A critical study of cinema as an evolving art form, this course concentrates on the uniqueness of the film medium as well as its relationship to literature and historical reality. Students view and discuss films and prepare written analyses on the artistic technique and cultural impact of film as a narrative form. (Offered alternate fall terms)
Prerequisite: EN 201 Academic Writing II

Key:
Course Number
Course Title
Credits (Curriculum: AS Arts and Sciences or CS, Career Studies)
Course description, including offering frequency and prerequisites
Accounting

AC 110 Fundamentals of Accounting
3 credits (CS)
The basic principles of accounting are studied. Topics include the accounting equation, balance sheet, income statement, ledger, journal, voucher, and payroll systems. This course is designed for the non-business major who wishes to study accounting for the operation of a small business or partnership. May not be taken after AC 331. (Offered fall terms)
Prerequisite: SM 161 College Algebra.

AC 170 Computer Programming Packages
3 credits (CS)
This course introduces the student to the computerized systems for general ledger, accounts receivable and payroll. The course provides practical experience and application in such areas as posting, referencing, formatting, account control and set-up, account use and scheduling. Payroll experience will include rate calculations, payroll distribution, payroll forms, tax tables, and various other government related reporting forms. (Offered as an independent study.)

AC 201 Financial Accounting
3 credits (CS)
The fundamental principles of accounting are presented at an introductory level. Topics include an introduction to accounting, accounting systems, income measurement, the accounting cycle, accounting for retail operations, cash and short-term investments, inventory, payroll methods, and depreciation. (Offered fall and spring terms)

AC 202 Managerial Accounting
3 credits (CS)
This course finishes the study of financial accounting with the study of corporate dividends and cash flow statements. The focus then shifts to the study of managerial accounting. Topics covered include job and process costing, budgeting and master budgets and planning as well as flexible budgets and standard costs. (Offered fall and spring terms) Prerequisite: AC 201 Financial Accounting passed with a grade of "C" or better.

AC 301 Intermediate Accounting I
3 credits (CS)
This course entails an examination of the theories and concepts of accounting and the generally accepted principles as they apply to liabilities and equity. Topics covered include liabilities (current, long-term and contingent); factors affecting contributed capital and retained earnings; and financial reporting according to FASB principles. Emphasis is placed on the official accounting reporting methods as presented in AICPA guidelines. (Offered as an independent study.) Prerequisites: AC 201 Financial Accounting and AC 202 Managerial Accounting.

AC 302 Intermediate Accounting II
3 credits (CS)
The concepts presented in this course include equity financing, investments in debt and equity securities, leases, employee compensation, accounting changes and analysis of financial statements. An emphasis is placed on managerial decision-making and portfolio analysis. (Offered as an independent study.) Prerequisite: AC 301 Intermediate Accounting I.

AC 411 Accounting Theory I
3 credits (CS)
An overview of accounting and its theoretical foundation, assets, liabilities, equity, and special problems in income determination and financial reporting. The student is expected to perform efficiently under Financial Accounting Standards Board guidelines, prepare financial statements, and render opinions leading to managerial decisions. (Offered as an independent study.) Prerequisites: AC 331 Financial Accounting, AC 332 Managerial Accounting; Recommended: AC 301 Intermediate Accounting.

AC 412 Accounting Theory II
3 credits (CS)
The fundamentals of double-entry accounting for the sole proprietorship form of business enterprise are taught. The basic accounting cycle is covered, as well as the operation of various journals and ledgers, resulting in the creation of supporting schedules and financial statements required in the normal operation of a modern multicultural business environment. Emphasis is placed on sales, purchases, special journals, income statements, and
analysis of merchandising. Accounting functions specifically for a retail enterprise are emphasized. (Offered as an independent study.) Prerequisites: AC 201 Financial Accounting, AC 202 Managerial Accounting, and AC 411 Accounting Theory I.

AC 435 Tax Accounting
3 credits (CS)
A study of the tax structure of government and businesses, concepts, practices and reporting. Special emphasis is placed on business-related tax procedures. Topics include advantages and disadvantages of the present tax systems. The student becomes familiar with tax terminology and various federal, state, and business tax forms. Problems and methods related to individual taxes are also covered. Current issues with a historical background prepare the student for the total tax perspective. (Offered as an independent study.) Prerequisites: AC 201 Financial Accounting and AC 202 Managerial Accounting.

AC 436 Principles of Cost Accounting
3 credits (CS)
The concepts presented in this course include analysis of the cost of manufacturing and distribution for the purpose of managerial decisions. Cost behavior, job order, standardized cost systems, process cost accounting systems, budgets, and inventory planning are presented at the managerial level as an integral function to planning and control. (Offered as an independent study.) Prerequisites: AC 201 Financial Accounting and AC 202 Managerial Accounting.

Business
BU 105 Global Business
3 credits
This is an introductory business course that introduces students to the intricacies of business and management. Students are provided a general overview of how business interfaces with many aspects of American society. Topics include: Forms of ownership, entrepreneurship, marketing, advertising, accounting, banking, promotion, distribution channels, and the domestic economy. All B.P.S. students (excluding Equine) must take this course in their second semester. (Offered spring term)

BU 110 Principles of Management
3 credits (CS)
Principles of management and the focus and function of an organization are explored. Among topics included are ethics, diversity, TQM, social responsibilities, multinational enterprises, and the functions of planning, organizing, leading, and controlling. Student must pass the course with a "C" or better. (Offered fall and spring terms)

BU 112 Business Operations for Farm and Stable Owners
3 credits (CS)
This course is concerned with the design, construction and maintenance of equine facilities; site selection and preparation; the selection and maintenance of equipment and fencing; arena design and footing; storage options; safety and security concerns; and the financial management of stables and farms including capitalization, depreciation, budgeting and inventory. Attention is given to the questions of efficiency, management, promotion, and basic small business organization and operation. All Management: Equine Business Management students must take this course in their second semester. (Offered spring term) Prerequisite or co-requisite: BU 110 Principles of Management.

BU 121 Microsoft Word
1 credit (CS)
Computer software is a valuable tool in the world today. This hands-on course will survey the concepts related to using word processing software and the dedicated utilization of such software. A strong emphasis will be placed on applying word processing skills in a variety of situations and subject areas. (Offered fall and spring term)

BU 122 Microsoft Excel
1 credit (CS)
Computer software is a valuable tool in the world today. This hands-on course will survey the concepts related to using Spreadsheet software and the dedicated utilization of such software. A strong emphasis will be placed on applying Spreadsheet skills in a variety of situations and subject areas. (Offered spring term)
BU 123 Microsoft Access
1 credit (CS)
Computer software is a valuable tool in the world today. This hands-on course will survey the concepts related to using database software and the dedicated utilization of such software. A strong emphasis will be placed on applying database skills in a variety of situations and subject areas. (Offered on a rotating basis)

BU 128 Electronic Publishing
3 credits (CS)
This course introduces students to the concepts and practice of electronic publishing. Most of the course consists of intensive training with electronic publishing software supporting student projects in the College laboratories. Analysis of student projects and study of design principles train students to distinguish excellent quality in publishing products and to create projects that conform to industry standards for excellence. (Offered on a rotating basis)

BU 145 Principles of Advertising
3 credits (CS)
A survey course that introduces the student to the major aspects of advertising. The course examines the ideas, principles and concepts that may be used to inform consumers about the availability of products and services. Among the topics covered are sales planning and forecasting and the development of promotional programs. (Offered every three years)

BU 205 Consumer Behavior
3 credits (CS)
This course examines and evaluates consumer needs, attitudes, and behavior and their effects on the marketing of different products and services. Individual consumer differences, environmental influences, and marketing strategies are also explored to determine how they affect consumer choice. Combining the disciplines of psychology and marketing, the course covers topics such as decision making; perceptions and information processing; attitudes and attitude-change strategies; and demographics and segmentation that influence consumer behavior. A detailed paper or project of individual interest is required of each student.

BU 212 Small Business Management/Ownership
3 credits (CS)
This course studies the environment in which a small business functions. Topics included are: establishing, operating, and managing a small business for profit. Advertising, legal and government controls, taxes, credit, insurance, cash flow, and management techniques are also presented. (Offered spring term)

BU 213 Retail Management
3 credits (CS)
An exploration of the principles of successful store management, the course analyzes the major divisions of the retail store and demonstrates the ways in which they work together for efficiency of operation. Discussion centers on store policies, buying, personnel, and customer and community relations management. Special attention is given to cultural diversity within the industry. (Offered every three years)

BU 215 Arts Management
3 credits (CS)
This course explores the various management facets of nonprofit and profit-based arts organizations in the United States. Students discover the variety and function of arts organizations through readings, field trips and guest lecturers, class discussion, and research. Topics explored include: goal-setting, fund raising, marketing, audience development, outreach to the community and non-traditional constituencies, bookkeeping, employee issues, and the special concerns of nonprofit organizations. (Offered spring term of odd years)

BU 220 Business Communications
3 credits (CS)
This is a writing-intensive course. This hands-on, project-oriented course will explore applications of word processing software, which will be incorporated into the creation of letters, memos, and short reports. Both research and composition will have important positions in this creation. The conceptual/lecture component of this course will survey current topics in management, including:
trends, technology and businesses, and multicultural aspects of doing business. The course will also introduce proper presentation techniques. (Offered on a rotating basis)

**BU 233 Human Resources Management**  
*3 credits (CS)*  
The function of personnel management and the integration of human resources are explored. Topics include the organization of work and structure, staffing, training, recruitment, interviewing, testing, organizational and managerial development, performance evaluation, diversity, supervision and management-labor relations. (Offered fall and spring terms) *Prerequisite: BU 110 Principles of Management.*

**BU 240 Principles of Marketing**  
*3 credits (CS)*  
This is an introductory course that helps students develop an understanding of the marketing process from the point of view of producers, wholesalers, and retailers. A basic survey, it analyzes the institutions involved and the operations needed to satisfy the needs of ultimate consumers. (Offered fall and spring terms) *Prerequisite: EN 101 Academic Writing I.*

**BU 241 Sales Management**  
*3 credits (CS)*  
This course offers an examination of modern selling techniques. Emphasis is on the examination of consumer buying motives and successful methods of satisfying customer wants and needs while building good will and establishing customer satisfaction. Student involvement is stressed through the use of sales presentations, and class discussion. (Offered every three years) *Prerequisite: CM 121 Effective Speaking.*

**BU 281 Business Management Internship**  
*3-6 credits (CS)*  
Practical experience is available to students in the business and accounting programs. On-the-job experience may be obtained in such areas as marketing, retailing, banking, accounting and government. Students attend a seminar class as a component of the course. Participants must provide their own transportation. (Offered fall and spring terms) *Prerequisites: The student must present an overall cumulative average of 2.5 with a 2.7 in required business courses, and have sophomore standing or permission of the instructor.*

**BU 288 Walt Disney World Internship**  
*6 credits (CS)*  
Students intern at Walt Disney World in Orlando, Florida. Interviews are held each semester. (Offered as an independent study for students accepted into the program.) *Prerequisites: Students must have a 2.75 grade point average and 12 academic credits. Permission of instructor is required.*

**BU 301 SPSS**  
*1 credit (CS)*  
This course is designed to provide a fundamental understanding of the use of the statistical software package SPSS. This is not a statistics course, but relies on a previous understanding of statistics. SPSS will be used for descriptive as well as inferential statistics. This course should be taken concurrently with BU 473/475. (Offered fall term)

**BU 305 Money and Banking**  
*3 credits (CS)*  
This course is a study of the role of money in the U.S. financial system, in particular the operations, functions, structure and regulations of the system and functions of central banking. Special emphasis is given to the study of monetary theories, monetary management and the effectiveness of monetary policy. (Offered periodically) *Prerequisites: HG 131 Macroeconomics and HG 132 Microeconomics, and junior standing.*

**BU 311 Supply Chain Management**  
*3 credits (CS)*  
This course introduces the fundamental components of supply chain management on both individual and interrelated dimensions. Topics include transportation, warehousing, inventory management and customer service. (Offered spring term in even numbered years) *Prerequisite: SM 261 Statistics.*

**BU 326 E-Commerce**  
*3 credits (CS)*  
Electronic commerce (EC) describes doing business
– primarily buying and selling of goods and services on the Web. Thanks to its 24x7 availability, global reach, and interaction and information delivery capabilities, the Web is rapidly becoming a multi-billion dollar source of revenue for doing business across the globe. This course will help students perceive and understand the opportunities and risks that lie ahead for e-commerce and EC Web sites. Students should be able to identify the technological, business, and social forces that have shaped the growth of e-commerce and extend that understanding into the years ahead. The course will also develop an understanding of online marketing as it applies to the Internet. (Offered periodically)

BU 327 Data Processing and Information Management
3 credits (CS)
This course deals with business data processing systems usage, applications and issues. Preparation and analysis of reports and use of data in management decisions is included. Data processing and analysis are applied to common aspects in management. (Offered periodically) Prerequisites: BU 121 Microsoft Word and BU 122 Microsoft Excel.

BU 331 Organizational Behavior
3 credits (CS)
This course examines the process by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness, including improved quality of life, increased productivity, improved product and service quality, and executive development. (Offered fall term) Prerequisite: SB 120 Introduction to Psychology.

BU 334 Diversity Management
3 credits (CS)
This course will examine the concepts of diversity that exist in the common workplace today. It will provide a broad overview of what constitutes diversity, provide a detailed look at diversity initiatives and how they can be improved, attempt to define diversity management and present a framework for implementing diversity management and will provide information on United States demographic dimensions such as age, gender, race, language, sexual orientation, and disability status. (Offered periodically)

BU 338 Problems in Management and Supervision
3 credits (CS)
The case method is utilized to analyze individual and group behavior in the workplace. Planning, recruiting, communications, grievances and conflict resolutions are covered. Various techniques and strategies for problem-solving are explored. (Offered spring term of even numbered years)

BU 346 Purchasing Management
3 credits (CS)
This course will reflect the current issues, needs and trends in the field of purchasing management, providing an overview of the role of the purchasing officer. Purchasing officers are responsible for the procurement of goods and materials for use in resale and manufacturing of goods and/or raw materials. Purchasing officers are found in most small and large businesses; e.g., manufacturing plants, hospitals, educational institutions, and government offices. (Offered spring term of odd numbered years)

BU 348 Marketing Management
3 credits (CS)
This course is an advanced marketing course which takes an analytical approach to solving complex marketing problems at the managerial level. Various marketing principles, statements, and concepts are presented. The case study approach will be used. (Offered spring term of odd numbered years) Prerequisite: BU 120 Principles of Marketing.

BU 351 A Comparative Look at Fortune 500 Companies
1 credit (CS)
This course is taught using a case study approach by analyzing Fortune 500 companies strategic plans, financial statements, marketing, advertising, and product/services and what makes them so successful. (Offered every three years) Prerequisites: BU 110 Principles of Management, and SM 261 Statistics.

BU 352 Motion Picture Industry as a Business
1 credit (CS)
This course is designed to give students a basic understanding of the key business issues relating to
the marketing, publicity, and distribution of feature-length motion pictures and how it will impact the US and global economies. (Offered every three years)

BU 353 You Tube Phenomena and its impact on Business
1 credit (CS)
This course will look at the growth and development of You Tube. A historical perspective on the development and continued growth of You Tube and how those who use it is explored. This course will discuss how to use YouTube, and how it can be an effective tool for educators wishing to incorporate the use of video in the classroom. (Offered every three years)

BU 360 Advanced Principles of Equine Business Management
3 credits (CS)
Building upon basic principles learned in BU 112, students will continue their study of business management. This course will examine aspects of business management including business ethics, taxes, liability, insurance, horse sales, budgeting, financial planning and customer relations as they relate specifically to small businesses in the horse industry. The completion of a formal business plan is required. (Offered fall term) Prerequisite: BU 112 Business Operations for Farm and Stable Owners.

BU 361 Business Promotions
3 credits (CS)
This course will provide a study of techniques used within a small business for promotion, marketing and sales. Students are required to complete projects, utilizing current technology available through computers and video. (Offered spring term) Prerequisite: BU 121 Microsoft Word and BU 122 Microsoft Excel.

BU 363 Business Law
3 credits (CS)
Introduction to the fundamental elements of the law and our legal system as it has developed over time. The scope of the course will include specific substantive areas of the law together with practical application in our business world. Further, the course will include an overview of the sources of law, common law, federal and state law, ethics, and an analysis of case law and application as it relates to the ethical business practices. Students will also become familiar with the lawsuit process, rights and remedies. Students will respond in class-discussion format that will demonstrate knowledge of concepts and legal principles, and be able to interpret, apply and evaluate the framework in business environments. At the conclusion of this course, students will have a basic understanding of the law, with emphasis on legal applications and substantive areas of law most meaningful in business, industry and the professions. (Offered fall and spring terms)

BU 381 Internship Preparation
1 credit (CS)
This course is designed to give the student an overview of the internship process, materials needed and preparation for career opportunities. Select topics are designed to help students understand the requirements of career planning in order obtain the best possible internship for them. Students intending to do an internship during winter, spring or summer terms are required to enroll in this course during the corresponding fall term. Students intending to do an internship during the fall term are to enroll in the fall term of the prior year. (Offered fall terms)

BU 391 Professional Practice and Portfolio Development
1-3 credits (CS)
This independent study course is designed to give the student an additional opportunity to formally expand their professional growth under the direct supervision of a Faculty Mentor. Learning activities suitable to this include work in the fields of instruction and research. Students may develop and implement a research project, serve as a research assistant and/or assist in instructional activities in lecture and lab settings. Course Goals, Objectives, and Assignments are developed between student and Faculty Mentor and submitted for approval using the normal pathways for Independent Study coursework. (Offered as an independent study)

BU 399 Equine Business Junior Seminar
1 credit (CS)
Juniors in the Equine Business Management
specialization will engage in discussions regarding preparation for their senior year and internships, postgraduate preparation discussions and activities, including analysis and reflection of what they have accomplished and how to further apply their knowledge in the future. Development and refinement of professional resumes (suitable for their major and goals), portfolios and interviewing techniques, preliminary graduate school discussion, and transitioning to the workforce, both professionally and personally, are covered. (Offered spring term) Prerequisite: Junior standing.

BU 401 International Business
3 credits (CS)
This course examines the environments in which American companies exist today from a global perspective. Topics discussed are competition, distribution, economics, socio-cultural forces, finance, natural resources, labor and politics, and their influence on the global manager (Offered fall term of odd numbered years). Prerequisites: HG 131 Macroeconomics or HG 132 Microeconomics.

BU 411 Financial Management
3 credits (CS)
The course presents problems and procedures of financial management, including planning and controlling capital needs. Financial planning, analysis and measurements, and the impact of budgets on human factors are addressed. The course utilizes case-method and problem-solving techniques. (Offered fall and spring terms) Prerequisites: AC 331 Financial Accounting and AC 332 Managerial Accounting.

BU 411L Financial Management Lab
1 credit (CS)
This course will supplement and help students understand concepts, terms, paradigms, and theories as presented in BU 411, Financial Management. This is a companion course to BU 411 and should be taken concurrently. (Offered fall and spring terms)

BU 413 Entrepreneurship
3 credits (CS)
This course explores the opportunities for individuals considering entrepreneurship. The course will focus on entrepreneurial ventures in business, product development, and service industries. Focus will be on the steps necessary to compete in competitive markets as an entrepreneur. (Offered fall term of odd numbered years) Prerequisites: BU 110 Principles of Management, BU 240 Principles of Marketing, AC 201 Financial Accounting.

BU 431 Leadership
3 credits (CS)
This course examines the special qualities, knowledge, and skills that separate leadership from management. Motivational techniques, ethics, vision and appropriate styles are discussed. Role playing simulation exercises are explored. Student must pass with a "C" or better. (Offered fall term of odd numbered years) Prerequisite: BU 110 Principles of Management.

BU 442 Comparative and International Marketing
3 credits (CS)
This course covers issues in world trade as applied to consumer products, and international sales and manufacturing practices. Students acquire awareness of the environmental and managerial aspects of U.S. and foreign export and import markets. (Offered on a rotating basis) Prerequisites: BU 120 Principles of Marketing and HG 335 International Trade and Economics.

BU 451 Fashion Buying and Merchandise Planning
3 credits (CS)
This course presents a balance of theory, retail math skills application, and entry-level decision making, as well as Excel templates, and the opportunity to use either the Internet or other current examples of issues in retail. The course approaches the topic of retail planning and forecasting in a way that gives students the experience of creating a six-month plan and understanding its inner workings, relationships, and practical applications, yet remains rooted in basic retail theory. (Offered Spring term of even numbered years) Prerequisites: Math Elective, FM 250 Fashion Merchandising.

BU 473 Business Research Methods
3 credits (CS)
Students study various research methods and applications of research to business. Emphasis is placed on demographics and psychographics and on the critical analysis and interpretation of research as a tool for decision making. (Offered fall term)
Prerequisites: AC 201 Financial Accounting, AC 202 Managerial Accounting, BU 240 Principles of Marketing, and SM 261 Statistics. Prerequisite or co-requisite: BU 301 SPSS.

**BU 475 Marketing Research**
3 credits (CS)
Students study various methods and applications of marketing research as related to sales, buying and distribution. Emphasis is placed on demographics and psychographics, and on the critical analysis and interpretation of marketing research as a tool for decision making in retailing and merchandising. Students prepare a research report for a client. (Offered fall term) Prerequisites: AC 201 Financial Accounting, AC 202 Managerial Accounting, BU 240 Principles of Marketing, and SM 261 Statistics. Prerequisite or co-requisite: BU 301 SPSS.

**BU 481 Business Management Internship**
3 credits (CS)
Experiential learning is a priority of the business management program and all majors must pursue at least one business management internship. On-the-job experience may be obtained in such areas as marketing, banking, sales, accounting, human resource management, stable management, nonprofit organizations, sport management and many others. Students submit a Learning Agreement, outlining objectives and activities for the internship experience, and keep a log of experiences, responsibilities and successes. Students also meet in a weekly seminar with faculty internship coordinators. Final projects and displays for the Annual Internship Expo are negotiated with specific internship instructors. Students must pass with a "C" or better. (Offered all terms) Prerequisite for Management: Equine Business Management majors: BU 360 Advanced Principles of Equine Business Management. Students are strongly encouraged to enroll in BU 351 during the fall term prior to their internship. Failure to do so can jeopardize placement and ability to complete an internship in the desired term.

**BU 495 Senior Capstone**
3 credits (CS)
This course is a study of policy-making from a case approach. It utilizes and integrates knowledge and skills from business and related disciplines in problem analysis and decision making. This is the Capstone course for the management degrees. In order to enroll in these courses students must have completed 90 credits, or permission of the program director. Students cannot concurrently enroll with BU 473 or BU 475. (Offered spring term) Prerequisite: BU 473 Business Research Methods or BU 475 Market Research.

**BU 499 Equine Business Senior Seminar**
1-3 credits (CS)
This course involves conversations regarding each student’s personal and professional goals following graduation. Time is spent discussing skills in job searching and interviewing as well as financial planning for post-graduation preparation. Students develop and gather materials for use in the professional career portfolios. Prerequisites: BU 399 Equine Business Junior Seminar, BU 473 Business Research Methods or BU 475 Market Research, IM 325.

**Communication Studies**

**CM 110 Introduction to Human Communication**
3 credits (AS)
This is an introductory survey course focused on the study of human communication. Students will examine the process of communication to better understand self-awareness, interpersonal relationships, group dynamics, and public interaction. This course provides the building blocks for further study in each of these areas. (Offered fall term)

**CM 121 Effective Speaking**
3 credits (AS)
Students will learn the fundamentals of effective speaking through the preparation and in-class presentation of numerous short speeches. Consideration is given to general communication patterns, particularly persuasion. This course is an All-College graduation requirement. (Offered fall and spring terms)
CM 210 Interpersonal Communication
3 credits (AS)
Interpersonal communication lies at the heart of all relationships. In this course students will examine interpersonal communication, including the presentation of the self; the development and maintenance of relationships; the management of interpersonal conflict; and the impact of individual communication styles and competencies in each of these areas. By studying interpersonal communication students can better understand themselves and others as individuals and as partners in relationships. (Offered fall term)

CM 211 Introduction to Broadcasting
3 credits (CS)
This course provides an introduction to the world of radio and television broadcasting by combining a foundation of classroom study with hands-on experience at WITC, the Cazenovia College radio station. Students will learn the fundamentals of on-air performance. (Offered fall and spring terms)

CM 220 Group Communication
3 credits (AS)
This course examines communication and social interaction in small groups. Students will gain an understanding of group communication and improve their skills as effective group members. Topics covered will include: the structure and creation of groups and teams; listening and communication strategies; creative and critical thinking in groups; management of conflict within the group; and problem solving. (Offered alternate spring terms)

CM 230 Nonverbal Communication
3 credits (AS)
Does what you wear communicate? Does where you stand communicate? Students in this course will examine communication beyond verbal interaction. Topics covered will include: expression, movement, and other types of personal presentation; proxemics and physical environment; touch; immediacy; and clues about deception. The impact of social roles and status will also be addressed throughout the course. (Offered alternate spring terms)

CM 231 Introduction to Journalism
3 credits (AS)
This course focuses on gathering information, reporting, and writing the news. All students in the course will participate in the writing and production of The Quad, the Cazenovia College student newspaper. Students will learn to work on deadline, use language correctly, and will gain a sense of news style and format. Students will also examine social and policy issues that shape our news environment. (Offered fall and spring terms)

CM 240 Multicultural Communication
3 credits (AS)
Our culture has a substantial impact on our understanding of ourselves, others, and the world. Culture provides our context, and differences in cultural backgrounds resonate in the communication process. Students in this course will examine communication in the multicultural society of the United States and in the global community. Through a series of readings and activities students will focus on: the spread of Western popular culture; power, discrimination, and conflict; and ideas about beauty, sexuality, status, and disability. The goal is to improve competence as both communicators and citizens of the world. (Offered alternate spring terms)

CM 301 Speech and Rhetoric
3 credits (AS)
The purpose of this course is to improve written and spoken communication, to recognize and practice the relationship between the two, and to deepen the understanding of the discourse and the creation of meaning in a range of contexts. Building on skills and principles taught in CM 121 Effective Speaking and EN 201 Academic Writing II, topics covered will include: oral presentation; the effective use of language; writing and research; group facilitation and inclusive decision making; interviewing and the presentation of self; writing and research; and appropriate application of rhetorical strategies. Emphasis throughout the course is on practical application and the empowerment of students to express themselves well and with confidence. (Offered fall and spring)

Prerequisites: CM 121 Effective Speaking, EN 201 Academic Writing II.

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CM 302 Communication Concepts and Theory 3 credits (AS)
What is the nature of human communication? What are the obvious and not-so-obvious assumptions behind the words we use? The goal of this course is to better understand the communication process and to harness that understanding to improve our participation in relationships and our awareness of both our public and private worlds. Students will review and compare leading theories about verbal and nonverbal communication and will apply those theories to analyze a range of human behaviors, public policies, and social problems. (Offered alternate fall terms) Prerequisites: CM 110 Introduction to Human Communication, EN 201 Academic Writing II.

CM 313 Debate 3 credits (AS)
Want to be heard? Want to learn to advocate for the things you care about? This course will allow participating students to better understand the role of public advocacy and debate, and to build related communication skills. Topics covered will include: critical thinking, advocacy and reasoning, techniques in argumentation, and defense strategies. The course will conclude with participation in the annual Great Debate on the Cazenovia College campus. (Offered spring term) Prerequisites: CM 121 Effective Speaking, EN 201 Academic Writing II, or permission of the instructor.

CM 320 Communication in the Mass Media 3 credits (AS)
We are a media-saturated society. The purpose of this course is to gain perspective about the role of the media in our lives. Students will explore the development of mass communication and the impact of television, radio, the Internet, news, popular music, and cinema on our perception of reality and our judgment of what is important. Students will also consider the depiction of gender and ethnicity in the media, the distortion of fame, media ownership, commercialism, freedom of expression, and the huge role of the media in modern elections. (Offered alternate fall terms) Prerequisite: EN 101 Academic Writing I.

CM 331 Feature Writing and Editing 3 credits (AS)
The purpose of this course is to advance journalistic writing and editing skills. Students will explore a broad range of writing styles. The course will also focus on assignment and copy editing. Students will undertake an in-depth examination of the news values that guide story development in relation to the campus community. Students will also learn peer review and copy-editing techniques. This course will prepare students for leadership positions on the staff of The Quad. (Offered spring terms) Prerequisite: CM 231 Introduction to Journalism.

CM 341 Intermediate Broadcast Production 3 credits (CS)
This course provides students with an opportunity to advance their broadcast production skills. Students will lead production of weekly programs on WITC, and will also engage in semester-length projects in audio and video production. (Offered spring terms) Prerequisite: CM 211 Introduction to Broadcasting.

CM 410 Advocacy and Public Communication 3 credits (AS)
This course will examine the importance of public communication for social change, participation, the expression of power, and crisis management. Topics covered will include: the primary methods of public communication; the fundamentals of policy creation at both the local and national level; the role of individuals and groups in promoting solutions to large problems; and effective advocacy strategies. Specific examples of successful advocacy and practical application of concepts will be emphasized throughout the course. (Offered fall terms) Prerequisites: CM 121 Effective Speaking, EN 201 Academic Writing II.

CM 420 Persuasion 3 credits (AS)
Persuasion is everywhere. This course will examine key theories and concepts about persuasion in a variety of contexts including personal interaction, politics, advertising, and the media. The student will consider visual images, language, reasoning, and motivation to gain awareness and understanding about the positive and negative force of persuasive communication. (Offered alternate spring terms) Prerequisites: CM 110 Introduction to Human.
CM 430 Organizational Communication
3 credits (AS)
The professional and civic world is a matrix of organizations. By understanding the structure, culture and communication environment of various organizations students can be more effective in both their professional and civic lives. This course will examine a range of theories and concepts about management and communication culture in various organizations. The role of leadership, interpersonal relationships, and ethical participation in organizations will be important throughout the course. The course will also introduce students to the use of the communication audit as a research tool. (Offered alternate fall terms) Prerequisites: EN 201 Academic Writing II, or permission of the instructor.

CM 440 Advanced Topics in Communication
3 credits (AS)
This course will explore key advanced areas in the study of communication and rhetoric. Students will deepen their understanding of core communication concepts and their application in a range of contexts with a particular focus on power, ethics and social justice. Course material will be drawn from both historical and current media resources. (Offered alternate spring terms) Prerequisites: EN 201 Academic Writing II, or permission of the instructor.

CM 441 Media Management
3 credits (CS)
This course is designed for students who wish to further develop their skills as journalists, media producers, and project managers. Students will explore key facets of media management including project proposals, audience identification, time management, personnel management, creative process, and logistics. Students will have the opportunity to develop content and apply their skills at The Quad, the Cazenovia College Newspaper, and at WITC, the Cazenovia College radio station. This course will provide students with the tools needed to take up leadership roles in media production-based projects. Prerequisite: CM 211 Introduction to Broadcasting, or CM 231 Introduction to Journalism; course requires upper-level standing or consent of instructor.

CM 481 Communication Internship
3 credits (AS)
This course is designed to provide upper level students in the Communication Studies program with the opportunity to further develop and apply their knowledge in the professional world. Students will participate in a structured, supervised internship experience at an appropriate venue related to the communication field. Opportunity for support and reflection will be provided through interaction with course faculty and other participating students. (Offered fall and spring terms) Prerequisites: CM 110 Introduction to Human Communication, EN 201 Academic Writing II, and CM 301 Speech and Rhetoric, or permission of the instructor.

Criminal Justice/Homeland Security
CJ 151 Introduction to Criminal Justice Functions & Processes
3 credits (CS)
This course will provide an overview of the components of the criminal justice system, including the courts, the police, trials, legislative mandates and the alternatives of incarceration, community diversion, probation, parole, terrorism and homeland security. This course will examine conflicts within the criminal justice system, such as the rights of victims versus the rights of the accused.

CJ 152 Juvenile Delinquency
3 credits (CS)
This course is designed to help students understand the nature of juvenile delinquency, its causes and correlates, as well as strategies utilized to control or eliminate its occurrence. Criminology applied to juveniles is a dynamic, ever-changing field of inquiry. Students will explore recent developments and trends in the field by researching contemporary issues. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 251 Corrections and Alternatives
3 credits (CS)
This course introduces students to issues and practices of a modern corrections system. Students will examine the historical development of the
current system as well as the role of corrections, parole and probation, in our society. Students will also explore the methods of corrections management, current corrections practices, and alternatives, such as house arrest, electronic monitoring, day treatment, boot camps and drug courts, and the importance of community corrections. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 252 Crime Scene Investigation
3 credits (CS)
An overview of approaches to detecting and resolving crimes through the discovery, collection, and preservation of physical evidence. This course will provide students with a mixture of theoretical and hands-on instruction in approaches to and techniques used by the criminal investigator at the crime scene. A crime scene kit fee will be charged. (Offered alternate years). Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 253 Criminal Law and Procedure
3 credits (CS)
This course will examine the bodies of law that provide definitions of crimes, and procedures for dealing with them. An examination of rights of the accused will also be explored. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 255 Terrorism and Homeland Security
3 credits (CS)
This course explores the nature of terrorism and the United States’ response to it, in particular, the creation of the Department of Homeland Security, the CONPLAN, Presidential Directives and Executive Orders, the Patriot Act, RICO, and other federal and state laws. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 298 Criminal Justice Internship I
3 credits (CS)
The purpose of this course is to provide students with the opportunity to assess their interest and apply their classroom knowledge in a supervised internship experience in an area of criminal justice. Prerequisite: Permission of instructor only.

CJ 330 Forensic Photography
3 credits (CS)
This course examines the theory and techniques of forensic photography as a tool to aid in crime scene investigations, surveillance techniques, and presentation of photographic and imaging proof at trial. The methodologies used to teach this course include lectures, laboratory work, PowerPoint presentations, videotapes, case studies, and class discussions. Prerequisite: SA 161 Photography I.

CJ 351 Criminal Justice Process
3 credits (CS)
This course provides a study of criminal investigation and police practices within the context of the Fourth Amendment to the United States Constitution by analyzing the legal, social, and historical foundations of landmark cases. The course will examine the balance between an individual’s expectation of privacy and the government’s ability to conduct searches and make seizures. The Fifth and Sixth Amendments will also be examined. Prerequisites: CJ 151 Introduction to Criminal Justice Functions and Processes, CJ 253 Criminal Law and Procedure, or permission of the instructor.

CJ 354 Policing in America
3 credits (CS)
This course examines police as part of society’s official control apparatus. Major topics include historical development of the police, role of the police in the criminal justice system, functions and effectiveness of the police, police corruption, police ethics, civil liability issues, and the relationship of the police with the communities they serve. The changing face of policing and the future of policing in America will be explored. The course will also examine the nature and role of law enforcement first-responders to terrorist attacks or events involving use of weapons of mass destruction. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 357 Constitutional Law
3 credits (CS)
This course explores the cherished rights of free
speech, freedom of the press, and freedom of religion as provided in the First Amendment to the United States Constitution, by analyzing the legal and historical foundations of landmark cases. The course will delve into such topics as internal security, racist speech, anti-abortion demonstrations, and pornography. Prerequisites: CJ 151 Introduction to Criminal Justice Functions and Processes, HG 121 U.S. History to 1877, or HG 122 U.S. History 1877 to present, or permission of instructor.

CJ 358 Ethical Issues in Criminal Justice and Homeland Security
3 credits (CS)
This course is designed to identify and examine ethical issues in the criminal justice and homeland security fields. Such issues may include law enforcement discretionary power to arrest; when to use deadly force; when to engage in plea bargaining; when to accept and when to decline representation of defendants in criminal trials; perjury and destruction of evidence; prosecutorial discretion in the indictment process; the clash between security and personal liberty, such as warrantless wiretaps; and profiling at airports. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor.

CJ 359 Forensic Psychology
3 credits (CS)
This course is an introduction to the science and practice of psychology as applied to the law and the criminal justice system. Students will examine the major concepts, theories, and research findings in psychology as they relate to a broad range of legal issues, including the function and participants of the legal system, crime and criminal investigation, civil and criminal cases, and ethics. (Offered every other year) Prerequisite: SB 120 Introduction to Psychology.

CJ 360 Financing Terrorism Investigation
3 credits (CS)
This course will explore the nature of and the methods used by terrorists to obtain and launder money to support their illegal operations. Students will study the connections among corrupt government officials, super-wealthy sponsors, and narco-terrorist kingpins. The course will identify and analyze both U.S. laws and international laws used to combat the flow of terrorist money. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes, or permission of the instructor; AC 110 Fundamentals of Accounting is suggested.

CJ 398 Criminal Justice and Homeland Security Internship
6 credits (CS)
This course provides students with the opportunity to assess their interests and apply their classroom knowledge in a supervised internship experience in an area of criminal justice or Homeland Security. Prerequisites: CJ 151 Introduction to Criminal Justice Functions and Processes, and students must have junior or senior status and permission of the instructor.

CJ 498 Criminal Justice Internship II
3 credits (CS)
This course provides students with the opportunity to assess their interest and apply their classroom knowledge in a supervised internship experience in an area of criminal justice. Prerequisite: Permission of instructor only.

CJ 499 Senior Capstone
3 credits (CS)
The Senior Capstone project provides an opportunity for students, in close consultation with the instructor, to define and conduct research appropriate to the conclusion of the undergraduate program of study, write a major paper, and to present the findings to an audience comprised of peers and teachers. It is a distinct effort that demonstrates the student’s knowledge and expertise as a graduating senior. Objectives of the course include the continuing development of communication skills (written and oral), critical thinking, problem-solving, social interaction, and computer literacy skills. Upon completion of this course, the student will be expected to demonstrate the ability to research and present a topic in criminal justice or homeland security studies. Prerequisite: Students must be eligible for graduation at the end of the term in which the seminar is taken.

Education
ED 090 Identification and Reporting of Child Abuse, Maltreatment, and Neglect
0 credits (CS)
This training workshop provides information about the physical and behavioral indicators of child abuse and neglect, as well as the reporting requirements established in the New York State Social Services Law. This workshop meets the training requirements of Chapter 544 of the Laws of 1988, which mandates such training for specified professionals. (Offered fall term)

ED 091 Workshop: Substance Abuse and HIV-AIDS Education
0 credits (CS)
This six-hour workshop is required for all candidates seeking teacher certification in New York State. It provides training in understanding the causes and effects of abuses of alcohol, tobacco, and other drugs, and in teaching about HIV and AIDS. Students will develop instructional plans on these topics for use with elementary school children. (Offered spring term)

ED 092 Workshop: School Violence Prevention and Intervention
0 credits (CS)
This two-hour workshop is required for all teacher candidates in New York State. Emphasis is on warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a non-violent school climate and enhance learning; integration of social and problem-solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. (Offered spring term)

ED 093 Workshop: Dignity for All Students Act
0 credits (CS)
This six-hour workshop is required for all teacher candidates in New York State. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This workshop will review the Dignity for All Students Act and will address harassment, bullying and discrimination in schools. It will present proactive approaches for creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

ED 111 Child Development and Observation
4 credits (CS)
This course takes a longitudinal and multifaceted, multicultural look at children’s physical, psychosocial, language, racial, gender, cultural and cognitive development during the formative early childhood years from pre-birth to age twelve. Students will examine theories and research about childhood development in multiple contexts and learn to recognize and understand significant child behavior as well as significant milestones in their own continuing development. This course will have a minimal field placement of 15 hours during the semester. (Offered spring term)

ED 131 Teaching & Learning in Diverse Communities
4 credits (CS)
This course will examine the various complexities and diversity of the classroom today. Students will engage in fields of study which include, but are not limited to the following: gender, race, ethnicity, special education, family structures and dynamics, societal influences on education, and educational law and history. These topics and others will guide students to challenge their presumptions with regard to teaching and learning. Additionally, it will set the foundational stage in the framework of becoming a dynamic teacher. This course will have a minimal field placement of 15 hours during the semester. (Offered fall term, to be taken sophomore year)

ED 151 The American High School: Identity and Difference in Schools
3 credits (CS)
This course focuses on the construction of the American High School and its historical, philosophical and sociological underpinnings. It
examines identity and difference in the American High School, focusing on the social construction of identity, and the impact of prejudice and discrimination (on the basis of class, race, gender and disability) on the social, psychological and educational well-being of adolescents. The course is designed to address the Cazenovia College's general education competency in Diversity and Social Consciousness which, according to the Cazenovia College catalog, aims, “[t]o demonstrate an awareness of the diversity that exists among all human groups, and to develop the necessary skills to understand diverse cultures and traditions.”

**ED 217 The Learning of Mathematics**  
3 credits (AS)  
In this course we will review and do research to investigate how young students in diverse settings and from diverse backgrounds learn mathematics. We will base discussions and assignments on readings from two textbooks and journal articles that explore current theory in mathematics education. Students in this course will also investigate the different methods for communicating and teaching about math, translating learning theories and reflection on how students learn into an effective set of practices that can be applied in a PK-12 school setting. Finally, students will explore their own dispositions and understandings of mathematical content in an effort to become reflective teachers of mathematics.  
(Offered fall term)

**ED 251 Introduction to Inclusive Practices: Literacy and Universal Design**  
3 credits (CS)  
Introduction to Inclusive Practices provides an overview of the philosophical tenants of inclusive education as well as the practical knowledge and skills to provide an inclusive education in 7-12 classrooms. The course develops an understanding of education law related to students with disabilities, English language learners and gifted and talented students. Students will learn about learning disabilities, Autism Spectrum Disorders and Attention Deficit Hyperactivity Disorder. Literacy in its broadest sense is a focus of the course; and students will design and critique applications for literacy instruction for all learners. Educational methodologies for incorporating literacy instruction into 7-12 classrooms in all subject areas are addressed. Universal design for Instruction is taught as a method for planning and developing lessons. Students will also learn about Individualized Education Plans, Section 504 Plans, Positive Behavioral Intervention Supports (PBIS), Response to Intervention (RTI), and Co-Teaching Models.

**ED 252 Field for Introduction to Inclusive Practices: Literacy and Universal Design**  
1 credit (CS)  
Students will complete a college-supervised field experience of at least 35 hours in inclusive settings in 7-12 classrooms.

**ED 312 Inclusive Primary Curriculum and Methods**  
4 credits (CS)  
This course will provide future teachers with a blending of theory, teaching strategies and practices, content materials, curricular themes, and related processes for developing comprehensive plans for teaching children in inclusive elementary classrooms. The New York State Common Core Learning Standards and the content standards of the National Council of Teachers of Mathematics, the National Council of Teachers of Science, the National Council for the Social Studies, the International Reading Association, the Council for Exceptional Children, and other appropriate groups, will be incorporated into integrated thematic units. These materials will be supplemented with appropriate texts and other resource materials. Students will learn how to accommodate diverse learners, utilize child-centered instructional methods, promote technological and content area literacy, assess student performance, and establish a learning environment that supports inquiry. (Offered spring term)

Field Component: In preparation for student teaching, students will be required to participate in an extensive practicum in an inclusive setting. Students will actively participate in all aspects of the classroom activities to which they are assigned and will directly assist the classroom teacher(s) in designing/planning, implementing, evaluating curriculum, instruction, and methods used to assess
student learning. Students will gradually assume responsibility for the tasks involved in teaching and classroom management. Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy.

ED 320 Emergent Literacy
3 credits (CS)
This course will prepare students to recognize the complexities of literacy in the emergent stages of language development in children. Additionally, students will examine the processes of oral and written language and connect that to classroom practice with regard to decision making of and planning for children who are beginning the process of reading and recognizing print. An exploration of several reading and instructional theories (Phonics, Whole Language, Guided Reading, Basal Readers, Reading Recovery, and others) will guide students to making informed decisions through a balanced approach in the teaching of literacy. The Common Core Learning Standards will be incorporated into integrated thematic units. This course will have a minimal field placement of 15 hours during the semester. (Offered spring term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities.

ED 325 Multicultural Literacy
3 credits (CS)
This course will expand upon what was previously learned in Emergent Literacy (IECE & IEE) and Introduction to Inclusive Practices: Literacy and Universal Design (IAE). Students will explore the socio-political trends impacting today’s classrooms, the foundations of multicultural education, and the ways to improve learning environments for students of diverse cultures through culturally responsive literacy instruction. Additionally, this course will prepare students to enrich their classrooms with varied amounts of high-quality multicultural literature as well as will prepare them to create literacy based instructional units and lessons that meet the needs of diverse learners. Literacy based teaching methodologies such as; phonics, whole language, guided reading, and literacy across the content area will be re-examined and reintroduced using multicultural literature and resources. Developmentally appropriate multicultural literature will be reviewed and analyzed for quality. (Offered fall term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 411 Curriculum and Methods for Pre-Kindergarten and Kindergarten, ED 412 Inclusive Intermediate Curriculum and Methods, ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities, ED 484/488.

ED 350 Strategies for Teaching Students with Mild to Moderate Disabilities
3 credits (CS)
This course provides a review of the nature and manifestations of mild to moderate disabilities including learning disabilities, speech impairments, sensory and perceptual disabilities, mild cognitive disabilities, other health impairments, emotional and behavioral disorders, and other mild disabilities. Students develop knowledge, understanding, and skills for assessment, curriculum differentiation and modification, and effective instruction in the elementary content areas for children with mild to moderate disabilities. Students will also learn strategies to support literacy development and communication through assistive technology and appropriate environmental and programmatic adaptations. Field Component: In preparation for student teaching, students will be required to participate in an inclusive classroom. Students will work directly with children with a range of learning abilities, applying assessment and teaching strategies and curriculum modifications. (Offered spring term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320; Co-requisites: ED 312 ED 350, ED 388

ED 351 Assessment, Technology and Management in the Adolescent Classroom
3 credits (CS)
Assessment, Technology and Management in the Adolescent Classroom brings together three major responsibilities of the classroom teacher. The course introduces pre-service teachers to assessments of teaching and learning, management of the classroom environment and technology for
delivering instruction. Course assignments require students to demonstrate knowledge of classroom technology. The course begins with a three week module on classroom management and motivation, connecting the well-managed classroom to motivation and achievement on assessments.

ED 352 Field Placement for Assessment, Technology and Management in the Adolescent Classroom
1 credit (CS)
Students will complete a college-supervised field experience of at least 35 hours in inclusive settings in 7-12 classrooms. The field component will integrate the skills learned in Assessment, Technology and Management in the Adolescent Classroom.

ED 371 Assessment and Intervention in Education
3 credits (CS)
This course focuses on uses, strategies, and tools for assessing children’s development and the environments arranged for them. Students will examine and apply a variety of formal and informal assessment techniques designed for use with children from infancy through age 12. Students will also examine how and why assessment is linked to curricular planning and interventions for children in diverse and inclusive settings. Critical issues and ethical considerations in the uses of assessment with children will also be explored. (Offered fall term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 312, ED 350, ED 325.

ED 388 Student Teaching: Primary Level
6 credits (CS)
Student teaching in the Inclusive Early and Elementary Education Program is designed to provide candidates with opportunities to apply their knowledge, understanding, and skills in a way that has a positive impact on student learning. The student teaching component of the program provides the candidate with an increased responsibility for curriculum development and implementation, assessment of student learning, classroom management, collaboration with other professionals, work with parents, and all aspects of the classroom routine. Students will spend a total of 7 weeks full time in an inclusive kindergarten or intermediate public school classroom (after the first 7 weeks of classes for the semester) engaged in supervised student teaching. Students will spend approximately 40 hours weekly on site, which includes a weekly seminar on campus to support continued growth in effectively teaching to the New York State Student Learning Standards. (Offered spring term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 312, ED 350, ED 325.

ED 411 Curriculum and Methods for Pre-Kindergarten and Kindergarten
4 credits
This course will provide the future teacher with a blend of teaching strategies and practices, content materials, curricular themes, and related processes for developing comprehensive plans for teaching children in inclusive preschool and kindergarten, and classrooms. The new Core Curriculum and Learning Standards, developed by the New York State Department of Education, and the content area standards of various professional organizations will be incorporated into integrated thematic units. These materials will be supplemented with appropriate texts and other resource materials. Students will learn how to accommodate diverse learners, utilize child-centered instructional methods, promote technological and content area literacy, assess student performance, and establish a learning environment that supports inquiry. (Offered fall term)

Field Component: In preparation for Student Teaching, students will be required to do extensive fieldwork in an inclusive classroom at the kindergarten or 1st/2nd grade level Tuesdays and Thursdays, when there are no class sessions. This is the practicum part of the field work of the professional semester. Students will actively participate in all aspects of the classroom to which they are assigned, and will directly assist the classroom teacher(s) in designing, planning,
implementing, and evaluating curriculum and assessing student learning. Students will gradually assume responsibility for the tasks involved in teaching and learning as well as managing a productive classroom. Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 371 Assessment and Intervention in Education, ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities, ED 484 Student Teaching: Pre-Kindergarten or Kindergarten.

ED 412 Inclusive Intermediate Curriculum and Methods
4 credits (CS)
This course will provide the future teacher with a blend of teaching strategies and practices, content materials, curricular themes, and related processes for developing comprehensive plans for teaching children in inclusive intermediate classrooms, grades 4-6. The new Core Curriculum and Learning Standards, developed by the New York State Department of Education, and the content area standards of various professional organizations will be incorporated into integrated thematic units. These materials will be supplemented with appropriate texts and other resource materials. Students will learn how to accommodate diverse learners, utilize child-centered instructional methods, promote technological and content area literacy, assess student performance, and establish a learning environment that supports inquiry. (Offered fall term)

Field Component: In preparation for Student Teaching, students will be required to do extensive fieldwork in an inclusive classroom at the 4th-6th grade level Tuesdays and Thursdays, when there are no class sessions. This is the practicum part of the field work of the professional semester. Students will actively participate in all aspects of the classroom to which they are assigned, and will directly assist the classroom teacher(s) in designing, planning, implementing, and evaluating curriculum and assessing student learning. Students will gradually assume responsibility for the tasks involved in teaching and learning as well as managing a productive classroom. Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 371 Assessment and Intervention in Education, ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities, ED 484.

ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities
3 credits (CS)
This course prepares students with the knowledge, understanding, and skills to work effectively with children who have severe and/or multiple disabilities, including autism and emotional disorders. Students will learn the many characteristics of learners with these disabilities in order to develop strategies for curriculum modifications and effective instruction in the elementary and adolescent content areas. Students will also learn strategies to support literacy development and communication through assistive technology and environmental and programmatic adaptations, including a focus on transitions for all students with disabilities, from elementary to middle and high schools and from school to community settings. (Offered fall term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 371 Assessment and Intervention in Education, ED 411 Curriculum and Methods for Pre-Kindergarten and Kindergarten/ED 412 Inclusive Intermediate Curriculum and Methods, ED 484/488.

ED 451 Pedagogy and Practice: Teaching Methods for English/Social Studies
3 credits (CS)
Pedagogy and Practice focuses on the implementation of best teaching practices for content area teachers. Students will learn pedagogical techniques and strategies for the content areas and will prepare lessons for their content area: Social Studies or English. Students will learn the content of New York State curriculum for their subject area for grades (7-12) as well as the Common Core Curriculum. Students will examine and apply subject-specific methods and will learn and demonstrate best practices in teaching students
of varying needs, interests, and levels of preparation. Students will learn and demonstrate best practices in lesson planning and will demonstrate their teaching and evaluate themselves and their classmates. The field placement requires the completion of 35 hours of field work within one middle or high school classroom.

**ED 452 Field Placement for Pedagogy and Practice: Teaching Methods for English/Social Studies**  
1 credit (CS)  
Students will complete a college-supervised field experience of at least 35 hours in inclusive settings in an English or Social Studies classroom. The field component will integrate the skills learned in ED 451: Pedagogy and Practice: Teaching Methods for English/Social Studies.

**ED 461 Pedagogy and Practice: Teaching Methods for Adolescent Science with Field Placement**  
3 credits (CS)  
Pedagogy and Practice focuses on the implementation of best teaching practices for content area teachers. Students will learn pedagogical techniques and strategies for teaching science. Students will learn the content of New York State curriculum for Biology for grades (7-12) as well as ways to embed the Common Core Curriculum in their content area. Students will examine and apply subject-specific methods and will learn and demonstrate best practices in teaching students of varying needs, interests, and levels of preparation. Students will learn and demonstrate best practices in lesson planning and will demonstrate their teaching and evaluate themselves and their classmates.

**ED 462 Field Placement for Pedagogy and Practice: Teaching Methods for Science**  
1 credit (CS)  
Students will complete a college-supervised field experience of at least 35 hours in inclusive settings in a Science classroom. The field component will integrate the skills learned in ED 461: Pedagogy and Practice: Teaching Methods for Science.

**ED 484 Student Teaching: Pre-Kindergarten or Kindergarten**  
6 credits (CS)  
Student teaching in the Inclusive Early Childhood Education Program is designed to provide candidates with opportunities to apply their knowledge, understanding, and skills in a way that has a positive impact on student learning. The student teaching component of the program provides the candidate with an increased responsibility for curriculum development and implementation, assessment of student learning, classroom management, collaboration with other professionals, work with parents, and all aspects of the classroom routine. Students will spend a total of 7 weeks full time in an inclusive kindergarten or 1st-2nd grade public school classroom (after the first 7 weeks of classes for the semester) engaged in supervised student teaching. Students will spend approximately 40 hours weekly on site, which includes a weekly seminar to support continued growth in effectively teaching to the New York State Student Learning Standards. (Offered fall term)  
**Prerequisites:** ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy.  
**Co-requisites:** ED 371 Assessment and Intervention in Education, ED 411 Curriculum and Methods for Pre-Kindergarten and Kindergarten/ED 412 Inclusive Intermediate Curriculum and Methods, ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities.

**ED 488 Student Teaching: Intermediate Level**  
6 credits (CS)  
Student teaching in the Inclusive Elementary Education Program is designed to provide candidates with opportunities to apply their knowledge, understanding, and skills in a way that has a positive impact on student learning. The student teaching component of the program provides the candidate with an increased responsibility for curriculum development and implementation, assessment of student learning, classroom management, collaboration with other professionals, work with parents, and all aspects of the classroom routine. Students will spend a total of 7 weeks full time in an inclusive kindergarten or intermediate public school classroom (after the first 7 weeks of classes for the semester) engaged in...
supervised student teaching. Students will spend approximately 40 hours weekly on site, which includes a weekly seminar to support continued growth in effectively teaching to the New York State Student Learning Standards. (Offered fall term) Prerequisites: ED 111 Child Development and Observation, ED 131 Teaching & Learning in Diverse Communities, ED 217 The Learning of Mathematics, ED 320 Emergent Literacy. Co-requisites: ED 371 Assessment and Intervention in Education, ED 411 Curriculum and Methods for Pre-Kindergarten and Kindergarten/ED 412 Inclusive Intermediate Curriculum and Methods, ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities.

ED 491 Student Teaching I: Effective Communication in Schools
3 credits (CS)
Effective Communication in the Classroom teaches students the basic theoretical and practical knowledge to communicate in the school setting in a variety of situations. Students in this course will learn the theory of and the practice of communicating with students, community members, school administrators and parents. Students will be able to demonstrate the varied communication styles necessary in parent conferences, open house presentations, school board meetings, faculty meetings, student conferences and in large and small group settings in the classroom. The course begins with an intensive one-week institute (30 hours) on communicating in schools, and is followed by a one-hour weekly (14 weeks) seminar that involves sharing and reflecting on large group, small group and individual communication observations and experiences.

ED 492 Student Teaching II: Student Teaching and Reflective Seminar
9 credits (CS)
Student Teaching II: Student Teaching and Reflective Seminar is the culminating experience in the Adolescent teacher certification program. Students will be placed in Adolescent classrooms with one seven week placement in grades 7-9 and one seven week placement in grades 10-12. At least one half of the required classroom settings will involve working with inclusive classrooms and/or students with special needs. The Cazenovia College Education student teaching placements are designed to merge the theoretical components of inclusive pedagogy with the practical aspects of daily teaching through providing student teacher candidates an opportunity to apply their knowledge, understanding and skills in the classroom setting. Students will be matched with mentor teachers who will provide feedback and guidance throughout the placement.

ED 495 The Reflective Practitioner (Capstone)
3 credits (CS)
This course will explore a framework of reflective teaching that is rooted in inquiry and self-study. Participants will become active students of their own questions and of teaching, as they engage in a process of constructing the professional values linked closely with sound reflective practice and to develop their professional voice through writing, inquiry, and presentation. Through the use of mixed methods of data collection, management, analysis and personal narratives, students will examine reflective practice as it relates to problem-solving, curricular decision-making, nurturing the classroom community, and striving for professional excellence in diverse and inclusive educational settings. Prerequisite: Successful completion of all professional courses in the Inclusive Early Childhood Education or Inclusive Elementary Education program options, including student teaching.

English
EN 099 Foundations of Writing
3 non-degree credits
Students will produce paragraph and short essay pieces while practicing grammar and technical control skills. This course prepares students for EN 100 Fundamentals of College Writing. Placement is based upon an entrance writing test. A minimum of grade of "C" is required to pass this course. The grade for this course will not be factored into the students’ grade point average (GPA); however, students who fail this course will be dismissed from the College. (Offered Pre-Freshmen Summer College Only) Prerequisite: placement exam.

EN 100D Fundamentals of College Writing
3 non-degree credits
Students will write short essays including research
and documentation using MLA style. This course prepares students for English 101 by introducing them to the fundamentals of college level academic writing. A minimum grade of "C" is required to pass this course. The grade earned in this course is factored into the students’ grade point average (GPA). However, the course does not count as academic credit toward the degree. Placement is based upon an entrance writing test. Ordinarily, students are expected to complete this course by the end of their first year of college (September to September or January to January). Students who participate in Summer College (August) prior to their first year of school must complete this course by the end of that academic year (May). Students who fail this course twice will be dismissed from the College.

EN 101 Academic Writing I
3 credits (AS)
A required component of the College General Education Program, Academic Writing I focuses on analysis and argument. Students will practice critical thinking and critical reading while developing essays to analyze texts and create an academic argument. Students must earn a C (74%) or higher in order to qualify for EN 201 Academic Writing II.

EN 110 The Field of English
1 credit (AS)
This second-semester course, funded by the First Year Program, introduces English majors and minors (and other interested students) to the discipline of English, prepares them for the three years to follow, and, working with the Center for Career and Extending Learning, suggests possible careers toward which a major or minor in English can lead. Transfer students should also enroll in this course. Taught by English and other interested faculty members, the course fulfills the spring semester First Year Program requirement. Included will be extra-class and off-campus activities.

EN 112 Stages
3 credits (AS)
"All the world’s a stage," Shakespeare wrote. Throughout history, thinkers seeking to understand the human condition have drawn on the concept of stages in the sense of interrelated but transforming historical eras, as periods of a human life, and as a metaphor drawn from theater to explain how we act in our daily lives. This interdisciplinary course focuses on issues relevant to literature, theater, art, and film, and their connections to everyday life. It is designed to help link studies of these different art forms to the ways we use the creative process to make sense of the world.

EN 201 Academic Writing II
3 credits (AS)
A required component of the College General Education Program, Academic Writing II emphasizes writing from research. Students will create analytical and short argument essays, research and analyze texts, and craft a variety of focused writings in order to enter an academic conversation through a sustained argument essay. Prerequisite: A "C" or better in EN 101 Academic Writing I.

EN 201H Academic Writing II Honors
3 credits (AS)
In this course, reading assignments and writing projects will help students develop a mature style and insights into their own writing and the writing of professional writers. Current composition theory will provide students with a framework that invites them to explore the relationships among the writer, the reader, the world, and the message. The course may be focused on a theme such as language, 19th century capitalism, or immigration; and students will be expected to use a variety of approaches and points of view to explore this issue in their research, readings, classroom discussions, and writing assignments. Students will work collaboratively on some writing projects. In this course, a final proficiency exam is a required part of student assessment. Satisfies the All-College graduation requirement. (Offered spring term) Prerequisites: A grade of C or better in EN 101 Academic Writing I, 3.0 grade point average, successful completion of all courses attempted, and permission of the instructor.

EN 210 Approaches to Literature: Analysis and Interpretation
3 credits (AS)
Students read, discuss, and write about fiction, poetry, drama and film. Students’ principal goals are to become attentive, careful readers and to develop
a working knowledge of traditional and contemporary literary concepts. Logical analysis and interpretation along with careful, accurate academic writing are emphasized throughout. The course fulfills the General Education Cultural Literacy requirement. (Offered spring term) Prerequisite: Must have completed or be concurrently enrolled in EN 101 Academic Writing I.

EN 213 Creative Writing-Fiction
3 credits (AS)
Students read short stories by authors of different time periods and cultures to increase their knowledge of the forms and techniques of fiction. In-class workshops, peer critiquing, and short writing exercises help students develop their individual writing styles. Students produce several short stories or a novel excerpt. (Offered alternate spring terms) Prerequisite: EN 101 Academic Writing I.

EN 214 Creative Writing-Poetry
3 credits (AS)
Students read poetry of different ages and nations in order to learn about the genre, its forms and techniques. They apply their knowledge in the many poems they write to increase their versatility and develop their own style. (Offered alternate spring terms) Prerequisite: EN 101 Academic Writing I.

EN 216 Shakespeare and His Rivals
3 credits (AS)
In this class students read plays by Shakespeare, as well as selected plays by his contemporaries, imitators, heirs, descendants and adapters. Plays are studied in their dramatic, literary and cultural contexts. Particular attention is given to examining the works as performance texts. By examining both the similarities and the differences between Shakespeare and his rivals, students will gain a wider perspective on the playwrights and their periods. (Offered alternate fall terms) Prerequisite: Must have completed or be concurrently enrolled in EN 101 Academic Writing I.

EN 221 Ethnic American Literature
3 credits (AS)
Students read and discuss important works by writers from different ethnic groups, such as African-American, Chicano, Jewish-American, and Native American. Writers are examined as individuals, as members of ethnic groups, and as participants in world culture. The course fulfills the General Education Cultural Diversity requirement. (Offered alternate spring terms) Prerequisite: Must have completed or be concurrently enrolled in EN 101 Academic Writing I.

EN 241 Children's Literature
3 credits (AS)
Students read from a variety of genres of children's literature and react orally and in writing to that literature. Both literary and illustrative criteria are addressed. A major analytical research paper is a course requirement and a creative project may also be assigned. The course fulfills the General Education Cultural Diversity requirement. (Offered alternate spring terms) Prerequisite: Must have completed or been concurrently enrolled in EN 101 Academic Writing I.

EN 312 Advanced Expository Writing
3 credits (AS)
Students read and write essays, building on and extending skills developed in lower-division courses. Emphasis is on reading analytically, interpreting texts, and drawing on new ideas. Through frequent workshops, the course fosters self-confidence and encourages writers to become proficient editors of their own work. (Offered spring term) Prerequisite: EN 201 Academic Writing II.

EN 314 British Literature: To 1800
3 credits (AS)
Students read selected works by major British authors through the 18th century. Cultural and historical contexts are emphasized. The course requires a research-based paper on a writer of the student's choice. (Offered alternate fall terms)

EN 315 British Literature: 1800-present
3 credits (AS)
Students read selected works by major British authors of the 19th and 20th centuries. Cultural and historical contexts are emphasized. The course requires a research-based paper on a writer of the student's choice. (Offered alternate spring terms)

EN 321 Literature of the United States: 1800-
EN 322 Literature of the United States: 1914-Present
3 credits (AS)
Students read selected works by major U.S. writers of the period. Cultural and historical contexts are emphasized. The course requires a research-based paper on a writer of the student’s choice. (Offered alternate fall terms)

EN 341 Myth and the Modern Mind
3 credits (AS)
Students study cultural and psychological theories about myth and myth-making and apply these theories to selected myths, both historical and contemporary. Sources examined include literature, traditional mythologies, folk and fairy tales, historical writing, popular culture, and advertising. (Offered alternate spring terms)

EN 351 Introduction to Post Colonial Literature
3 credits (AS)
This course focuses on a study of postcolonial literature within a global framework, emphasizing the political, historical, and cultural dimensions of selected texts. The course will begin with a study of late nineteenth-century imperial texts by such writers as Conrad and Kipling and move to recent literature by Soyinka, Achebe, Desai, Rushdie and others. Topics of discussion may include nationalism, race and gender. (Offered on a rotating basis)

EN 401 Narrative Structure: Prose and Dramatic Literature
3 credits (AS)
This course examines the relationship between form and content in narrative works of prose and dramatic literature. Analysis of the choices made by particular writers to organize the elements of their work helps students understand the workings of narrative literature. The course also examines the differences between narrative structure as written work and as dramatic performance.

EN 441 Seminar: Genres and Movements
3 credits (AS)
Focusing on a particular genre or sub-genre of literature or on a literary period or movement, students participate in an advanced study of literary texts within their cultural contexts. Through the study and application of secondary theoretical and critical works, the course considers a variety of interpretive and analytic positions. Through consultation with English faculty, students will have the opportunity to propose and organize seminar topics. May be retaken with permission of the program director.

EN 451 Seminar: Writers in English and Translation
3 credits (AS)
Focusing on one or several closely-related writers, students participate in an advanced study of literary texts within their cultural contexts. The aim of the course is the interpretation and analysis of multiple works by a limited number of writers. Through the study and application of secondary theoretical and critical works, the course considers a variety of interpretive and analytic positions. Through consultation with English faculty, students will have the opportunity to propose and organize seminar topics. May be retaken with permission of the program director.

EN 463 Studies in Literature and Culture: 1900-Present
3 credits (AS)
Focusing on the concepts of modernism and postmodernism, students read selected works of the 20th Century with an eye toward what those works reveal about changing artistic visions of the human condition. The course introduces students to the important concepts of colonialism and post-colonialism and to certain aspects of the culture wars, such as the question of canon formation. Students will read closely, understand and apply a number of theoretical approaches to interpretation and interrogate the very notion of interpretation. The course requires a number of seminar papers and at least one larger, research-based project.
EN 475 Theoretical Approaches to Literature and Culture
3 credits (AS)
This course devotes itself to the broad range of philosophical theories of meaning, interpretation, and criticism shaping current work in the humanities and the impact of these theories upon both institutional and individual scholarly practices. Students will explore such topics as formalism, semiotics, structuralism, deconstruction, as well as political, psychological, race and gender-based approaches to literature and culture. (Offered spring term)

Equine Management

EQ 101 Western Horsemanship I
2 credits (fulfills equitation requirement)
Instruction includes position and schooling in the basic gait, riding ring etiquette and safety, basic pattern work and development of competency and/or increasing competency in the western seat. Riding theory, equipment usage, patterns, and show ring procedures are included. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Students not competent at a minimum skill level of 1 will be required to take private lessons until competency is met. There is an additional fee for private lessons.

EQ 102 Hunter Seat Equitation I
2 credits (fulfills equitation requirement)
Instruction includes schooling in the basic gait, riding ring etiquette and safety, and development of competency and/or increasing competency in the hunter seat. Riding theory, common equipment usage, jumping and show ring procedures are included. This course may be taken twice for credit. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Students not competent at a minimum skill level of 1 will be required to take private lessons until competency is met. There is an additional fee for private lessons.

EQ 103 Dressage I
2 credits (fulfills equitation requirement)
Instruction includes schooling in the refinement of the dressage seat, basic gaits and paces within the gait, (with emphasis on improvement by use of the training scale), figures, possibly including movements up to and including USEF “First Level”, basic lateral work, riding ring etiquette and safety, and development of competency and/or increasing competency in dressage. Some more advanced work (medium gaits and more advanced lateral work) may also be included, dependent upon the progression of the rider and horses. Emphasis will be placed upon the logical sequencing of movements in a training program. Show ring procedures are included. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Permission of the instructor.

EQ 104 Reining I
2 credits (fulfills equitation requirement)
Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed at a high degree by students at the end of the semester. The student will also gain knowledge of the NRHA judging system. Riding theory, equipment usage, patterns and show ring procedures are included. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Permission of the instructor.

EQ 105 Pleasure Driving I
2 credits (fulfills equitation requirement)
Instruction includes knowledge of the harness,
carriage and hitching the driving horse, driving etiquette and safety, and development of competency and/or increasing competency in driving in both indoor and outdoor settings. Long lining, show driving, obstacle and cones driving as well as cross country driving practices and procedures are included. Safe methods of working around the pony/horse and vehicles will be stressed at all times, therefore participants need not have prior knowledge of equine driving, but it is necessary to have basic horsemanship knowledge and skills. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the riddan application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall semester) Prerequisite: Permission of the instructor.

**EQ 110 Introduction to Equine Management**

*3 credits (CS)*

This course introduces the new equine studies major to the field of Equine Studies. Time in class is spent discussing a wide variety of topics to ensure that students have a solid grasp of the diverse nature of the industry in which they intend to work. A beginning emphasis is placed on the past, present and future of the equine industry and the current career possibilities available in the industry. Other topics emphasized in the course include the evolution of the horse to the animal we work with today; equine behavior; basic equine structure and conformation; types and breeds of horses; equine sports and other rotating topics dependent upon current issues in the industry. Students outside the equine major may enroll if space allows but should recognize that some of the course material and assignments are specifically designed for those seeking the BPS in Equine Business Management. There is a course fee. Student must pass with a "C" or better. (Offered fall term)

**EQ 113 Tractor Driving**

*½ credit (CS)*

This course is designed to provide students with the opportunity to learn to safely drive a farm tractor. Students will have actual lab time on the tractor at the equine center in addition to the theoretical aspects related to machinery use. Students will identify and utilize the safety equipment relating to tractors and auxiliary machinery, demonstrate safe driving (and backing) of a tractor (with and without a spreader) and demonstrate proper hitching of auxiliary equipment. (Offered Spring term) Prerequisite: Students must have a valid driver's license.

**EQ 115 Equine Care Techniques I**

*2 credits (CS)*

This course is designed to ensure that students develop competencies in required hands-on skills evaluated as a part of each student’s skills assessment program. Students in the equine program are required to enroll in this course during the first available semester of their freshman year. Transfer students are required to enroll during their first semester in the program. In order to successfully complete this course each student must demonstrate competency in skills emphasized throughout the course. Students who fail to demonstrate competency in all of the necessary skills will be required to re-enroll in this course until competency is demonstrated. Students must earn minimum of "C" grade to pass. (Offered fall term)

**EQ 121 Equine Selection, Improvement, Judging**

*3 credits (CS)*

This course emphasizes the importance of correct structure in the area of form to function. The course of study includes current standards of equine excellence for the selection and improvement of breeding and show stock. Emphasis is placed on judging procedures for the English and Western horse and rider. (Offered periodically in the fall term)

**EQ 201 Western Horsemanship II**

*2 credits (fulfills equitation requirement)*

Instruction includes refinement of position and schooling in the various forms of the gaits, riding ring etiquette and safety, increasing competency in pattern work and basic trail class work and development of competency and/or increasing competency in the western seat. Riding theory, equipment usage, patterns, and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee
for each course. (Offered fall and spring terms)  
Prerequisite: Successful completion of two semesters of EQ 101.

**EQ 202 Hunter Seat Equitation II**  
2 credits (fulfills equitation requirement)  
Instruction includes schooling in the various forms of the gaits, riding ring etiquette and safety, and development of competency and/or increasing competency in the hunter seat. More advanced riding theory, additional equipment usage, appropriate flatwork exercises, jumping and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 102.

**EQ 203 Dressage II**  
2 credits (fulfills equitation requirement)  
Instruction includes schooling in the continuing refinement of the dressage seat, various forms of the gaits and paces within the gaits (with emphasis on improvement by use of the training scale), figures, movements up to and including USEF “First Level”, lateral work, riding ring etiquette and safety, and development of increasing competency in dressage. Some more advanced work (medium gaits and more advanced lateral work) will also be included, dependent upon the progression of the rider and horses. Emphasis will continue to be placed upon the logical sequencing of movements in a training program, per the training scale. More advanced riding theory through the use of current and previous textbooks, lecture and application of this while riding will be stressed. USEF show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 103.

**EQ 204 Reining II**  
2 credits (fulfills equitation requirement)  
Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed with a higher degree of competence (than in EQ104) by students at the end of the semester. The student will also gain further knowledge of the NRHA judging system. Riding theory, equipment usage, patterns and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 104.

**EQ 205 Pleasure Driving II**  
2 credits (fulfills equitation requirement)  
Instruction includes further knowledge of the harness, carriage and hitching the driving horse, driving etiquette and safety, and development of competency and/or increasing competency in driving in both indoor and outdoor settings. Additional harness and vehicle types will be discussed. More advanced show driving, obstacle and cones driving as well as cross country driving practices and procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 105.

**EQ 206 Schooling and Competition Techniques for Show Jumpers**  
2 credits (CS)  
This is a mounted course in which the student will become familiar with the techniques of preparing and showing horses in the Jumper Divisions. This course is designed for students with extensive experience in the show ring at recognized shows. In this class, students will negotiate courses such as those which appear in advanced equitation classes and jumper classes in the show ring. They will practice turns and gymnastic exercises, as well as do flatwork beneficial for show jumpers. Students will also become familiar with techniques for training competitive show jumpers. Methods of course construction and analysis along with the USEF rules for jumper competitions will be discussed. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. (Offered fall and/or spring terms)
Prerequisite: At least two hunterseat riding courses at Cazenovia and evaluation by instructor to assess safety and competence at this higher level of riding and jumping.

**EQ 207 Schooling and Competition Techniques for Show Hunters**
2 credits (CS)

This is a mounted course in which the student will become familiar with the techniques of preparing and showing horses in the Hunter Divisions. This course is designed for students with some experience in the show ring. In this class, students will negotiate courses such as those which appear in hunter classes at USEF horse shows. They will practice flat and jumping exercises designed to improve the movement and jumping form of horses suitable for the hunter ring. Students will also become familiar with the techniques for training competitive show hunters. Methods of course construction and analysis along with the USEF rules for hunter competitions will be discussed. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. (Offered fall and/or spring terms)

**Prerequisite: At least one hunterseat riding course at Cazenovia and evaluation by instructor to assess safety and competence at this higher level of riding and jumping.**

**EQ 220 Equine Nutrition**
4 credits (CS/AS)

Students study the theoretical and practical aspects associated with the science and art of equine nutrition. The topics of digestive anatomy and physiology are reviewed; classes of nutrients and feeds in which they are contained are discussed and the relationship between quality feeds and top performance is explored. Also included: feeding various classes of horses and current topics in equine nutrition. A weekly laboratory session provides time for forage and concentrate identification along with studying techniques of ration analysis. Nutritional disorders are covered along with the relationship between nutrition and proper conditioning. (Offered spring term)

**Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.**

**EQ 223 Competitive Horse Judging**
1 credit (CS)

Students further develop skills learned in EQ 121 Equine Selection, Improvement, Judging. This is accomplished through horse judging practices, as well as formal competition. Students enrolling during the fall term will compete in the All American Quarter Horse Congress Judging Contest while students enrolling during the spring term will compete in the Intercollegiate Horse Show Association Judging Contest. Students may enroll more than once for credit. (Offered periodically in the fall term)

**EQ 230 Concepts and Methods in Horse Training**
3 credits (CS)

This course is concerned with the theory and techniques of schooling young or problem horses to ride and drive. Various methods and procedures are covered, and students are given the opportunity to apply them. Emphasis is placed on understanding horses’ behavior as it relates to humane care and training. The psychology of the horse is studied. Proper use of equipment is stressed in actual practice. (Offered periodically in the fall term)

**Prerequisites: EQ 110 Introduction to Equine Studies and at least one riding course.**

**EQ 231 Equine Behavior**
3 credits (CS)

The course involves a comparative study of equine behavior. Students in the course discuss equine behavior principles and observe domestic horse behavior at the Cazenovia College Equine Education Center. Students then embark on a study trip to observe feral and/or semi-feral horse herds in order to compare and contrast behavior between domestic and semi-feral horses. (Offered spring term in even numbered years)

**Prerequisite: EQ 110 Intro. to Equine Management**

**EQ 241 Theory and Methods of Equitation Instruction I**
3 credits (CS)

Students examine the theories behind the various riding techniques. They study methods of effective teaching, including ways of dealing with riders who differ in their abilities, age, experience and comfort...
level. They learn how to organize and present a lesson. Students observe actual teaching and training sessions with several industry professionals. They discuss objectives and methods with the instructor. When ready, students assume the role of instructor with responsibility (under appropriate supervision) for the instruction of other students. (Offered fall term of odd numbered years) Prerequisite: at least one riding class.

EQ 242 Theory and Methods of Equitation Instruction II
3 credits (CS)
A continuation of EQ 241 Theory and Methods of Equitation Instruction I. Students complete independent student teaching assignments and continue to learn more advanced teaching and training techniques. Riding Instructor Certification Programs are discussed and the American Riding Instructor's Association (ARIA) is studied in depth. Students are given the opportunity to become certified through the American Riding Instructor's Association (ARIA) toward the end of the semester when the testing is offered at Cazenovia College. (Offered spring term of even numbered years) Prerequisite: EQ 241 Theory and Methods of Equitation Instruction I.

EQ 265 Horse Show Management
3 credits (CS)
Students learn the mechanics of planning and managing a horse show. They become familiar with the U.S. Equestrian Federation (USEF) rulebook and the principles of judging. Students will learn the roles of manager, secretary, treasurer, ring steward, announcer, course designer, jump crew and paddock master. All methods of managing a successful horse show will be examined. Other equine events including clinics, horse trials and open houses are discussed. The class sponsors and organizes a horse show. (Offered spring term of odd numbered years) Prerequisite: EQ 241 Theory and Methods of Equitation Instruction I.

EQ 270 Equine Photography
3 credits (CS)
This course focuses on basic photographic techniques using the horse as a subject. Emphasis is placed on correct techniques for halter and performance horse photography for use in promotion and sales. A variety of photographic imaging – from conventional to digital – may be covered. The course does not involve darkroom work. Students must be prepared to incur costs of an appropriate digital camera and mounting of final project pieces. (Offered periodically)

EQ 285 Equine Studies Internship
1-6 credits (CS)
Students who choose to participate in an equine internship have the opportunity to select their own area of emphasis (e.g. breeding, training, instruction) and to work off-campus under professional guidance to increase their knowledge and experience. They will work with the equine internship coordinator to find appropriate placement. No transportation is provided. Forty internship hours equate to 1 credit hour. (Offered fall and spring terms) Prerequisite: Sophomore standing in the Equine Business Management specialization and appropriate level of skill relative to site placement; the program director of Equine Business Management has final approval of all internship placements.

EQ 301 Western Horsemanship III
2 credits (fulfills equitation requirement)
Instruction includes refinement of position and schooling in the various forms of the gaits, riding ring etiquette and safety, increasing competency in pattern work and trail class work and overall increasing competency in the western seat. More advanced riding theory, additional equipment usage for specific schooling or showing situations, patterns, and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 201 Western Horsemanship II.

EQ 302 Hunter Seat Equitation III
2 credits (fulfills equitation requirement)
Instruction includes schooling in the various forms of the gaits, riding ring etiquette and safety, and increasing competency in the hunter seat. More advanced riding theory, equipment usage for specific schooling or showing situations, flatwork appropriate for the hunter, jumper or equitation horse, exercises over fences for the hunter, jumper
or equitation horse and coursework and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms)

**Prerequisite:** Successful completion of two semesters of EQ 202 Hunter Seat Equitation II.

**EQ 303 Dressage III**

2 credits (fulfills equitation requirement)

Instruction includes schooling in the refinement of the dressage seat, basic gaits and paces within the gaits (with emphasis on improvement by use of the training scale), figures, movements up to and including USEF “First Level”, lateral work, riding ring etiquette and safety, and development of competency and/or increasing competency in dressage. Some more advanced work (medium gaits and more advanced lateral work) may also be included, dependent upon the progression of the rider and horses. Emphasis will be placed upon the logical sequencing of movements in a training program. Show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) **Prerequisite:** Successful completion of two semesters of EQ 203 Dressage II.

**EQ 304 Reining III**

2 credits (fulfills equitation requirement)

Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed with a higher degree of competence (than in EQ104 & 204) by students at the end of the semester. The student will also gain further knowledge of the NRHA judging system in order to score runs. More advanced riding theory, additional equipment usage, patterns and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) **Prerequisite:** Successful completion of two semesters of EQ 204 Reining II.

**EQ 321 Equine Diseases and Injuries I**

3 credits (CS/AS)

The student studies the theoretical and practical aspects of disease and applies this information to the study of diseases of the horse. Recognition of normality and degree of deviation from normal are stressed along with preventive medicine. The laboratory sessions emphasize skills such as measuring vital signs, recognizing deviations from normal behavior/attitude/measures of health as well as skills such as administering medications. (Offered fall term) Students must pass with a "C" or better. **Prerequisite:** SM 215 Equine Anatomy and Physiology.

**EQ 322 Equine Diseases and Injuries II**

3 credits (CS/AS)

A continuation of EQ 321 Equine Disease & Injuries I, this course places its emphasis on lameness encompassing muscle, bone and joint disorders associated with the performance horse, as well as neurological disorders. The discussion of treatment and prevention is emphasized, as well as X-ray analysis. The laboratory portion involves analysis of actual and theoretical cases to ensure the appropriate application of knowledge gained through the lectures/discussions. (Offered spring term) **Prerequisite:** EQ 321 Equine Diseases and Injuries I.

**EQ 323 Equine Reproductive Management**

3 credits (CS)

The theoretical and applied aspects of the equine reproductive industry are studied. Topics covered include mare and stallion reproductive anatomy and physiology, prenatal development, foaling, neonatal care, reproductive technologies including semen collection and evaluation, artificial insemination, cooled and frozen semen techniques, record keeping and current breeding management topics. Some practical aspects of genetics and pedigree selection may be included. This course is the basis to the reproductive management certificate and must be taken prior to EQ 324, EQ 327 and EQ 427. (Offered fall term) **Prerequisite:** SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology. **Prerequisite or co-requisite:** SM 215 Equine Anatomy and Physiology.

**EQ 324 Breeding Lab Management and Design**

1 credit (CS)

This course is a practical application course centered on the breeding lab. Students utilize the
breeding lab at the Equine Education Center to gain knowledge of equipment, inventory control, and budgetary aspects of this field in the equine industry. Students are required to complete a breeding lab analysis culminating in a breeding lab inventory project. (Offered spring term of odd numbered years) Prerequisites: SM 215 Equine Anatomy and Physiology, EQ 323 Equine Reproductive Management.

**EQ 327 Breeding and Foaling Management I**
1 credit (CS)
This course is a practical application course centered on the breeding of horses and foaling of mares. Students are required to participate in approximately 60+ hours of experiences that may include: teasing mares, training stallions to the phantom, live cover breeding, collection of stallions, semen evaluation, artificial insemination, foal watch, and handling of foals. (Offered spring term) Prerequisites: SM 215 Equine Anatomy and Physiology, EQ 323 Equine Reproductive Management.

**EQ 330 Advanced Concepts and Methods in Horse Training**
3 credits (CS)
A continuation of EQ 230 Concepts and Methods in Horse Training, this course further hones the student’s skills at developing abilities in the horse. Emphasis is placed on directing and modifying the response of a horse to a given cue. (Offered periodically in the fall term) Prerequisite: EQ 230 Concepts and Methods in Horse Training, and permission of instructor.

**EQ 341 Techniques of Show Coaching**
3 credits (CS)
The student learns the various aspects of coaching including preparation of horses and riders for participation in intercollegiate and USEF horse shows in the hunter, jumper and equitation divisions. Students wishing to specialize in other disciplines may likewise be accommodated. (Offered periodically in the fall term as an independent study) Prerequisites: EQ 241 Theory and Methods of Equitation I and EQ 242 Theory & Methods of Equitation II, and/or permission of the instructor.

**EQ 345 Therapeutic Riding Instruction**
3 credits (CS)
Working with a local organization for riding for the physically and mentally challenged, students learn various techniques for teaching the challenged rider. This course requires additional outside time spent at an off-campus facility. (Currently offered as an independent study.)

**EQ 401 Western Horsemanship IV**
2 credits (fulfills equitation requirement)
Instruction includes refinement of position and schooling in the various forms of the gaits, riding ring etiquette and safety, increasing competency in pleasure, rail & pattern work, trail class work, western riding patterns and overall increasing competency in the western seat. More advanced riding theory, additional equipment usage for specific schooling or showing situations, patterns, and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 301 Western Horsemanship III.

**EQ 402 Hunter Seat Equitation IV**
2 credits (fulfills equitation requirement)
Instruction includes schooling in the various forms of the gaits (working, “collected”, lengthened, “extended”), riding ring etiquette and safety, and development of competency and/or increasing competency in the hunter seat. More advanced riding theory, equipment usage for appropriate training, schooling or show ring situations, flatwork including refinement of longitudinal and lateral work to increase the horse’s training and physique, exercises over fences for the hunter, jumper or equitation horse as well as coursework and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 302 Hunter Seat Equitation III.

**EQ 403 Dressage IV**
2 credits (fulfills equitation requirement)
Instruction includes schooling in the ever continuing refinement of the dressage seat, schooling and enhancing the gaits and paces within the gaits (with emphasis on improvement by use of
the training scale), figures, movements including USEF “First Level” and higher, lateral work, riding ring etiquette and safety, and increasing competency in dressage. More advanced work (medium gaits and more advanced lateral work) will also be included, dependent upon the progression of the rider and horses. Emphasis will be placed upon the logical sequencing of movements in a training program, per the training scale and in the context of correcting individual training issues exhibited by the horses. In most cases students will have one horse as a training project for the semester. Show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 303 Dressage III.

EQ 404 Reining IV
2 credits (fulfills equitation requirement)
Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed with a higher degree of competence (than in EQ104, 204 or 304) by students at the end of the semester. The student will also gain further knowledge of the NRHA judging system in order to score entire runs. More advanced riding theory, additional equipment usage, patterns and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) Prerequisite: Successful completion of two semesters of EQ 304 Reining III.

EQ 426 Equine Medical Management
3 credits (CS)
The student will continue to gain more advanced hands-on experience in the application and management of equine treatments and medications though both lecture and practical laboratory work at the Equine Education Center. The student is provided with the opportunity to assist a veterinarian, farrier and dentist; therefore some field hours in addition to normal course hours may be necessary. (Offered fall term, often on an Independent Study basis.) Prerequisite: EQ321 and EQ322.

EQ 427 Breeding and Foaling Management II
2-3 credits (CS)
This course is a continuation of the experiences in EQ 327 and is designed to ensure that students receive adequate exposure to all phases of breeding and foaling management. The hours involved with this course will exceed those required for EQ 327. Students in this course are also required to undertake the study of the contractual relationships that arise from breeding management. (Offered Spring term) Prerequisites: EQ 323 Equine Reproductive Management, EQ 324 Breeding Lab Design and Management, EQ 327 Breeding and Foaling Management I.

EQ 456 Advanced Equine Reproductive Techniques
0.5 credits (CS)
The purpose of this course is to inform and to instruct students in the theories and methods of advanced techniques involved with the equine breeding business. This includes: freezing stallion semen, potential observation of deep horn insemination, uterine flushes and other procedures. As equine reproduction continues to adapt technologies that are standard in other livestock breeding businesses, the knowledge of why and how technologies can be used will be more useful among students pursuing coursework in equine reproductive management. (Offered as an independent study in the spring term) Prerequisites: EQ 323 Equine Reproductive Management, EQ 327 Breeding and Foaling Management I, EQ 427 Breeding and Foaling Management II.

Fashion Design/Merchandising
FD designates courses required for Fashion Design students; FM designates courses required for Fashion Merchandising students. Courses listed as FD/FM are required courses for both Fashion Design and Fashion Merchandising programs.

FD 110 Clothing Construction I
3 credits (CS)
Students will learn the techniques of sewing
machine operation and garment construction needed to master the basic principles of clothing construction required for fashion design courses. A series of sample projects will be demonstrated and students will complete sample projects in muslin. Students will also construct garments from commercial patterns. Students are expected to purchase their own supplies and fabric for this class.

**FD 111 Clothing Construction II**  
*3 credits (CS)*  
Students will further their knowledge of the sewing and garment construction fundamentals taught in FD110 Clothing Construction I. Students will complete garments from commercial patterns and will complete sample exercises as demonstrated by the instructor. There will be an emphasis on more complex sewing concepts as well as memorization of the fashion vocabulary necessary to communicate effectively in the fashion industry.  
*Prerequisite: FD 110 Clothing Construction I or permission of instructor.*

**FD 113 Fashion Drawing**  
*3 credits (CS)*  
Students will learn to use basic fashion drawing as it is used in the apparel industry today. They will learn how to create and use the basic croquis and technical flats to visually communicate design concepts, finished garments, fabric and construction details to a product development team. Students will be introduced to principles of design relating to the figure and the elements of line, shape, color and texture in designing and drawing. A variety of media and techniques will be explored as means to present three-dimensional designs in a two-dimensional format. Emphasis will be placed on keeping a sketch journal and developing drawing skills which are aesthetically pleasing and technically accurate.

**FD/FM 131 Survey of the Global Apparel Industry**  
*3 credits (AS)*  
This is an introductory course that establishes the various product categories in apparel and the innovative processes that sustain the global apparel industry. Students will acquire a basic understanding of the nature of fashion and study the history and development of the various segments of the apparel industry in order to examine the unique and complete interdependency of these segments as well as industry trends. In addition, this course analyzes the apparel business; how it is conceived, marketed, and sold. Students will study the trends and the power of fashion in society as well as determine the scope of jobs in the fashion business and how the student can prepare for entry-level jobs and plan careers. Management: Fashion Merchandising students must take this course in their second semester. (Offered spring term)

**FD 212 Patternmaking: Draping**  
*3 credits (CS)*  
In this course skills and techniques in apparel design are developed by experimentation with three-dimensional designs draped on dress forms. A series of projects are selected from original sketches and applied to the proper fabric in constructed garments. Various designing techniques are learned. Stress is placed on proper fit, concept creativity, garment construction and marketability of design.  
*Prerequisites: FD 110 Clothing Construction I and FD 111 Clothing Construction II or permission of instructor.*

**FD 213 Flat Pattern Drafting 2**  
*3 credits (CS)*  
Students will gain an understanding of the apparel production process through a study and application of garment design, pattern drafting, and construction of basic garments. Through lectures, demonstrations, and projects, students will develop
the ability to visualize garment design and construct garments using flat pattern techniques and the use of creative, technical construction skills. Emphasis will be on developing proper fit, comfort, quality, and construction of the garment for specific designs. Professional level patterns of designs will be made into finished garments. Prerequisites: FD 110 Clothing Construction I and FD 111 Clothing Construction II or permission of instructor.

FM 250 Fashion Merchandising
3 credits (CS)
In this class students will explore the theoretical and practical functions and roles of merchandising in fashion-related manufacturing and retail businesses. Specific focus will be on the planning, development and presentation of product lines in retail stores. Students will study the principles, procedures and techniques practiced by merchandisers of fashion goods in determining buying assortments, resource selection and product pricing and promotion. (Offered spring term of odd numbered years.)

FD 255 Digital Techniques in Fashion Illustration
3 credits (CS)
Students will explore Fashion Illustration as it is used in the apparel industry today. In this advanced course, focus will be placed on learning the creative programs of the Adobe Suite: Photoshop and Illustrator. Most fashion companies employ the use of computer sketching rather than traditional methods and many entry-level jobs are requiring knowledge of these basic programs. Students will use both the computer and traditional methods in illustrating fashions and accessories to show an understanding of the various customers, categories, and price points in the industry. Class will begin with basic exercises to learn the programs, then will turn to more specific fashion design projects. Computer-designed layouts will be a focus, as this is a major component in many Designer/Buyer meetings. Prerequisites: FD 113 Fashion Drawing and VC 118 Digital Foundations.

FM 261 Fashion Show Production
3 credits (CS)
Students plan, promote and produce annual student fashion show by working with local businesses and in student teams to develop and promote all aspects of the show in which student-designed garments are shown. Students will be responsible for the creation and implementation of an industry-oriented fashion show through research, lectures, individual and team-based assignments and projects. (Offered spring term) Prerequisite: Sophomore standing or permission of instructor.

FD 318 20th Century Fashion Designers
3 credits (AS)
The study of fashion designers for the 20th century is the study of the understanding of the culture, society, economics and history of the fashion designers during this time period. This course will focus on the evolving role of fashion in society and how the future is linked to the past and how global economic development, political influences and technological circumstances influenced the growth of the fashion industry. A consistent theme to be addressed will be the growth and development of design houses, from individuals to the development of business models used in the fashion industry today. This course is built on a framework of the six most influential fashion designers in high-fashion in the 20th century including Charles Worth, Paul Poiret, Coco Chanel, Elsa Schiaparelli, Christian Dior and Yves Saint Laurent. A host of other designers will be studied throughout the course.

FD 321 Advanced Patternmaking
3 credits (CS)
Student will explore advanced techniques in patternmaking (flat pattern and draping) through a variety of design challenges. Emphasis will be on developing both flat pattern and draping techniques and on exploring what design challenges are best suited to each type of patternmaking. Through this process students will develop and learn to refine their skills in design and construction problems. This course will also introduce students to all the different target markets (menswear, children’s wear, maternity, to name a few) and identify how patternmaking changes with each market. Professional level patterns of designs will be made into finished garments that focus on proper fit,
comfort, and quality construction. Prerequisites: FD 221 Patternmaking: Flat Pattern and FD 212 Patternmaking: Draping.

**FD 322 Computerized Patternmaking (CAD)**

3 credits (CS)

Students will be introduced to the application of computers in the fashion design process. Students will learn how to use the Optitex Patternmaking Software to create patterns and continue their understanding of Adobe Photoshop and Illustrator as they relate to textile design, and complete exercises to practice various programs for patternmaking and textile design. Students will create a surface pattern design by repeat and color way by using professional design software, as well as understand the use of an engineered print fabric. By the end of the course students will be able to use various software tools for fabric design in order to create an engineered print as well as all-over textile design, repeats, and color ways. Students will be able to print their designs on fabric and use their textile print in an actual finished garment.

Prerequisites: FD 221 Patternmaking: Flat Pattern and FD 255 Digital Techniques in Fashion Illustration.

**FD 355 Global Perspectives of Dress in Culture and Society**

3 credits (AS)

This course builds students' understanding of dress as it pertains to the individual wearing garments as well as the perceptions those choices of dress communicate to the observer. This course will open one's mind to the influence and impact of dress on various areas of life, age, gender, culture and society. By the end of the course students will be aware of the meanings of dress and be able to apply this knowledge to the area of design through the awareness of dress, the sociological and psychological impact of dress, merchandising and marketing.

**FM 361 Fashion Promotion**

3 credits (CS)

Students will gain an overview of promotion practices in the apparel design, product development, manufacturing, and retail merchandising environment, including promotion planning and budgeting, special event organization, advertising, public relations, publicity, fashion show production, and visual merchandising. Students will identify current trends in fashion promotion, visual merchandising, and production of fashion shows as well as evaluate the effectiveness of promotion practices in the retail merchandising environment.

(Offered fall term of even numbered years)

Prerequisite: FM 131 Survey of the Global Apparel Industry.

**FD/FM 365 Product Development Principles**

3 credits (CS)

This course provides specific knowledge and skills necessary to evaluate and create the apparel products found in the ready-to-wear industry. Students will be introduced to the product development process and learn the basic skills needed to take an apparel product from conception to consumption. Students will analyze ready-to-wear garments using industry standards related to end uses. Students will learn the basics of technical packets and be able to identify all the information needed to document the process in which to take a garment from idea to end use. Students will be able to use their knowledge of technical packets to build a fashion portfolio that demonstrates knowledge of apparel design, garment construction, and industry standards. This course may be taught in a distance learning format. (Offered fall term)

**FD/FM 366 Product Development Applications**

3 credits (CS)

Students will gain a better understanding of the product development cycle as it pertains to specific target markets through a series of projects that capitalizes on the skills learned in FD/FM Product Development Principles. Students will develop the ability to forecast, plan, conceptualize, source, spec, construct, grade and price for a defined user group and produce garments that are marketable for their defined user group. Designers and merchandisers will work in teams to create production samples and technical packets that will be presented in a showroom/market format. This course may be taught in a distance learning format. (Offered spring term) Prerequisite: FD/FM 365 Product Development Principles.
FD 381 Fashion Internship
3 credits (CS)
Students participate as interns in a variety of fashion-related businesses. The internship provides an opportunity to work off-campus under professional guidance to gain increased knowledge and career experience in the fashion field. Seminars accompany the internship to allow for exchange of information about students’ experiences. The College makes final arrangements for the placement and provides transportation when necessary. Prerequisite: Junior level standing and permission of instructor.

FD/FM 382 New York Fashion Tour
2 credits (CS)
Students will tour fashion businesses to observe operations and production and meet with managers in a range of positions. Personnel in businesses ranging from small private enterprises to large, multi-national corporations will share insights on how they remain profitable in today’s competitive global business environment. Off-campus tours will include trips to companies in upstate New York and/or New York City. Preliminary individual company research and class seminars will introduce the week’s experience and allow students to experience a wide variety of fashion-related topics and career possibilities. Students will write papers and develop an individualized career plan, based upon the information obtained from the week’s activities. (Offered between fall and spring terms, students enroll in the course for the spring semester.) Prerequisite: Junior level standing or permission of instructor; fee-based course.

FD/FM 393 Internship Preparation
1 credit (CS)
This course provides students with the skills and materials required to search for and obtain an internship in FD 381 Fashion Internship. This one-credit course focuses on the professional behaviors of the fashion industry and requires students to create some of the materials needed for the internship experience. (Offered fall term)

FM 398 Fashion Show Management
3 credits (CS)
Students coordinate the logistics for the production of a fashion show including fundraising, garment juries for evaluating designs, merchandising, staging, publicity and advertising, Students will lead student teams to complete all aspects of the planning and execution of a fashion event. (Offered spring term) Prerequisites: Junior standing and selection by instructor through a competitive interview process.

FD 451 Advanced Apparel Design
3 credits (CS)
In this course students undertake advanced work in patternmaking as it pertains to developing a collection. Students will use drafting and grading to create slopers for different size figures. Using those slopers, students will learn how to fit garments to a person versus a dress form. The course allows students to strengthen existing skill levels and take their design abilities to the next level, as well as explore techniques they want to use in their senior collection. Students will also learn more about what it takes to create a collection and consider the different target markets that might be included in such an endeavor. This course helps to create a connection between the research and writing in FD 498 and the development of the senior collection to be completed in FD 499 in the spring. Prerequisite: FD 321 Advanced Patternmaking.

FD 493 Professional Practices and Portfolio
3 credits (CS)
Students are exposed to the process of portfolio development, as required for the fashion industry. They will document their mastery of the knowledge and technical skills gained as fashion students through illustrations, photographs, and digital images and other material. They will develop the components of their portfolio along with the knowledge and skills necessary to begin a professional job search, including resumes and other business documents, cover letters, interviews, and networking. A variety of sources used to locate jobs in the fashion industry will be investigated along with discussions of career paths open to graduates with fashion degrees. Prerequisite: FD 255 Digital Techniques in Fashion Illustration.

FD 498 Senior Project: Research and Development
3 credits (CS)
This course is the first of a two-class sequence that constitutes the Senior Capstone experience, an academic requirement for all students at Cazenovia College. The research paper and design line planning will allow the student to reflect upon the experiences gained in their academic career, demonstrate their mastery of the skills and knowledge they have acquired as fashion students while preparing for their future profession. The focus of the class will be on the research methods and processes required for the development of a capstone research paper and project. The research process will include a study of research methods, concept proposal and definition, and a final written and documented research paper. Research will also be required for reflective and analytic papers, trend reporting/ forecasting, and line development. 

Prerequisite: EN 201 Academic Writing II.

FD 499 Senior Project: Apparel Collection
3 credits (CS)
This course is a continuation of the Senior Project: Research and Development course, in which students will create patterns, first samples, storyboards; and conduct fittings and construct final garments for their senior collections. They will also plan and present lines as part of the annual student fashion show. Students will complete fashion collections of garments and presentation pieces, related conceptually to their research papers that tie their academic experiences to future endeavors. During the last three weeks of the term, students will present oral defenses of both their written and creative work, discussing the relationship between these two aspects of their Senior Projects. Prerequisite: FD 498 Senior Project: Research and Development.

Fine Arts
FA 111 Art History: to the Middle Ages
3 credits (AS)
Lectures, discussions, and slide presentations trace major art movements and tendencies in Western painting, sculpture, and architecture from prehistoric times through the Middle Ages. The political, religious, and social contexts of art are also studied. (Offered fall and spring terms)

FA 112 Art History: Renaissance to the Present
3 credits (AS)
The course covers Western art movements and styles from the Renaissance through the present. Sculpture, architecture, graphics, painting and new art trends and movements are considered as well as the political, religious, and social contexts of art. (Offered fall and spring terms)

FA 218 History of Fashion
3 credits (AS)
Periods of fashion from the ancient Egyptian to the present illustrate how styles reflect the past, and how fashion is affected by the psychological, sociological and aesthetic forces around us. The course also emphasizes how designers have drawn on the past for their current fashion inspirations.

FA 123 Introduction to Film Analysis
3 credits (AS)
Everyone knows what movies do. They tell stories, they entertain, and they both convey and critique cultural values. In this course, students move beyond what movies do to how they do it. Students become more conscious and analytical readers of movies. Through the viewing and writing about a number of interesting motion pictures, students will break the how of film into component parts to better understand both the filmmaker’s technique and the place of film in a broader cultural context. (Offered fall term)

FA 125 History and Contemporary Trends in Photography
3 credits (AS)
From Daguerre’s photographic process introduced in 1839 to Robert Frank’s groundbreaking book "The Americans", published in the U.S. in 1959, continuing on through the development of postmodernism, constructed imagery, and the snapshot aesthetic, photography has undertaken a dizzying multifaceted journey. This course will trace that trajectory through history to the contemporary moment. We will study the story of photography in a larger social context, and highlight the important personalities who made significant contributions to this history. (Offered spring term)

FA 131 History of Architecture and Interiors I
3 credits (AS)
The student studies the history of architecture and interior design from antiquity to the French Renaissance. Specific hallmarks of the major periods of design history and culture are emphasized. (Offered fall term)

**FA 132 History of Architecture and Interiors II**
3 credits (AS)
This course examines the history of architecture and interior design from the Baroque period to the present day. Students will be expected to recognize the major concepts and movements that changed, shaped and built 20th Century architectural and interior design. (Offered spring term)

**FA 161 Theatre History: Prehistory to the Jacobean period**
3 credits (AS)
Students study the theater’s place in history from the prehistoric through the Jacobean period. Theater is explored from the perspectives of theater architecture, scene design, costume styles, acting methods, production techniques, dramatists and dramatic literature. (Offered alternate fall terms)

**FA 162 Theatre History: Restoration to the Present**
3 credits (AS)
Students study the theater’s place in history from the English Restoration through contemporary theater. Theater is explored from the perspectives of theater architecture, scene design, costume styles, acting methods, production techniques, dramatists and dramatic literature. (Offered alternate spring terms)

**FA 165 Acting Workshop**
3 credits (AS)
This course introduces students to the acting process, tools and skills with practical application through rehearsed scene work. Students will explore role and scene interpretation, as well as communication skills in performance. Class will include lecture and workshop. (Offered fall and spring terms)

**FA 210 Art of the World**
3 credits (AS)
This course presents a broad survey of painting, sculpture, craft, and architecture from non-Western areas of the world – Africa, India, Southeast Asia, China, Japan, Korea, the Pacific, and the Americas – treating works from prehistory to the present, as appropriate, for each cultural and geographic region. Students will be expected to recognize artists, individual works, content, materials, and stylistic patterns, and to understand the relationship between these and the cultural contexts in which they are created.

**FA 218 History of Fashion**
3 credits (AS)
Periods of fashion from the ancient Egyptian to the present illustrate how styles reflect the past, and how fashion is affected by the psychological, sociological and aesthetic forces around us. The course also emphasizes how designers have drawn on the past for their current fashion inspirations.

**FA 265 Theatre Production**
3 credits (AS)
This course introduces students to the multi-faceted nature of the theatre experience through the hands-on and collaborative work of mounting a main stage production. Students engage in the processes of selecting/creating scripts for production, casting, designing and publicizing. Topics studied include the interdependency of acting, art and design, advertising, business management, set construction, costume design and construction, communication, lighting, community relations, directing, text study and analysis, contextual study, photography, journalism, copywriting, and other areas that are drawn upon to produce a play. Translating a written text into a three-dimensional, living art under the pressure of a performance deadline allows students to explore group dynamic and the performative nature of each of the topics studied. May be taken two times for credit. (Offered fall and spring terms)

**FA 267 Stage Movement**
3 credits (AS)
In this course students learn about the connectivity of the body and how it moves through space in order to improve on and build confidence in stage movement skills. In addition to strength training and aerobic/dance routines, students research basic Pilates and Feldenkrais techniques and practice their
application in class. (Offered fall term)

**FA 285 Liberal Arts Internship**  
3 credits (CS)  
The Liberal Arts internship is an elective course that gives Liberal Arts students the opportunity to test career options related to their Liberal Arts area of study. The internship includes a set of preliminary class meetings on professional conduct and their connections to liberal arts study. Seminars accompany the internships to allow for exchange of information about students’ internship experiences. The College makes final arrangements for the internship placement and provides transportation when possible. This course does not satisfy General Education or distribution requirements in the Fine Arts area. (Arranged) Prerequisites: A minimum grade of "C" in EN 101 Academic Writing I and CM 121 Effective Speaking, sophomore status, and permission of instructor.

**FA 301 The Creative Process in the Arts**  
3 credits (AS)  
This course investigates artistic decision-making by involving students in the creative process, and examines the communication and problem-solving skills necessary for creating works of art. A combination of independent study and seminar, each student designs, researches and produces artistic work focused on an area of his or her individual interest within the arts; collectively, the students examine the nature, progress and outcomes of their investigations. Students analyze artistic choice by examining works of art, researching and discussing the artist and his or her context. (Offered fall term)

**FA 309 Special Topics in the Arts**  
3 credits (CS)  
This is a repeatable course in which the content varies each year. Different faculty from a variety of programs across the college may teach this rotating course and the content will depend on the faculty member's expertise and the needs and interests of the student population. Potential topics include a mix of Studio Art and Fine Arts courses: Art and Autobiography, Art and Politics, the Landscape Tradition, Photo-based Installation Art, Mural Painting, Public Art, Artist's Books, Sports Photography, Fashion Photography. Prerequisites may be necessary for certain offerings.

**FA 311 Women in the Visual Arts: 1960’s - Today**  
3 credits (AS)  
The development of modern and contemporary art has been dominated by fundamental, revolutionary movements and varied themes, both theoretical and practical. This course looks at a number of the important achievements of individual women artists, collaborative groups, art historians, and theorists who have and continue to present enormous shifts in aesthetic practice and cultural politics. A survey through slides, film, theoretical readings, and discussion will announce the diverse voices of women artists from the Americas, Europe, Asia, and Africa from modernism through today’s post-modernist age. It is intended that students will emerge from the course with a clearer understanding of theoretical writings and documents from the 60’s forward, and the contributions connected with independent women artists, collaborative groups and projects. Images and ideas will announce how a number of artists responded to issues in mainstream culture. Through intense examination, critical interrogation, and the production of forms, these artists not only resonated a shaking up of art and culture, but also helped define it. (Offered on a rotating basis)

**FD 318 20th Century Fashion Designers**  
3 credits (AS)  
The study of fashion designers for the 20th century is the study of the understanding of the culture, society, economics and history of the fashion designers during this time period. This course will focus on the evolving role of fashion in society and how the future is linked to the past and how global economic development, political influences and technological circumstances influenced the growth of the fashion industry. A consistent theme to be addressed will be the growth and development of design houses, from individuals to the development of business models used in the fashion industry today. This course is built on a framework of the six most influential fashion designers in high-fashion in the 20th century including Charles Worth, Paul Poiret, Coco Chanel, Elsa Schiaparelli, Christian
Dior and Yves Saint Laurent. A host of other designers will be studied throughout the course.

**FA 325 Cinema Studies**  
3 credits (AS)  
A critical study of cinema as an evolving art form, this course concentrates on film as cultural text. Students view and discuss films and prepare written analyses on the artistic technique and cultural impact of film as a narrative form. (Offered alternate spring terms) Prerequisite: EN 201 Academic Writing II.

**FA 366 Advanced Acting Workshop**  
3 credits (AS)  
This course is a continuation of skills introduced to students in the Acting Workshop. Students work closely with the instructor to explore and develop advanced role and scene interpretation skills, as well as to further improve their communication skills in performance. Class includes lecture and workshop. (Offered fall and spring terms) Prerequisite: FA 165 Acting Workshop.

**FA 373 Research in the Performing Arts I**  
3 credits (AS)  
Students are assigned an advanced dramatic text around which are designed dramaturgical research and scholarship projects. The subject matter is explored as text and as performance, with some emphasis on drama and performance theories. Research methods and materials are examined. During most semesters, research is linked to a current or upcoming production. Those enrolled in FA 473 are assigned additional and more complex research work. This course does not require performance. (Offered alternate years)

**FA 385 Internship I**  
6 credits (CS)  
Internships consist of off-campus field-work based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities (Arranged)

**FA 401 Contemporary Developments in the Arts**  
3 credits (AS)  
This course addresses the major theories, concerns, processes and trends that have shaped the arts since 1980. A thematic approach emphasizes the many points of connection among the visual arts, literature, theater, music and dance. Students have numerous opportunities to put these theories into practice through in-class exercises, formal workshops, and creative projects. Prerequisite: SA 111 Drawing I or SA 131 Design I, SA 132 Structuring Human Space or permission of instructor.

**FA 405 The Arts in the Community**  
3 credits (AS)  
Focusing on where art is made and how it is presented to the public, this course examines the mission and operation of the cultural organizations in the United States from the 1950s to the present. This course explores the role of the audience, its values and relationship to the arts. Students also examine the implications of aesthetics on politics and politics on aesthetics.

**FA 408 Aesthetics: Philosophy of the Arts**  
3 credits (AS)  
This course examines key problems and themes in the philosophical discipline of aesthetics. Through the close reading of primary sources by noted philosophers and theorists, students develop a range of analytical skills that enable them to think critically about the arts and artistic experience. Main topics to be addressed include understanding the nature of aesthetic experience, the "essence" or defining characteristics of the work of art, artistic creativity and genius, and our understanding of aesthetic concepts such as beauty, horror, tragedy, and the sublime. Throughout these investigations, close attention will be paid to the question of how our experience of art and sense experience in general factors into broader – sociological, political, moral – questions of human life and existence.

**FA 473 Research in the Performing Arts II**  
3 credits (AS)  
See FA 373 Research in the Performing Arts I
FA 485 Internship II  
3 credits (CS)  
Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities.  
(Arranged) Prerequisite: FA 385 Internship I.

FA 489 Independent Professional Study  
3 credits (CS)  
This course may take a variety of forms: studio, portfolio, research project, or intense reading and a major paper. Characterized by a mentoral or preceptoral relationship, the course places significant demand on the students’ capacity for independent critical thought. (Arranged)

FA 499 Capstone Seminar in the Humanities  
3 credits (AS)  
Principally designed for students completing course work in a humanities-oriented area (literature, performing arts, communication), the Capstone Seminar allows students to propose and carry out specific academic projects that build on the knowledge and skills emphasized in previous course work. Projects may be individual or team-based. The course stresses written, oral, and visual communication, problem-solving, setting and achieving specific goals, teamwork, and self-assessment. The overall goal is to prepare for the next stage of students’ education or professional development. The course culminates with a public presentation of the finished project. (Offered fall and spring terms) Prerequisite: Student must be eligible for graduation at the end of the term in which seminar is taken.

Health Care  

Health  

HE 110 Community First Aid and Safety  
1 credit (CS)  
This course provides students with the knowledge and skills needed to recognize emergencies, make decisions regarding care, and carry out appropriate first aid until professional medical help arrives. Students practice rescue breathing, choking relief, CPR and first aid skills for adults, children and infants. The course also includes information on the prevention of injury and illness. American Red Cross certification in Community First Aid and Safety is awarded upon completion of the course. (Offered annually)

Health Care Management  

HC 110 Introduction to Health Care Management  
3 credits (CS)  
This course is an introduction to health care and health promotion as a profession and a career. Topics include competencies for health professionals, history of health care in the United States, health determinants, philosophical base of health, theories on behavioral and organizational changes, resources and professional organizations. Emphasis on the process and practice of health care in society, the organization and the individual. Other topics will include practices in health care, hospital and medical staff organization, patient records, retention, budgeting, and third-party reimbursement.

HC 210 Medical Terminology  
3 credits (CS)  
This course is focused on structure, meaning, and use of medical terms with emphasis on those relating to disease, and operations performed on the human body. Study will cover integumentary, musculoskeletal, nervous, sensory, endocrine, cardiovascular, respiratory, reproductive, genitourinary, digestive, and pharmacology.

HC 310 Legal Aspects of Health Care  
3 credits (CS)  
This course will include a study of accreditation and regulatory agencies for health care facilities, including the study of medical/legal aspects of medical records, the medical record as a legal document, confidential communication, the United States Court structure, and legal procedure and
patient consents. Other topics will include the study and application of quality/utilization/risk management and physician credentialing.

**HC 320 Long-Term Health Care**  
3 credits (CS)  
This course introduces and compares the major assessment and planning models used with the allied health professionals. Models discussed include precede/post/PATCH, a diagnostic approach to planning that will encompass social, epidemiological, behavioral, educational, administrative diagnoses, and evaluation will be stressed. Other topics include cost/benefit in relation to worksite health promotion, wellness models, health risk appraisals, fitness testing and diversity.

**HC 330 Current Trends in Health Care**  
3 credits (CS)  
This course is focused on topics related to current issues and research as related to the health care profession. Emphasis is placed on consumer, professional, and societal impact of current trends observed, documented, and researched.

**HC 410 Health Care Planning**  
3 credits (CS)  
This course is focused on the development and knowledge of those skills necessary to plan and implement health promotion/wellness in a variety of settings. Issues of interest to health professionals such as health care management and cost containment, goal setting, assessing organizational needs, program evaluation, and marketing program intervention are addressed.

**History and Government**  
**HG 101 World Civilization to 1550**  
3 credits (AS)  
This course covers the period from the origin of human civilizations to the Renaissance. Through a thematic and comparative approach to world history, it is expected that by focusing significantly on the non-western regions of the world, but not excluding European cultures, it is hoped that the student will reach a greater understanding of and respect for the diversity of cultures around the world. (Offered fall term)

**HG 102 World Civilization 1550 to Present**  
3 credits (AS)  
This course covers the history of civilizations around the world from the Renaissance to the present day. Utilizing a thematic and comparative approach to world history, this course exposes students to the global structures, issues and events that shape the contemporary world. (Offered spring term)

**HG 121 U.S. History to 1877**  
3 credits (AS)  
Through an examination of the New World’s development from the coming of the Norsemen to Reconstruction, the student is expected to develop a more complete understanding of the factors that have made us what we are today. (Offered fall term)

**HG 122 U.S. History 1877 to Present**  
3 credits (AS)  
Through an examination of America’s past, from the Gilded Age through to the present, the student develops a greater understanding of the factors that contributed to America’s growth as an urbanized industrial society. (Offered spring term)

**HG 131 Macroeconomics**  
3 credits (AS)  
This course examines the economy considered as a whole. Topics include national income accounting, unemployment, inflation, determination of total output, monetary and fiscal policy, and the international economy. Emphasis will be placed on developing the student’s ability to analyze the economy and economic policies. (Offered annually)

**HG 132 Microeconomics**  
3 credits (AS)  
This course examines the behavior of consumers and firms in markets. Topics include supply and demand, elasticities, competition, product markets, resource markets, labor markets, income distribution and government policy. Emphasis will be placed on developing the student’s ability to analyze the economy and economic policies. (Offered each semester)
HG 141 Government and Politics of the United States
3 credits (AS)
This course is an examination of the national government and the American political system, and how the two differ. The course seeks to place contemporary governmental problems in their historical framework. Students examine the functioning and interrelationships of the legislative, executive and judicial branches of government as well as political and interest groups. (Offered annually)

HG 143 State and Local Government
3 credits (AS)
State and Local Government is an issue-oriented introduction to the world of government close to home. There is coverage of how laws are created (from idea through the entire legislative process), the relationship between the federal, state, and local governments, and the big players on the state and local front. In addition, the course focuses on real problems that many students will encounter in their own lives and careers such as: how to secure government funding for programs they are working on (child abuse, drug abuse, the arts, education); how to be effective at town meetings (taxation, school sports, local traffic); how education is funded; how communities bring jobs to their area (economic development); and election campaign issues.

HG 206 History & Sociology of the American Family
3 credits (AS)
This is a social history course, which uses sociological concepts to examine historical changes in the functions of American families and the lives of family members. Inquiries will address questions about rapid social change as it relates to (1) changes in the structures and functions of American families, (2) changes in the roles assumed by and role-conflicts experienced by children and adult family members, and (3) changes in the life cycles of family members. Students will examine the impact of major societal transformations – from hunting and gathering to sedentary agrarian to urban industrial/technological – upon family functions and upon the social experiences and development of children, adolescent and adult family members. (Offered on a rotating basis) Prerequisite: EN 101 Academic Writing I or permission of the instructor.

HG 208/308 History of Mexico
3 credits (AS)
This course introduces students to the people and history of Mexico from its ancient past through the present day, focused on developing students’ understanding of our distant neighbor and enhancing students’ appreciation of its diverse culture. This course further seeks to increase students’ awareness of the relationship between past events and present realities through readings, discussions, and assignments intended to highlight such relationships. (Offered on a rotating basis)

HG 211/311 History of the African Diaspora
3 credits (AS)
In a span of almost four centuries, millions of Africans were transported to North America, South America, and the Caribbean Islands as slaves. Forcibly removed from their homelands and separated from their kin and societies, they were enslaved in a new world where all familiar customs were suppressed. This course examines how Africans, despite these brutal conditions, managed to reform their identities in a new world. Through a comparative examination of African experiences in different new world societies, students will gain an appreciation of the ways in which Africans created social identities and cultures for themselves in these trying conditions. (Offered on a rotating basis) Prerequisites: EN 101 Academic Writing I for 200 level and EN 201 Academic Writing II for 300 level or permission of the instructor.

HG 212/312 History of Africa
3 credits (AS)
This course introduces students to the general themes of African history from the ancient civilizations of Egypt and Mali to the current day. Particular attention is paid to the basic patterns of indigenous African civilizations and the impact of outside forces upon those patterns. This investigation helps students understand how African responses to the slave trade, European imperialism, and the spread of world religions such
as Christianity and Islam have created the world of modern Africa. Readings and discussion of selected case studies provide additional depth to students’ investigation of these topics. (Offered on a rotating basis) Prerequisites: EN 101 Academic Writing I for 200 level and EN 201 Academic Writing II for 300 level, or permission of the instructor.

HG 223 Women in American History
3 credits (AS)
This course examines the economic, social, political and cultural experiences of women in American history. Students study historical themes central to explaining our country’s history from the perspective of women. (Offered on a rotating basis)

HG 241 Comparative Government and Politics
3 credits (AS)
Working on the assumption that what happens in other countries is important to us all, this course examines the governments of the industrialized democracies, the European Community, the former Soviet states, and Third World nations, in an attempt not only to find similarities and differences, but also to apply lessons from their development to the future growth of the United States. Prerequisite: HG 141 Government and Politics of the U.S.

HG 261 Comparative Political Ideologies
3 credits (AS)
This course examines major political philosophies of the 20th Century and their impact on the systems of government in different world areas. In addition to studying the basic principles of liberal democracy, communism and fascism, the course focuses on the successes and failures of these ideologies and the political challenges facing both developed and developing nations.

HG 301 Models of Society
3 credits (AS)
In this interdisciplinary course, students analyze and apply theoretical models drawn from the social sciences including, but not limited to, geography, economics, history, and political science. Topics discussed include the impact of geography on economic and environmental issues, international economic systems and theories, individual and collective economic and political decision-making, political systems and theories, and manifestations of authoritative and subaltern status in national and international contexts. (Offered alternate years)

HG 310 Modern Latin America
3 credits (AS)
This course traces the political, social, cultural and economic evolution of the nations of Latin America from the Independence period through the present day. Particular attention is paid to the diversity of experience and culture generated by the interaction of the region’s indigenous, African, and European peoples. (Offered on a rotating basis)

HG 320 New York State History
3 credits (AS)
This course will facilitate an understanding of the ways that New York State played a vital role in the economic, political, and social development of the United States of America at national and local levels. The village of Cazenovia is located near the sites of tragic battles, religious evangelism, abolition activities, the quest for women’s rights, and many others. We will discuss several of those places. Other topics that will be covered include the diversity of New York’s citizens, immigration, activism, culture, race, and industrial and technological developments from the earliest Native American inhabitation to the present day.

HG 225/325 United States in the 1960’s
3 credits (AS)
This course undertakes an intensive study of what is arguably the most domestically divisive—and intellectually challenging—decade in our nation’s history. Using primary sources, books, novels, and culture iconography in a seminar format, the student will create a scholarly, rather than a pop culture assessment of the period. Subjects discussed will include: The Legacy of the 1950’s; Civil Rights for African Americans; The Student Movement and the New Left; Kennedy; Johnson; Vietnam and the Antiwar Movement; Civil Rights for Women; The Seminal Year of 1968. (Offered on a rotating basis)

HG 333 Regional and Urban Economics
3 credits (AS)
Regional and Urban Economics is the study of the
location of economic activity. We consider why cities form and grow; changes in urban form; changes in transportation technology; and the conditions that facilitate economic development. Two distinct aspects about location that are of interest to us are the distance from other economic activity and the income of households in a place. Relying heavily on market concepts developed in introductory economics, we study location theory for firms relative to markets, and explore issues related to government efforts to encourage growth. (Offered on a rotating basis) Prerequisite: HG 132 Microeconomics or permission of instructor.

HG 334 State and Local Public Economics
3 credits (AS)
The primary objective of this course is to provide the basis for evaluating both efficiency and equity of sub-federal taxation and spending. Many of the same issues are relevant for states and local governments as at the federal level, while some issues are altogether different. For example, federal governments do not need to be concerned about tax competition, but local governments do; and development is an inherently local activity. (Offered on a rotating basis) Prerequisite: HG 132 Microeconomics or permission of instructor.

HG 335 International Economics and Trade
3 credits (AS)
This course is an introduction to international economics and trade, with an emphasis on the evolution of various economic theories and discussion of global trends and areas of business opportunities. (Offered annually) Prerequisites: HG 131 Macroeconomics and HG 132 Microeconomics.

HG 358 International Law
3 credits (AS)
This course introduces the student to basic principles of international law, and the system of rules, institutions and procedures that regulate interaction among nations and between states and individuals. Students will examine international agreements, treaties, and charters, including the UN Charter, the Hague Convention, and the Geneva Convention. Students will be exposed to various methods used to resolve transnational problems in human rights and international criminal law. (Offered on a rotating basis) Prerequisite: EN 201 Academic Writing II or permission of the instructor.

HG 375 Historical Methods
3 credits (AS)
Designed for the advanced Social Science student in history, political science, or pre-law, the course centers on the art of history -- what it is -- and the science of the historian -- professional historical research. Students will be introduced to the varying ways of defining history, as well as to advanced techniques for library, oral history, statistical and archival research. (Offered annually) Prerequisites: Successful completion of at least 12 hours in HG coursework (exclusive of Economics), successful completion of EN 201 Academic Writing II.

Human Services

HS 110 Introduction to Human Services
3 credits (CS)
The primary goal of the course is to introduce the student to the broad scope of human services. Students examine the evolution of the profession of human services. Major fields of practice are identified, such as social services for children and youth, rehabilitation services for people who are physically and/or mentally challenged, social welfare services for people who are impoverished, and other disadvantaged groups. Emphasis is placed on the students understanding the common core of knowledge, values, and skills for all human service professionals. (Offered annually)

HS 121 Child, Youth, and Family Services
3 credits (CS)
Problems relating specifically to children and youth, such as child abuse and juvenile delinquency, are examined. Students are introduced to child/family welfare services, such as foster care, adoption, and protective services. Principles of intervention techniques designed to strengthen family life are explored. (Offered annually)

HS 133 Community Mental Health Issues and Services
3 credits (CS)
This course will examine the basic concepts, issues, and concerns of the community mental health system, the organization of mental health programs
and systems, and the types of consumers who use these systems. Students will explore counseling, case management, and other roles that human service workers play within these systems, and will study current trends in the delivery of community mental health services. Students will learn how to discern political connections behind funding of programs, community support for services, and how these two forces intertwine to affect populations served. (Offered alternate years)

**HS 134 Introduction to Alcohol and Substance Abuse**  
3 credits (CS)  
This course introduces students to the issues related to alcohol and substance abuse, including the role of the professional. It will provide the knowledge base regarding the models and theories of addictions and other chemical abuse. Treatment approaches will be introduced and reviewed, and current trends in elderly, minority groups and veterans, will be presented. (Offered annually)

**HS 240 Introduction to Counseling**  
3 credits (CS)  
The primary objective of the course is to introduce students to the basic skills required in a counseling relationship. Students learn how to listen and respond effectively to those seeking help with problems. This course provides opportunities to learn how to (1) explore and clarify problem situations; (2) reach new perspectives and understandings of problem situations, and set goals based on new perspectives; and (3) develop and implement strategies to reach set goals. Both theoretical and experiential learning opportunities are provided. (Offered annually) **Prerequisites:** SB 120 Introduction to Psychology and one Human Services course, or permission of the program director

**Human Services Internships**  
Students participate as interns in field settings chosen from a wide variety of human services agencies. The internship provides an exposure to the human services delivery network, and an opportunity to become involved with clients, goals, and programs of an agency. Professional supervision is provided by the agency and the College. Weekly seminars accompany the internship to allow for exchange of information about students’ experiences. The College makes final arrangements for the placement. (Offered annually)

**Prerequisites:** A minimum grade of "C" must be earned in each 100/200 level Human Services course to qualify for an internship opportunity, and permission of the program director. Two of the following courses must be completed before the internship experience: HS 110 Introduction to Human Services, HS 121 Child, Youth, and Family Services (for HS 282), HS 133 Community Mental Health Issues and Services (for HS 283), HS 134 Introduction to Alcohol and Substance Abuse (for HS 284), HS 240 Introduction to Counseling. Students must have earned 30 academic hours to be eligible for internships.

**HS 282 Social Services for Children and Youth Internship II**  
6 credits (CS)

**HS 283 Counseling and Mental Health Internship II**  
6 credits (CS)

**HS 284 Alcohol and Substance Abuse Internship II**  
6 credits (CS)

**HS 331 Group Dynamics**  
3 credits (CS)  
Group Dynamics examines group processes, group development, group goals and tasks, group leadership styles, roles of group members, and the concept of teamwork. Students will learn about group dynamics by participating in groups during classroom activities, and this experiential component will supplement the major theories of group development. Students will discover how group work is practiced in a variety of settings, such as mental health, self-help organizations, health care, rehabilitation, recreation, and corrections. (Offered annually) **Prerequisite:** HS 240 Introduction to Counseling.

**HS 341 Counseling Theories**  
3 credits (CS)  
This course concentrates on the history of counseling, divergent counseling theories, and some of the applied psychotherapies, such as Gestalt,
Rational/Emotive, Transactional Analysis, and Client Centered. This course will discuss how different counseling theories and techniques impact both the clients and the counselors. Cross-cultural issues in counseling will be examined. (Offered alternate years)  

**Prerequisite: HS 240 Introduction to Counseling.**

**HS 343 Intervention Strategies**  
3 credits (CS)  
This course explores intervention strategies that can be used at different times with a variety of clients and systems. These strategies include individual and group counseling, case management, family work, community planning, and social action. The importance of recording skills and accurate documentation will be examined. (Offered annually)  

**Prerequisite: HS 240 Introduction to Counseling.**

**HS 344 Intervention Strategies for Alcohol and Substance Abuse**  
3 credits (CS)  
The main goal of this course is to explore human service intervention strategies for alcohol and substance abuse. These strategies include: rehabilitation programs, inpatient and outpatient clinics, case management, group and family therapy, support/education groups, community planning, and advocacy. The process of assessment and specific interventions required for this population will be defined and discussed. The importance of recording skills and accurate documentation will also be examined. (Offered alternate years)  

**Prerequisites: HS 134 Introduction to Alcohol and Substance Abuse and HS 240 Introduction to Counseling.**

**HS 345 Counseling Families in Crisis**  
3 credits (CS)  
This course will focus on an examination of the dynamics of family interactions from a crisis perspective. Students will explore crises affecting the contemporary family, patterns of coping, and strategies and techniques appropriate for dealing with these crises. Students will learn assessment procedures and a variety of approaches through case studies and role-playing.  

**Prerequisite: HS 240 Introduction to Counseling.**

**HS 361 Therapeutic Recreation**  
3 credits (CS)  
This course will examine how therapeutic recreation helps to improve or maintain physical, mental, emotional, and social functioning of children or adults with disabilities, as well as the elderly. Students will explore how to assess and evaluate people who would benefit from therapeutic recreation. The course will present different theories and techniques supporting therapeutic recreation. (Offered annually)  

**Prerequisite: HS 240 Introduction to Counseling, or permission of the program director.**

**HS 382 Social Services for Children and Youth Internship III**  
6 credits (CS)  
Students participate in programs that serve children and youth and their families. Examples of sites include group homes for runaways, classrooms for students who are learning disabled, residential facilities for troubled youth, alternate school programs for pregnant teens, day care for abused children, and recreational programs for high-risk adolescents. Students’ previous experiences and their academic preparation determine internship placement. The internship allows students to use a variety of interventions, such as case management, group work, family work, and community planning to serve the needs of the clients and human service systems. A weekly seminar that integrates academic concepts with professional application and practice accompanies the internship. (Offered annually)  

**Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course; HS Internship I or II, HS 240 Introduction to Counseling, and one of the following: HS 341 Counseling Theories, HS 343 Intervention Strategies, HS 345 Counseling Families in Crisis, or HS 331 Group Dynamics. The permission of the program director is also required for the internship experience.**

**HS 383 Counseling and Mental Health Internship III**  
6 credits (CS)  
Students work as interns in mental health sites such as: outpatient day treatment centers, community mental health agencies, residences for homeless people, programs for people with developmental disabilities, rehabilitation centers for substance
abuse, inpatient psychiatric units, and community residences for people with mental illness. Students’ previous experiences and their academic preparation determine internship placement. The internship allows students to use a variety of interventions, such as case management, group work, family work, and community planning to serve the needs of the clients and human service systems. A weekly seminar that integrates academic concepts with professional application and practice accompanies the internship. (Offered annually) Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course; HS Internship I or II, HS 240 Introduction to Counseling, and one of the following: HS 341 Counseling Theories, HS 343 Intervention Strategies, HS 345 Counseling Families in Crisis, or HS 331 Group Dynamics. The permission of the program director is also required for the internship experience.

**HS 384 Alcohol and Substance Abuse Internship III**
6 Credits (CS)
Students work as interns in alcohol and substance abuse settings such as inpatient and outpatient rehabilitation programs, community residences, state and county programs and counseling centers. Students’ previous experience and their academic preparation determine internship placement. The internship allows students to use a variety of interventions such as individual and group therapy, family work, and community planning to meet the needs of the clients. A weekly seminar that integrates academic concepts with professional application and practice accompanies the internship. (Offered annually) Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course; HS Internship I or II, HS 240 Introduction to Counseling and HS 344 Intervention Strategies for Alcohol and Substance Abuse. The permission of the program director is also required for the internship experience.

**HS 431 Rehabilitation Services**
3 credits (CS)
This course examines specific techniques in the rehabilitation process. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental health and alcohol and substance abuse programs. Assessment, treatment, and prevention techniques will be examined.

Students will be able to identify how people with mental disabilities and alcohol and substance abuse issues are restored to their fullest psychological, social, and vocational capabilities. (Offered alternate years) Prerequisite: HS 240 Introduction to Counseling.

**HS 475 Program Planning and Evaluation**
3 credits (CS)
This course provides an examination of the theories and applied techniques for planning, implementing, and evaluating human service programs in organizations and communities. Components of plans, needs assessment, and funding are some of the topics that this course addresses, and the political and social pressures affecting policy formation will be identified. (Offered annually) Prerequisites: EN 201 Academic Writing II and HS 240 Introduction to Counseling. Senior status only, or permission of the program director.

**HS 499 Senior Capstone**
3 credits (CS)
This course will enable students to achieve maximum integration of knowledge, skills and values that have been explored through previous courses. Senior Human Services majors will complete a research project about a particular human service problem. They will complete a literature review on their topic, collect and analyze data, and write a research report. (Offered annually) Prerequisite: Eligible for graduation upon completion of the course, or permission of the instructor.

**Humanities**

**HU 099 Foundations of Reading**
3 non-degree credits
Students will develop technical and college-level vocabulary while practicing textbook attack strategies and critical comprehension skills. This course prepares students for HU100 Fundamentals of College Reading. Placement is based upon entrance reading test. The grade for this course will not be calculated into the GPA; however, students who fail this course will be dismissed from the College. (Offered during Pre-Freshmen Summer College Only)

**HU 100D Fundamentals of College Reading**
3 non-degree credits
Students will develop critical thinking and logic skills while improving comprehension and cognition skills through the use of effective reading strategies in preparation for college-level reading assignments in various disciplines. This course provides three college credits which are factored into the GPA. However, these credits are taken in addition to the total credit requirements of the student's major program. Placement is based upon an entrance reading test. Ordinarily, students are expected to complete this course by the end of their first year of college (September to September or January to January). Students who participate in Summer College (August) prior to their first year of school must complete this course by the end of that academic year (May). Students who fail this course twice will be dismissed from the College. (Offered on an as-needed basis)

HU 160 Introduction to Philosophy
3 credits (AS)
This course introduces the central problems of philosophy and their cultural and intellectual foundations. It considers solutions proposed by some of the greatest thinkers of the Western philosophical tradition, and some from non-Western traditions as well. The material covered includes selections by both current and historically important philosophers and explores basic questions concerning the scope and limits of human knowledge, the fundamental nature of reality, and the personal and moral dimensions of human existence. The course fulfills the General Education Cultural Literacy requirement. (Offered fall term)

HU 165 Critical Thinking: Language and Logic
3 credits (AS)
Students are introduced to and develop a range of critical thinking and reasoning skills necessary for effectively analyzing the assorted claims with which life confronts them. The course covers the basics of informal logic, specific types of argument, common errors in reasoning, and the keys to evaluating and constructing extended arguments. These tools are then applied to a variety of cases in which argument (often poor argument) plays an especially strong role: advertising, the news media, and politics. As a result, students gain skills useful for succeeding in both the college environment as well as that of the broader information society as a whole. (Offered spring term)

HU 285 Liberal Studies Internship
3 credits (CS)
The Liberal Studies internship is an elective course that gives Liberal Studies students the opportunity to test career options related to their area of study. The internship includes a set of preliminary class meetings on professional conduct and their connections to liberal arts study. Seminars accompany the internships to allow for exchange of information about students’ internship experiences. The College makes final arrangements for the internship placement and provides transportation when possible. This course does not satisfy General Education or distribution requirements in the HU area. (Arranged) Prerequisites: A minimum grade of "C" in EN 101 Academic Writing I and CM 121 Effective Speaking, sophomore status, and permission of instructor.

HU 301 Environmental Ethics
3 credits (AS)
This course will examine the current theoretical and practical issues contained in the field of environmental ethics. The course explores the diverse responses to the concerns raised by environmental problems, analyzing the ethical underpinnings of a wide variety of perspectives. During the course we will examine such issues as the value of wilderness, our duties to animals and the natural world, obligations to future generations, human relationships to nature, and environmental justice. Prerequisite: EN 201 Academic Writing II.

HU 361 Commitment and Choice
3 credits (AS)
This course serves as an in-depth introduction to practical ethics through the analysis of issues of contemporary moral, cultural, and political concern. Students will encounter a diverse range of views on some of the most contentious issues of the day, identify relevant moral facts and reasons, critically examine their own values, and develop the intellectual and critical skills necessary for both further study as well as for navigating the often tumultuous cultural and moral landscape of today. Prerequisite: EN 201 Academic Writing II.
HU 365 Ethics
3 credits (AS)
Students critically examine the perceptions and explanations of human values as expressed by major philosophers throughout history. Moral and ethical theories, concepts, and ideas that have significantly changed the course of history are analyzed. With these tools, students learn to interpret and evaluate contemporary moral issues and to explore how their own values shape their understanding of experience and history. (Offered fall and spring) Prerequisite: EN 201 Academic Writing II.

HU 375 Methods of Inquiry
3 credits (AS)
This course is designed to increase the student’s understanding of the research process and to enable the student to effectively evaluate research in his or her chosen field of study. The overall objective is to assist the student in developing the multi-faceted skills necessary to become an effective consumer of research. The study is directed toward teaching the student how to evaluate, rather than conduct, research studies. These evaluation skills prepare the student to respond to research presented in journals, professional interaction and the daily communication of information in today’s society. (Offered annually)

HU 385 Internship I
6 credits (CS)
Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Arranged) Prerequisite: CM 301 Speech and Rhetoric.

HU 461 Values in the Modern World
3 credits (AS)
In this course students engage in the intensive exploration and study of a single, contemporary issue of pressing social, moral, and philosophical concern. The precise issue varies from section to section. Topics featured in the past include justice and equality, censorship, environmental ethics, technology, and biomedical ethics. (Offered alternate spring terms) Prerequisite: HU 361 Commitment and Choice or HU 365 Ethics.

HU 465 Ethical Issues in Organizations
3 credits (AS)
Students examine social, political, legal and ethical issues confronting modern professional and commercial organizations. The course focuses in particular on the relationships of organizations to the internal, external, local, national and international environments in which they operate. (Offered fall and spring terms) Prerequisite: HU 361 Commitment and Choice or HU 365 Ethics.

HU 485 Internship II
3 credits (CS)
Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Arranged) Prerequisite: HU 385 Internship I.

HU 489 Independent Professional Study
3 credits (CS)
This course may take a variety of forms: studio, portfolio, research project, or intense reading and a major paper. Characterized by a mentoral or preceptoral relationship, the course places significant demand on the student’s capacity for independent critical thought. (Arranged)

HU 499 Capstone Seminar in the Humanities
3 credits (AS)
Principally designed for students completing course work in a humanities-oriented area (literature, performing arts, communication), the Capstone Seminar allows students to propose and carry out specific academic projects that build on the knowledge and skills emphasized in previous course work. Projects may be individual or team-based. The course stresses written, oral, and visual communication, problem-solving, setting and
achieving specific goals, teamwork, and self-assessment. The overall goal is to prepare for the next stage of students’ education or professional development. The course culminates with a public presentation of the finished project. (Offered fall and spring terms)

Interior Design

ID 111 Drafting
3 credits (CS)
This course introduces students to basic manual drafting techniques and mechanical perspectives. Students develop a variety of scaled drawings, including: floor plans, elevations, sections, and axonometric drawings. (Offered fall term)

ID 115 Models and Drawing
3 credits (CS)
This course covers freehand sketching, orthographic drawings and the use of mechanical perspective drawings as a means of exploring and representing interior environments. Students will also learn techniques for creating architectural models that relate to "human scale" factors, furnishings, and creatively designed interior spaces. (Offered spring term) Prerequisite: ID 111 Drafting

ID 121 Rendering
3 credits (CS)
The student learns techniques for rendering the elements of interior spaces in detail, including finishes, textiles, furniture and accessories. The course introduces the student to the use of varied media in the representation of light, shadow, texture, color, and form. This course also includes the study of perspective drawings using one-point and two-point grids. (Offered fall term)

ID 221 Residential Design
3 credits (CS)
Students learn to analyze the properties and functions of residential interiors in order to design attractive and efficient plans for a variety of clients. They apply principles and elements of design and engage in the phases of design, such as programming, schematics, and more. Students make formal class presentations, which may include floor plans and renderings, materials selections, and furniture specifications. (Offered spring term) Prerequisites: ID 121 Rendering, and either ID 111 Drafting OR ID 271 AutoCAD.

ID 232 Universal Design
3 credits (CS)
Students develop projects which implement ADA/ANSI standards to provide improved access for mobility-challenged users as well as others. During the second half of the term it is typical for a health care project to be developed concurrently with course work in ID 271 AutoCAD in order to use AutoCAD as a design and presentation tool. Please note that normally this course coordinates with ID 271 AutoCAD. (Offered fall term) Prerequisites: ID 111 Drafting and ID 121 Rendering.

ID 242 Finishes and Materials
3 credits (CS)
This course covers the proper selection of architectural finishes and materials for use in both residential and commercial interiors. Content areas include study of coatings and various hard materials such as stone, glass, tile, etc. that may be used in both functional and decorative applications, whether applied to furnishings or surface areas of a building envelope. The lecture-style class format may also include small application projects, guest speakers, or field trips to product showrooms. (Offered fall term)

ID 243 Textiles for Interiors
3 credits (CS)
This course provides the fundamental fiber and fabric information needed to make informed decisions in the field of interior design. It covers fiber properties, textile construction methods, as well as dyeing, printing, and the estimating process. Textile applications and performance are emphasized relative to flammability, weathering, and building codes. (Offered spring term)

ID 250 Building Construction
3 credits (CS)
This class covers contemporary theory and technique in the design and construction of residential and small commercial buildings as related to interior design. The student gains knowledge in the application of structural systems, HVAC, and
mechanical systems, acoustics and the nature of building materials. (Offered spring term) Prerequisites: ID 111 Drafting and ID 271 AutoCAD.

ID 271 AutoCAD
3 credits (CS)
This course introduces basic skills the student needs to operate the Auto-CAD computer-aided drafting program. Students learn the menu structure of AutoCAD and its basic operations, such as draw, text and modify commands. Students are expected to set up and plot two-dimensional floor plans and elevations. Please note that normally this course coordinates with ID 232 Universal Design. (Offered fall term) Prerequisite: ID 111 Drafting.

ID 318 Furniture Design
3 credits (CS)
The details, drawings, and furniture designs developed in this course include cabinetry details, drawings, and models. Course projects include repurposing, refinishing and designing and constructing an original piece with basic materials. (Offered annually) Prerequisites: ID 111 Drafting and ID 121 Rendering.

ID 320 Professional Practice
3 credits (CS)
The course examines the professional practice of interior design, including its purpose and goals, structure and procedures, trade and client relations, fee structure, accounting practices, professional ethics and credentials. (Offered fall term)

ID 322 Contract Interiors
3 credits (CS)
Students develop an understanding of design considerations for contract/furniture systems and functional work environments. Emphasis is given to the features of systems furniture products and sustainable design in corporate and institutional environments. (Offered spring term) Prerequisites: ID 232 Universal Design, ID 271 AutoCAD I and ID 372 3D Computer Modeling.

ID 324 Hospitality Design Studio
3 credits (CS)
This course introduces students to the concepts of hotel, lodging, and restaurant design. Projects feature development of design concept, site, interior space planning, and selection of materials and finishes. Formal class presentations are required. (Offered fall term) Prerequisites: ID 111 Drafting, ID 121 Rendering, ID 271 AutoCAD, and ID 232 Universal Design.

ID 365 Lighting I
3 credits (CS)
Topics covered include a history of and orientation to electric lighting, basic principles of electricity, color theory, architectural and theatrical controls and instruments, light sources, light measurement, brightness relationships, luminaires, charts, and photometrics, layout and specification. (Offered spring term) Prerequisite: ID 111 Drafting or permission of the instructor.

ID 369 Building Codes
3 credits (CS)
This course acquaints students with various aspects of New York State Building Codes. General building codes of other areas are included as appropriate. Potential areas of difficulty in code compliance are explored in relation to interior design practice. (Offered spring term)

ID 372 3-D Computer Modeling
3 credits (CS)
Students explore three-dimensional applications of computer visualization programs and related third-party software. Students learn to model realistic interior environments, including furniture, materials, lighting and other visual elements. (Offered fall term) Prerequisite: ID 271 AutoCAD.

ID 381 Internship
3-6 credits (CS)
The student develops a set of learning objectives and keeps a journal of work activities based on experiences at an internship site. An oral presentation, summarizing the internship experience, including examples of projects and learning outcomes, is required. (Offered spring and summer term) Prerequisite: Student must have at least junior standing, and must have completed a minimum of one full-time semester at Cazenovia College.
ID 425 Retail and Exhibition Design
3 credits (CS)
This course emphasizes the design of retail and exhibition spaces. Students are exposed to functional aesthetics and to retail programming procedures. The projects emphasize creative problem-solving and may include theatrical, retail, furniture, and exhibition/trade show design. (Offered fall term) Prerequisites: ID 324 Hospitality Design and ID 372 Computer Modeling.

ID 460 Interior Design Portfolio
3 credits (CS)
Students choose design projects and computer drawings created during their four years of study to prepare them for their career-related portfolio. Students and faculty critique the work for professional standards necessary for job interviews. Students prepare resumes and cover letters. Guest speakers provide networking opportunities and critique students at final portfolio presentation. (Offered spring term) Prerequisite: Student must have senior standing.

ID 465 Lighting II
3 credits (CS)
This course is an in-depth survey of lighting equipment and design application, with an emphasis on energy conservation. Other issues addressed include: the control of light, calculations (day lighting, point-by-point, zonal cavity, visual comfort probability), luminaires, electric control, theatrical and computerized dimming systems, architectural design, computer-aided modeling, associated phenomena, layouts and design reports. (Offered fall term) Prerequisites: ID 365 Lighting I or theatrical students with permission of instructor.

ID 498 Senior Topics
3 credits (CS)
Students undertake advanced written work focusing on current interior design theory or trends. Students choose individual topics, engage in evidence-based inquiry, and develop a thesis-based research paper. This research lays the groundwork for design project development in ID 499 Senior Project. (Offered fall term) Note: ID 498 must be taken prior to ID 499. Prerequisite: EN 201 Academic Writing II.

ID 499 Senior Project Studio
3 credits (CS)
Students complete a major design project to implement research developed in ID 498. Taken as a whole, the project is intended to demonstrate students’ overall grasp of general education and interior design program content and capabilities. Students create and deliver an oral and visual presentation on their topic/project to a guest panel of critics. (Offered spring term) Prerequisite: ID 498 Senior Topics.

Languages
LG 111 Beginning Spanish I
3 credits (AS)
This course introduces students to the fundamental skills necessary to communicate in Spanish. The course also enables students to become familiar with a culture other than their own and to learn about the similarities and differences in behavioral patterns and customs. Students should have no more than one year (or the equivalent of prior experience) in college-level Spanish. (Offered fall term)

LG 112 Beginning Spanish II
3 credits (AS)
This is a continuation of the skill building begun in LG 111 Beginning Spanish I. Students should have no more than one year (or the equivalent of prior experience) in college-level Spanish. (Offered spring term)

LG 121 Beginning French I
3 credits (AS)
This course introduces students to the fundamental skills necessary to communicate and function in French. The course also enables students to become familiar with a culture other than their own and to learn about the similarities and differences in behavioral patterns and customs. Students should have no more than one year (or the equivalent of prior experience) in college-level French. (Offered fall term)

LG 122 Beginning French II
3 credits (AS)
This is a continuation of the skill-building begun in
LG 121 Beginning French I. Students should have no more than one year (or the equivalent of prior experience) in college-level French. (Offered spring term)

LG 131 Beginning American Sign Language I
3 credits (AS)
A beginning course in American Sign Language as used within the American deaf community, including a basic study of manual-visual communication with an introduction to vocabulary, sentence structure, and elementary conversations. Receptive skills (reading signs) and expressive skills (signing one’s own thoughts) will be emphasized. Introduction to deaf culture is included. (Offered fall term)

LG 132 Beginning American Sign Language II
3 credits (AS)
This is a continuation of the skill-building begun in LG 131 Beginning American Sign Language I. (Offered spring term) Prerequisite: LG 131 Beginning American Sign Language II.

LG 211 Intermediate Spanish I
3 credits (AS)
This course is an expansion of the introductory course. During the second year of instruction, practice in listening comprehension and speaking, already begun, is reinforced continuously as the student’s proficiency increases. Students continue improvement in reading, writing, and grammar skills, accompanied by broadened understanding of French culture. (Offered fall term)

LG 212 Intermediate Spanish II
3 credits (AS)
This is a continuation of the skill-building begun in LG 211 Intermediate Spanish I. (Offered spring term)

LG 221 Intermediate French I
3 credits (AS)
This course is an expansion of the introductory French course. During the second year of instruction, practice in listening comprehension and speaking is reinforced continuously as the student’s proficiency increases. Students continue improvement in reading, writing, and grammar skills, accompanied by broadened understanding of French culture. (Offered fall term)

LG 222 Intermediate French II
3 credits (AS)
This is a continuation of the skill-building developed in LG 221 Intermediate French I. (Offered spring term)

Science and Mathematics
SM 100D Fundamentals of College Mathematics
3 non-degree credits
This course prepares students for SM 161 or SM 163 by introducing them to the operations and properties of the real number system, algebraic expressions, and solving equations. Applications are stressed throughout the course. This course provides three college credits which are factored into the GPA. However, these credits are taken in addition to the total credit requirements of the student's major program. Placement is based upon an entrance mathematics test. Ordinarily, students are expected to complete this course by the end of their first year of college (September to September or January to January). Students who participate in Summer College (August) prior to their first year of school must complete this course by the end of that academic year (May). Students who fail this course twice will be dismissed from the College. (Offered annually)

SM 116 Physical Science
4 credits (AS)
Physical Science is an introduction to various disciplines of science, namely physics – the science of matter and energy; chemistry – the science of matter and change; astronomy – the science of the universe beyond our planet; and geology – the science of Earth and its history. The basic laws that govern physics and chemistry can also be applied to astronomy and geology. The history of development of these laws adds to the perspective of how scientific knowledge has evolved through the course of human history and how science influences our lives and how it can be used in the future. (Offered spring term)
SM 117 Diversity of Life
4 credits (AS)
This course provides a survey of the diversity of life, from bacteria through fungi, plants and vertebrates, while emphasizing the functioning of an organism within its world. Topics include the essentials of energy metabolisms, bodily structures and functions, and the way organisms interact and evolve with their environments. The laboratory is integrated with class material, and incorporates experimental design, student demonstrations, observations, and computer simulations. Fulfills the lab science requirement. (Offered fall term)

SM 118 Cellular and Molecular Biology
4 credits (AS)
Students investigate the organization and function of living cells, from the prokaryotes through the eukaryotes. Emphasis is on the biological molecules; organelle structure and function; cell division and signaling; cell metabolism; gene structure and function; genomics and population genetics; and how all of this can integrate to produce a well-functioning, multicellular organism. Fulfills the lab science requirement. (Offered fall term)

SM 121 General Chemistry I
4 credits (AS)
General Chemistry is the study of matter and its transformation. Topics studied are atomic structure, stoichiometry, chemical equations, balancing redox equations, and chemical bonding. The laboratory emphasis is on the techniques of quantitative analysis. Three lectures and a laboratory session every week. (Offered fall term) Prerequisite: SM 161 College Algebra or equivalent and one year of high school chemistry.

SM 122 General Chemistry II
4 credits (AS)
General Chemistry II is a continuation of SM 121 General Chemistry I with emphasis on more advanced aspects of chemistry. Topics studied are molecular structure and covalent bonding theories, gases, liquids, solids, chemical and ionic equilibrium, acid-bases, and electrochemistry. The laboratory component includes molecular models, physical measurements, acid-base chemistry, redox titrations, some semi-micro qualitative analysis and a research project. Three lectures and lab every week. Fulfills the lab science requirement. (Offered spring term) Prerequisite: SM 121 General Chemistry I.

SM 140 Environmental Science
4 credits (AS)
In this course, the impact of human activity on the environment is discussed within the context of basic ecological principles. Topics include energy, population biology, resource management and pollution. Lecture and discussion material is combined with field work conducted at local natural areas. Fulfills the lab science requirement. (Offered fall term)

SM 161 College Algebra
3 credits (AS)
This course features basic algebraic and logarithmic concepts necessary to prepare students for pre-calculus and statistics. Topics include algebraic fundamentals; rational expressions; exponents and radicals; linear, quadratic, polynomial, rational, logarithmic and exponential functions; introduction to function inverses; system of equations; matrices. Applications are stressed throughout. (Offered fall and spring terms) Prerequisite: SM 099 or equivalent through placement testing or permission of the instructor.

SM 163 Contemporary Mathematics
3 credits (AS)
This course provides a practical alternative to traditional mathematics. The emphasis is on utility and applications to contemporary mathematical problems. Topics investigated will be drawn from management science; mathematics of social choice; size, shape and symmetry; and methods of data collection and description. Applications are stressed throughout. (Offered fall and spring terms) Prerequisite: SM 099 or equivalent through placement testing or permission of the instructor.

SM 164 Visual Mathematics
3 credits (AS)
This course familiarizes students with fundamental properties of two and three dimensional geometric shapes and fosters an appreciation for the usefulness of geometry, with an emphasis on design
through a projects based approach. Topics include:
problem solving; geometric shapes and
measurement; perimeter, area and volume;
似clarity; coordinate and transformation geometry;
and Escher tessellations.

SM 165 Pre-Calculus
3 credits (AS)
This course provides students with a thorough
understanding of the mathematical concepts and
skills needed as prerequisite for Calculus I.
Emphasis is placed on developing mathematical
reasoning and graphical visualization skills, thus
helping students understand how the mathematical
concepts can be applied to solve real world
problems. Topics studied include graphs, functions,
exponential and logarithmic functions,
trigonometric functions, and matrices. (Offered fall
and spring term) Prerequisite: Successful completion of
mathematics placement exam or equivalent or permission of
the instructor.

SM 211 Investigating Biology
3 credits (AS)
Students are introduced to a variety of commonly
used field and laboratory techniques for
investigating biological topics. Emphasis is placed
on hypothesis development, sample methodology
and data collection, and the basics of data analysis,
interpretation and presentation. Does not fulfill the
lab science requirement. (Offered spring term)
Prerequisite: SM 117 Diversity of Life or SM 118 Cellular
and Molecular Biology.

SM 215 Equine Anatomy and Physiology
4 credits (CS/AS)
The course familiarizes students with the skeletal
structure, musculature and internal systems of the
horse, including the nervous, circulatory,
respiratory, digestive, integumentary, special senses
and reproductive systems. The course structure
includes three lectures and one laboratory session
each week. This course fulfills the lab science
requirement in the general education core. (Offered
fall term) Prerequisite: SM 117 Diversity of Life or SM
118 Cellular and Molecular Biology.

SM 219 Aquatic Biology
4 credits (AS)
The physical and biological aspects of aquatic
ecosystems are investigated. Topics include the
types of major freshwater habitats (ponds, lakes,
res, rivers, bogs and swamps) and the physiological and
behavioral adaptations of animals and plants in each
of these habitats. The laboratory portion consists of
field trips to various habitats, analysis of the
physical factors, and determination of species
present. (Offered irregularly). Prerequisite: SM 117
Diversity of Life or SM 140 Environmental Science.

SM 221 Organic Chemistry I
4 credits (AS)
This class focuses on a study of carbon-containing
compounds upon which living things are based. It
deals with the structure, bonding and reactivity of
compounds that contain mainly carbon and
hydrogen. Emphasis is placed on understanding
relationships between molecular structure and
properties and on designing syntheses of organic
compounds. The use of spectroscopy in
determining the molecular structure will be included
as well. The laboratory provides hands-on
experience with the tools and techniques of organic
chemistry. Fulfills the lab science requirement.
(Offered fall term, alternate years) Prerequisites: SM
121 General Chemistry I and SM 122 General Chemistry
II.

SM 222 Organic Chemistry II
4 credits (AS)
This course is a continuation of Organic Chemistry
I with emphasis on monofunctional and
polyfunctional organic compounds and multi-step
methods of synthesis. Fulfills the lab science
requirement. (Offered spring term, alternate years)
Prerequisite: SM 221 Organic Chemistry I.

SM 224 General Zoology
4 credits (AS)
This course is a survey of the animal kingdom,
covering major invertebrate and vertebrate groups.
Emphasis is placed on structural and functional
relationships related to evolution and physiology.
Lab exercises compare these relationships among
diverse taxonomic groups. Fulfills the lab science
requirement. (Offered alternate years)

SM 225/325 Plant Biology
4 credits (AS)
Students explore in more depth the morphology, anatomy, development, metabolism, physiology and evolution of plants and their traditionally linked allies, the bacteria and fungi. Additionally topics emphasize plant domestication and economic/ecological importance. Fulfills the lab science requirement. (Offered spring term)
Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.

SM 231 Comparative Vertebrate Anatomy
4 credits (AS)
Students investigate the basic anatomy and histology of the principle organ systems of vertebrates with a focus on comparing the structural variation and adaptations with respect to taxonomy, evolution and ecological relationships. Lab is integrated with lectures. (Offered alternate years)
Prerequisite: SM 117 Diversity of Life or SM 224 General Zoology.

SM 243/343 BioTopics
3 credits (AS)
This course serves as a spring entry-level course for the biology program. As such, the topics vary by instructor and year. Example topics include, but are not limited to, forest ecology, invasive species, oceans, seeds of change, and biology of parasites. Those students taking the course for 300-level credit must cover and complete additional material and assignments. Does not fulfill the lab science requirement. (Offered spring term)

SM 250/350 Service Learning/Laboratory Experience
1 credit (AS)
An added component to course offerings in any semester, this course provides students with public outreach experience or an additional field/laboratory experience while reinforcing concepts learned in coursework. A contractual agreement between the instructor and student(s) will outline the objectives of the project and the credit level to be received at the completion of the project. May be repeated for credit if associated with a different topic. Prerequisite: Permission of the instructor.

SM 261 Statistics
3 credits (AS)
Statistics is designed for students interested in social, behavioral and natural sciences, business, and economics. Topics include descriptive statistics; counting methods; probability and probability distributions including binomial, normal, Poisson, and t-distributions; estimation; hypothesis testing; chi-square applications; linear regression and correlation. Technology will include the use of statistical software and will be introduced through workshops. Prerequisite: SM 161 College Algebra or SM 165 Pre-Calculus (“C” grade or better strongly recommended) or permission of the instructor.

SM 265 Calculus I
3 credits (AS)
This course is an introduction to calculus with an exploration of the properties of relations and functions, limits and continuity, derivatives, related rates and other applications of the derivative. Students will also be introduced to Integral calculus.

SM 266 Calculus II
3 credits (AS)
This course is a continuation of SM 265 Calculus I. Students will explore the indefinite and definite integral techniques of integration, applications of the integral, infinite sequences and series, power series and Taylor and Maclaurin series. (Offered annually) Prerequisite: SM 265 Calculus I.

SM 302 Wetlands Ecology
4 credits (AS)
A coordinated lecture/laboratory approach that will emphasize wetlands within the continental United States. The course will provide a background in both historical and modern wetland issues; characteristics of freshwater, estuarine, and marine wetland types, including important plants and animals of each; processes of wetland determination and delineation; regulatory framework of wetlands protection; and procedures involved in wetland restoration and conservation. Students will also gain experience in wetlands research. (Offered fall term alternate years) Prerequisite: SM 140 Environmental Science or SM 117 Diversity of Life or equivalents, or permission of the instructor.
SM 306 Field Natural History
4 credits (AS)
Field Natural History is the study of organisms in their natural environments. In this class, students will explore the fields, forests and waterways of Central New York through lectures, readings, discussions and laboratories. The student will develop identification and observation skills as well as experience in using digital video equipment and the computer programs associated with this technology. There are three lectures and a lab every week. Fulfills the lab science requirement. (Offered alternate years) Prerequisite: SM 117 Diversity of Life and SM 118 Cellular and Molecular Biology or equivalents.

SM 307 Animal Behavior
3 credits (AS)
This course surveys the basic principles of animal behavior. We examine the proximate and ultimate causes of behavior, including the role that ecology, culture, evolution, and genetics play in behavior. Our focus will be both on the behaviors themselves and how we, as scientists or critical thinkers, can determine the causes for any particular behavior. Does not fulfill the lab science requirement. (Offered spring term alternate years) Prerequisite: SM 117 Diversity of Life and SM 118 Cellular and Molecular Biology or equivalents, or permission of instructor.

SM 311 Global Environmental Issues and Perspectives
3 credits (AS)
Environmental problems often transcend countries’ boundaries. A global perspective towards pressing environmental issues such as resource and energy depletion, sustainability, global warming, and pollution is examined. By using case studies and readings, students will explore how governments and international NGOs (Non Governmental Organizations) attempt to address and resolve these problems. (Offered on a rotating basis)

SM 314 Field Botany
4 credits (AS)
This course focuses on field recognition of individual plants and on the ecological structure of botanical communities of Central New York. Emphasis is on identification and ecology of the plants, herbarium preservation as a means of maintaining a record of local flora. There are three lectures and a lab each week. Fulfills the lab science requirement. (Offered alternate years) Prerequisite: any introductory biology course.

SM 315 Genetics
4 credits (AS)
This course is an introduction to classical genetics, modern developments and evolutionary trends in genetics. We will consider major contemporary problems of importance related to genetics, such as genetic engineering, forensic genetics, and medical genetics. The laboratory is integrated with classroom topics and incorporates DNA techniques, simulations, recitation/discussions and experiments. There are three lectures and a lab every week. Fulfills the lab science requirement. (Offered spring term, alternate years) Prerequisite: SM 117 Diversity of Life and SM 118 Cellular and Molecular Biology or equivalent, or permission of instructor.

SM 331 Animal Physiology
4 credits (AS)
This course presents a detailed study of animal function within the animal as well as with its physical environment. Topics include sensory systems, homeostatic control mechanisms like thermoregulation and osmoregulation, as well as the functional adaptations used by animals to overcome environmental challenges. (Offered alternate years) Prerequisite: SM 117 Diversity of Life or SM 224 General Zoology.

SM 342 Principles of Ecology
3 credits (AS)
Ecology is the scientific study of the relationships between organisms and their environment from the functioning of individual organisms to the perspective of our planet’s environment as an integrated system forming the basis of a global ecology. This course provides the student with an introductory overview of this diverse field of study and an appreciation for the continuing importance of ecological science in guiding human relationships with our planetary home. Prerequisite: SM 117 Diversity of Life or SM 140 Environmental Science or permission of the instructor.

SM 385/485 Internship I
3-6 credits (CS)
Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Offered annually) Pre- or co-requisite: CM 301 Speech and Rhetoric.

SM 396 Scientific Inquiry
3 credits (AS)
Students gain intensive practical experience in all aspects of the process of scientific inquiry, including collection of primary and secondary literature and synthesis of relevant information from this literature, development of testable hypotheses, appropriate design and implementation of experiments, data analysis and presentation, scientific writing, and the peer-reviewed publication process. Students become familiar with strengths and weaknesses of important forms of scientific communication, including peer-reviewed primary research and review articles, conference presentations (oral and poster), grant proposals and Web sites. Additional topics include the history of scientific inquiry, ethical conduct of scientists, funding sources, and communicating with public audiences. (Offered annually) Prerequisite: One year of SM laboratory science courses or permission of the instructor.

SM 402 Watershed Management
3 credits (AS)
Students gain an understanding of hydrology and physical, biological, and chemical characteristics that influence water quality and quantity and are, therefore, important to watershed management. Topics include effects of various land uses, chemical and biological water quality indicators, and techniques for improving water quality and managing water quantity. An important culminating project is the development of a watershed management plan. Does not fulfill the lab science requirement. (Offered spring term alternate years) Prerequisite: SM 140 Environmental Science or SM 302 Wetlands Ecology or permission of the instructor.

SM 411 Cell Biology and Physiology
3 credits (AS)
This course examines major areas of cell biology, including detailed examination of the structure and function of eukaryotic cells and membranes, bioenergetics, cell signaling and cellular and molecular aspects of immunology and development. (Offered on a rotating basis, spring term) Prerequisites: SM 118 Cellular and Molecular Biology and SM 221 Organic Chemistry I.

SM 451 Independent Research
2 credits (AS)
Students conduct laboratory or field research on a project they create in consultation with one of the biology professors. The credits and project will be outlined via a contractual agreement between the student(s) and instructor(s); a final, potentially publishable research report will be produced by the end of the course. Offered every semester or annually as either a regularly scheduled course or an independent study. Prerequisite: Permission of the instructor and junior status.

SM 470 Environmental Interpretation
4 credits (AS)
Building on concepts learned in the core of the Environmental Biology degree, this course integrates these concepts with the practical approach of communicating and interpreting nature for the general public. Students will further their knowledge of the inhabitants of local environments while designing and implementing environmental exhibits for the college and/or community in the form of slide presentations, informational leaflets, exhibits, and interpretive programs. Prerequisite: Junior/senior standing.

SM 499 Capstone Seminar
3 credits (AS)
In the Capstone Seminar students focus on specific academic projects that both integrate the knowledge and skills from their previous course work and prepare them for the next stage of their professional development. The course stresses written, oral and visual communication; pragmatic problem-solving skills; setting and achieving specific goals; teamwork; and self-assessment.
Social and Behavioral Sciences

SB 110 Introduction to Anthropology
3 credits (AS)
This introductory course undertakes a cross-cultural survey of basic principles and concepts in anthropology. Anthropological fieldwork techniques, culture and communications, the organization of society, family structure, and religious beliefs are among the topics presented. (Offered annually)

SB 120 Introduction to Psychology
3 credits (AS)
The focus of this course is on the scientific study of human behavior and mental processes, and how they are affected by environment, experience and physiology. Students are introduced to a variety of psychological terms, concepts and approaches. (Offered fall and spring terms)

SB 121 Child Psychology
3 credits (AS)
The focus of this course is on human development from conception through the middle years of childhood. The developmental aspects of the child’s physical, emotional, social, personality, language and cognitive growth are presented. The impact of family, peers, and other environmental influences on the child are also investigated. Prerequisite: SB 120 Introduction to Psychology.

SB 122 Adolescent Psychology
3 credits (AS)
This course focuses on the characteristics, needs and problems of adolescence. Biological, cognitive, societal, familial and peer influences on behavior are among the topics covered. Prerequisite: SB 120 Introduction to Psychology.

SB 123 Adult Psychology
3 credits (AS)
The developmental process of aging, including family adjustment, marriage, single adults, biological changes, intellectual development, retirement, senescence and death are addressed in this course. The focus is on the bio-physiological and psychosocial forces that affect adult development. Prerequisite: SB 120 Introduction to Psychology.

SB 130 Introduction to Sociology
3 credits (AS)
The course provides an overview of the study of society through an exploration of social structure and social change. Topics include culture, family, religion, deviance, race and ethnicity, gender inequality, sexuality, social stratification, as well as contemporary issues. (Offered fall and spring terms)

SB 151 The American High School: Identity and Difference in Schools
3 credits (CS)
This course focuses on the construction of the American High School and its historical, philosophical and sociological underpinnings. It examines identity and difference in the American High School, focusing on the social construction of identity, and the impact of prejudice and discrimination (on the basis of class, race, gender and disability) on the social, psychological and educational well-being of adolescents. The course is designed to address the Cazenovia College's general education competency in Diversity and Social Consciousness which, according to the Cazenovia College catalog, aims, “to demonstrate an awareness of the diversity that exists among all human groups, and to develop the necessary skills to understand diverse cultures and traditions.”

SB 201 Multicultural Contributions to American Society
3 credits (AS)
The purpose of this course is to foster a better understanding of the rich diversity of cultural experiences that constitute American society. Using an interdisciplinary approach, various aspects of American history are examined from the perspective of the minority peoples themselves. Contemporary multicultural issues are also examined within the context of their historical framework. (Offered fall and spring terms)

SB 204 Positive Psychology
3 credits (AS)
This course provides an in-depth overview of positive psychology. Human resiliency, coping, strengths, resources and wellness are all central to the field of positive psychology, an area of scientific
study dedicated to maximizing human potential and well-being. Students are engaged in understanding the conceptual, empirical, and practical aspects of this field of study and its growing contributions to the general field of psychology. (Offered every other year) Prerequisite: SB 120 Introduction to Psychology.

SB 206 History & Sociology of the American Family
3 credits (AS)
This is a social history course, which uses sociological concepts to examine historical changes in the functions of American families and the lives of family members. Inquiries will address questions about rapid social change as it relates to (1) changes in the structures and functions of American families, (2) changes in the roles assumed by and role-conflicts experienced by children and adult family members, and (3) changes in the life cycles of family members. Students will examine the impact of major societal transformations—from hunting and gathering to sedentary agrarian to urban industrial/technological—upon family functions and upon the social experiences and development of children, adolescent and adult family members. (Offered on a rotating basis) Prerequisite: EN 101 or permission of the instructor.

SB 221 Psychology of Women
3 credits (AS)
This course focuses on many topics important to women that are omitted or abbreviated in traditional psychology courses. These topics include the development of sex-typing, women and work, women’s health issues, pregnancy, and motherhood. The course attempts to discriminate between constitutional and environmentally produced differences between the sexes in order to better understand behavior and personality. Prerequisite: SB 120 Introduction to Psychology.

SB 225 Lifespan Developmental Psychology
3 credits (AS)
This course reviews development through the entire lifespan. Each developmental stage - from fetal growth, infancy, toddlerhood, childhood, adolescence, young adulthood, middle age, and maturity – will be discussed in terms of cognitive, social, emotional, and physical changes. Theoretical approaches to psychological development are also presented. Prerequisite: SB 120 Introduction to Psychology.

SB 231 Social Problems
3 credits (AS)
Contemporary social problems are explored through theoretical concepts of social disorganization, deviance and value conflicts. Topics include mental health, drugs and alcohol, juvenile delinquency, crime, criminal justice, stratification, racism, aging, population growth, gender roles, health care, education, the environment and the family. (Offered fall and spring terms) Prerequisite: SB 130 Introduction to Sociology or permission of the instructor.

SB 232 Sociology of Gender
3 credits (AS)
This course examines influences that social structure and social change have on gender roles in modern societies. The course challenges students to examine their preconceptions about what it means to be women and men in modern societies, develops an understanding of cultural influences on women’s and men’s development, deepens their insights into the nature of women’s and men’s roles in society, and explores the future of gender roles and personal options. (Offered on a rotating basis) Prerequisite: SB 130 Introduction to Sociology.

SB 234 Social Psychology
3 credits (AS)
This course introduces students to the social approach in the discipline of psychology. The course focuses on how the presence of other people influences one’s behavior and mental processes. Topics investigated include: social cognition, social influence and social relations. Students learn basic issues and methodologies prevalent in social psychology. They also evaluate social problems and examine their own beliefs and behaviors from a social psychology perspective. (Offered annually) Prerequisite: SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.

SB 250 Cultural Geography
3 credits (AS)
The purpose of this class is to provide an introduction to the concepts of human geography. This will involve the study of population trends and migration patterns; cultural, and ethnic differences; economic activity and settlement patterns; and of human environment interactions. Comprehensive map work is an integral part of the course. (Offered annually)

SB 260 Human Sexuality  
3 credits (AS)  
Human Sexuality is designed to help students better understand sexuality and sexual behavior in themselves and others. Emphasis is on the interrelationship of biology and psychology. The course examines a variety of social issues relevant to sexual attitudes and behaviors.

SB 265 Alcohol and Other Drugs in Modern Society  
3 credits (AS)  
This course assists students in understanding the role and impact of alcohol and other drugs in today’s society. Topics included are historical and societal trends, political and economic issues of treatment, the nature of addictions, their effects on the family, and prevention and intervention methods. (Offered annually) Prerequisite: SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.

SB 268 Community Psychology and Social Change  
3 credits (AS)  
This course examines how communities function and change through social and environmental factors. The changing roles of psychologists in community-oriented work and the development and evaluation of programs for the elimination of a variety of problems in living are discussed. Prerequisite: SB 110 Introduction to Anthropology, SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.

SB 285 Liberal Studies Internship  
3 credits (CS)  
The Liberal Studies internship is an elective course that gives liberal studies students the opportunity to test career options related to their area of study.

The internship includes a set of preliminary class meetings on professional conduct and their connections to liberal arts study. Seminars accompany the internships to allow for exchange of information about students’ internship experiences. The College makes final arrangements for the internship placement and provides transportation when possible. This course does not satisfy General Education or distribution requirements in the SB area. (Offered fall and spring terms) Prerequisites: A minimum grade of "C" in EN 101 Academic Writing I and CM 121 Effective Speaking, sophomore status, and permission of instructor.

SB 301 Models of Society  
3 credits (AS)  
In this interdisciplinary course, students analyze and apply theoretical models drawn from the social sciences including, but not limited to, geography, economics, history and political science. Topics discussed include the impact of geography on economic and environmental issues, international economic systems and theories, individual and collective economic and political decision-making, political systems and theories, and manifestations of authoritative and subaltern status in national and international contexts. (Offered alternate years)

SB 311 Contemporary Ethnic Families  
3 credits (AS)  
This course examines the manner in which race, class and ethnicity affect family functioning styles in relation to a number of societal institutions. Students will be exposed to an overview of the uniquely diverse mixture of backgrounds found in American family life, and will examine their own ethno-cultural backgrounds to determine their impact on life experiences and choices. Students will also consider practical issues of applying the knowledge of ethno-cultural factors to their particular major. (Offered spring term) Prerequisite: SB 110 Introduction to Anthropology or SB 130 Introduction to Sociology, SB 120 Introduction to Psychology or SB 201 Multicultural Contributions.

SB 322 Psychology Applied to Organizational Behavior  
3 credits (AS)  
This course explores the complexity of behavior
within organizational settings and helps students develop the social interaction abilities necessary for professional success. Specific areas of focus include group dynamics, inter-group relations, interview skills, familiarity with testing in industry, organizational communication, person-machine interactions and effective styles of leadership. **Prerequisite:** SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.

**SB 323 Abnormal Psychology**  
3 credits (AS)  
This course is an introduction to the issues and problems associated with defining, understanding, and relating to maladaptive behavior. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions relating to diagnosis, treatment and research are raised and societal issues concerning maladaptive behavior are examined. (Offered fall term) **Prerequisite:** SB 120 Introduction to Psychology.

**SB 324 Childhood Disorders**  
3 credits (AS)  
This course considers basic issues in the etiology, diagnosis, and treatment of common behavioral disorders and developmental deviation. Topics included are antisocial behavior, hyperactivity, autism, mental retardation, and specific learning disabilities. Students examine possible short-term and long-term consequences of these disorders for both the child and his or her family. **Prerequisites:** SB 120 Introduction to Psychology and SB 121 Child Psychology or SB 122 Adolescent Psychology.

**SB 325 Educational Psychology**  
3 credits (AS)  
This course is a study of psychological principles and research as applied to classroom organization, teaching, learning and the various psychological tests used in the school setting. **Prerequisite:** SB 120 Introduction to Psychology.

**SB 326 Personality Theories**  
3 credits (AS)  
This course provides an overview of the nature of personality theory as well as comprehensive summaries of specific theories of personality. Works of Freud, Adler, Jung, Horney, Sullivan, Fromm, and others are considered. Students examine theories concerning the nature and development of human personality and the factors producing integration or disorientation. The course also examines personality dynamics in relationship to stress, frustration, and conflict. (Offered spring term) **Prerequisite:** SB 120 Introduction to Psychology.

**SB 327 Brain and Behavior**  
3 credits (AS)  
The known universe’s most amazing organ, the brain, is explored in this course; specifically, its role in lower-level functions to sustain basic drives and upper-level functions to enable thinking, speaking, and perceiving is considered. (Offered spring term) **Prerequisite:** SB 120 Introduction to Psychology.

**SB 329 Women and Culture**  
3 credits (AS)  
This course will look at crucial aspects of the role of women in selected global societies, including the United States. Using an interdisciplinary approach, changes in social roles and expectations of women in more traditional societies are compared with women in newly and advanced industrialized countries. Students research gender issues in a particular culture or country of their choice. (Offered on a rotating basis) **Prerequisites:** EN 201 Academic Writing II and CM 121 Effective Speaking.

**SB 330 Sensation and Perception**  
3 credits (AS)  
How do we see and hear? How does the brain make sense of all the sensory input it gets to produce the rich perceptual world we experience? Through lectures, in-class demonstrations, and discussions, students learn how the anatomy and physiology of the eye and ear (and related parts of the brain) allow us to understand speech, perceive color, see motion and depth, and even recognize faces. **Prerequisite:** SB 120 Introduction to Psychology.

**SB 333 Human Rights and Genocide**  
3 credits (AS)  
This course will examine the United Nation’s Universal Declaration of Human Rights, and consider violations of human rights in the form of genocidal atrocities. The course introduces students to the major debates surrounding the study of
genocide and how genocide should be defined. It will look at major theories explaining genocide; students will consider the uniqueness of each case in order to look for potential consistent patterns. A focus on the prevention of future genocide is included. Readings on the Armenians in Turkey, the Sudan, the Holocaust, Rwanda, Cambodia, the former Yugoslavia, and the experiences of Native Americans are required. (Offered on a rotating basis) Prerequisite: EN 201 Academic Writing II or permission of the instructor.

SB 335 Comparative Social Institutions in the United States
3 credits (AS)
Students examine the key social and cultural institutions in the United States today: family, religion, education, politics, and the economy. These institutions are examined in terms of historical origins, underlying values, current functions and possible future evolution. The course includes an analysis of how individuals participate in American society through these social institutions. The experiences of selected subcultures are also examined. (Offered fall term)

SB 336 Social Welfare Policies
3 credits (AS)
This course introduces students to the theories and methods used to analyze the policies of American social welfare. Students will focus on various social welfare programs, such as income maintenance and employment, the American health care system, child welfare policy, housing policies and others. Students will learn about the development of policy, the relationship between social problems and social policy, and ideologies that affect policy decision-making. (Offered spring term)

SB 341 Learning
3 credits (AS)
This course is a thorough introduction to the major theories of learning. As well as touching upon the work of Pavlov, Thorndike, Hull, Skinner, Tolman, and others, the course will cover such specific topics as habituation, classical conditioning, instrumental conditioning, stimulus control, aversive control, schedules of reinforcement, choice behavior, learning set, rule learning, place learning, and observational learning. The course will also stress practical applications of these principles (e.g., token economies, systematic desensitization, etc.). Prerequisite: SB 120 Introduction to Psychology.

SB 343 Global Perspectives of Dress in Culture and Society
3 credits (AS)
This course builds students’ understanding of dress as it pertains to the individual wearing garments as well as the perceptions those choices of dress communicate to the observer. This course will open one's mind to the influence and impact of dress on various areas of life, age, gender, culture and society. By the end of the course students will be aware of the meanings of dress and be able to apply this knowledge to the area of design through the awareness of dress, the sociological and psychological impact of dress, merchandising and marketing.

SB 355 Criminology and Delinquency
3 credits (AS)
This course is an examination of crime and delinquency causation. Topics include the extent of, types of, and societal reactions to crime and delinquency. The course reviews the problems in measuring the incidence of crime and delinquency. Prerequisites: SB 120 Introduction to Psychology, SB 130 Introduction to Sociology, CJ 151 Introduction to Criminal Justice Functions and Processes, and SB 231 Social Problems.

SB 358 Sport in Society
3 credits (AS)
This course examines sports through a sociological lens. A critical examination of the impact on sports and society includes a discussion of the cultural, political and economic aspects of sports.

SB 359 Forensic Psychology
3 credits (CS)
This course is an introduction to the science and practice of psychology as applied to the law and the criminal justice system. The major concepts, theories, and research findings in psychology as they relate to a broad range of legal issues, including the function and participants of the legal system, crime and criminal investigation, civil and criminal cases,
and ethics, will be examined. (Offered every other year) **Prerequisite: SB 120 Introduction to Psychology.**

**SB 360 Environment and Behavior**  
3 credits (AS)  
This is an empirical and research-based study of the relation of the physical environment to psychological processes and interpersonal behavior. Topic areas include privacy, territoriality, crowding, environmental stress, environmental design in organizational settings, and the psychology of architecture. The course considers research strategies and findings on the behavioral and attitudinal aspects of living and working environments.

**SB 361 Death, Dying and Bereavement**  
3 credits (AS)  
The course examines psychological, social, and biological conceptualizations and consequences of dying, death and grief in contemporary society, with a special emphasis on examining one’s own feelings and attitudes towards death.

**SB 364 Cognition**  
3 credits (AS)  
This course is an advanced introduction into the study of mental representations and processes. The topics covered include perception, attention, memory, language, concept formation, and decision-making. The course covers relevant theories and research findings and relates course content to real-world applications. **Prerequisite: SB 120 Introduction to Psychology.**

**SB 365 Drugs and Human Behavior**  
3 credits (AS)  
This course deals with the history, mechanisms of action, short- and long-term effects, side effects, and uses and abuses of drugs that affect behavior. The drugs considered are alcohol, major and minor tranquilizers, antidepressants and stimulants, including cocaine, amphetamines and other commonly abused drugs. **Prerequisite: SB 120 Introduction to Psychology.**

**SB 375 Methods of Inquiry**  
3 credits (AS)  
This course is designed to increase students’ understanding of the research process and to enable them to effectively evaluate research in their chosen field of study. The overall objective is to assist students in developing the multi-faceted skills necessary to become effective consumers of research. The study is directed toward teaching students how to evaluate, rather than conduct, research studies. These evaluation skills prepare students to respond to research presented in journals, professional interaction and the daily communication of information in today’s society. (Offered annually)

**SB 377 Research Methods: Psychology**  
3 credits (AS)  
This class gives students first-hand experience with empirical data. Students gain knowledge of scientific methodology and gain experience in organizing and interpreting observations from psychological experiments. They also gain experience in writing research reports and APA style. The course includes introductory lectures on experimental design, the performance of several research projects, the analyses of these projects using SPSS, and the preparation of research reports. **Prerequisites: SB 120 Introduction to Psychology and SM 261 Statistics.**

**SB 380 Contemporary Slavery in the World**  
3 credits (AS)  
For thousands of years people have been enslaved. Ancient Egypt, ancient Greece, and the Roman and Inca Empires all made slavery an integral part of their social systems. What many do not realize is that slavery exists in many parts of the world today. This course will address the present day issues of slavery, including the new forms it has taken. It will look at the research into slaves, work being done to abolish it, and various case studies of existing slavery. (Offered on a rotating basis) **Prerequisite: EN 201 Academic Writing II or permission of the instructor.**

**SB 385 Internship I**  
6 credits (CS)  
Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience
is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Offered annually) Prerequisites: CM 301 Speech and Rhetoric, SB 234 Social Psychology, and HU 361 Commitment and Choice.

SB 401 World Cultures and Societies
3 credits (AS)
Selected societies are presented as unique entities with their own values and histories. Broad cultural and contemporary global issues are related to the cultures under consideration. Possible topics include cultural change and survival; colonialism and decolonialism; ideologies and belief systems; gender, class, and race and ethnic relations; social institutions, including the family, education, government and politics, and economy; rural and urban life; and international relations.

SB 425 Psychology of Advertising
3 credits (AS)
The course examines the role of mass media and effects of advertising on cultural value systems. Behavioral, psychological and physiological reactions in consumer behavior are explored, with a focus on understanding the impact of media and advertising on both the individual and on society. Prerequisite: SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.

SB 430 Social Theory
3 credits (AS)
Social Theory is a course designed to expose students to the historical evolution of modern social science as well as to introduce some of the issues that are prominent in the social sciences today. Noted social theorists and their theories will be discussed in order to examine them as products of past societies as well as to consider their utility for and relevance to the contemporary world. Noted social philosophers and early social scientists will be discussed. Although some of the material may have been read previously, it will be read and analyzed through the lens of a social scientist. At the same time, students read contemporary material that focuses on the broader questions of society. (Offered on a rotating basis) Prerequisite: Minimum of four SB courses (excluding psychology courses) or permission of the instructor.

SB 436 Class, Status and Power
3 credits (AS)
This course examines prominent views of social stratification using a social-issues perspective, focusing primarily on contemporary American issues and events. Topics include an interdisciplinary examination of social stratification; characteristics such as race, gender, and ethnicity that often determine social stratification; and their impact on individuals and American society. International case studies of social stratification are also analyzed. (Offered alternate years in the fall)

SB 451 Criminology
3 credits (AS)
This course reviews the relationship between deviant behavior and the problems of social control, by examining the jurisprudence of criminal law in the context of criminological theory, analyzing the arrangements and justifications for social control, corrections, and rehabilitation. Students explore the relationship between the rule of law and individual rights. Serial killings and infamous crimes are examined in detail. Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes or permission of the instructor.

SB 485 Internship II
3 credits (CS)
Internships consist of off-campus field work based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Offered fall and spring terms) Prerequisite: SB 385 Internship I.

SB 489 Independent Professional Study
3 credits (CS)
This course may take a variety of forms: studio, portfolio, research project, or intense reading and a major paper. Characterized by a mentoral or preceptoral relationship, the course places significant demand on the student’s capacity for
independent critical thought.

**SB 495 Social Change and Social Planning**  
**3 credits (AS)**  
Students study ways to identify and implement necessary changes in social institutions. This course concentrates on planning and strategy in the development processes of social organizations, including private corporations, public institutions, and national economies, at different levels of scale and complexity. (Offered on a rotating basis).  
*Prerequisite: SB 130 Introduction to Sociology or SB 110 Introduction to Anthropology.*

**SB 498 History and Systems of Psychology**  
**3 credits (AS)**  
A comprehensive examination of the history and growth of psychology as an experimental and applied science from the 1850's to the present. The course examines the development of psychology within the context of the social, cultural, and scientific history of the Western world. *Prerequisites: SB 120 Introduction to Psychology, SB 326 Personality Theories, and senior standing.*

**SB 499 Capstone I – Applied: Senior Project**  
**3 credits (AS)**  
In the Capstone Seminar students focus on specific academic projects that integrate the knowledge and skills from their previous course work, and prepare them for the next stage of their professional development. The course stresses written, oral, and visual communication; pragmatic problem-solving skills; setting and achieving specific goals; and self-assessment. A major research paper will be written.  
*(Offered fall and spring terms)*  
*Prerequisite: SB 375 Methods of Inquiry or HG 375 Historical Methods.*  
*Student must be eligible for graduation at the end of the term in which seminar is taken.*

**Sport Management**  
**SP 118 Introduction to Sport Management**  
**3 credits (CS)**  
This course provides the student with an overview of the issues encountered by managers in sports organizations. Ethical and moral issues facing sport managers will also be addressed. The course will explore career opportunities in sport with special emphasis being placed on helping the student understand the qualifications, skills, and career patterns of sport managers. This course is a required course for Management: Sport Management students in their second semester.  
*(Offered spring term)*

**SP 269 Current Issues in Sport Management**  
**3 credits (CS)**  
This course introduces students to current topics and issues in the field of sport and sport management. The course provides the student with an in-depth look at and analysis of many of the current issues facing the sports industry as well as issues encountered by managers of sports organizations. The course will help the student apply sport management techniques to effectively address current issues and problems. The course consists of interactive discussion with the students being responsible for presenting and researching the current material. Critical thinking and problem-solving skills are fostered during the course. Topics include gender equity, racial issues, National Collegiate Athletic Association rules, franchise relocations, sport agency, and athlete conduct issues.  
*(Offered fall term)*

**SP 328 Sport Marketing, Promotion and Sales**  
**3 credits (CS)**  
The purpose of this course is to examine and explore the concepts and principles of marketing, promotion, and sales in relation to sport and physical activity. Students will examine and develop marketing strategies that can be applied to the sport world. Marketing issues, specific to sport, involving facilities, events, sales, promotion, spectators, consumers, and sponsors will be discussed. Career opportunities in sport marketing are also explored.  
*(Offered spring term)*  
*Prerequisites: SP 118 Principles of Sport Management and BU 240 Principles of Marketing.*

**SP 357 Organization and Administration of Sport**  
**3 credits (CS)**  
This course provides knowledge and awareness of the rules and laws governing various sport organizations and participants, including developing an understanding of the structures of various sport governing bodies in amateur and professional sport; developing an awareness of the role of the policies...
in the management of these organizations; acquiring the skills necessary to develop policies within an organization; understanding the social, legal, ethical, economic, political and educational impact of organizational policies; and understanding how individual sport managers impact organizational policy decisions. (Offered fall term) Prerequisites: BU 100 Principles of Management, BU 233 Human Resource Management, SP 118 Introduction to Sport Management.

SP 364 Sport in Society
3 credits (AS)
This course examines sports through a sociological lens. A critical examination of the impact on sports and society includes a discussion of the cultural, political and economic aspects of sports. (Offered fall term)

SP 368 Sport Law
3 credits (CS)
This course is an introduction to the U.S. legal system with a focus on the areas of tort, contract, constitutional, criminal, employment, labor, antitrust, and agency law as they apply to the sport industry. There is an emphasis on identifying and analyzing legal issues, the ramifications of these issues, and the means of limiting the liability of sports organizations. The course exposes the student to many legal issues facing those in sports organizations. (Offered spring term) Prerequisite: BU 363 Business Law.

SP 453 Facility and Event Management
3 credits (CS)
This course provides students with in-depth, hands-on experience managing all aspects of a major event, applying project management tools and teamwork skills. Students increase their knowledge of, and contacts in, the event management profession. This course is designed to simulate the world of work and is delivered using a problem based learning model. Working in groups, students will direct their own learning by researching, planning, designing, executing and evaluating all facets of a major event. (Offered spring term) Prerequisites: SP 118 Introduction to Sport Management, SP 328 Sport Marketing/Promotions/Sales, SP 357 Organization and Administration of Sport.

SP 455 Sport Business and Finance
3 credits (CS)
This course examines the management core areas of finance and business as they apply to the sport industry. The course provides students with an overview of the business of amateur, intercollegiate, and professional sports enterprises. In addition, the course investigates the business-related issues encountered by managers of sports organizations and covers how business and financial principles can be applied to effectively address these issues. In particular, the course will discuss issues involved in financing sport such as the public financing of stadiums, sponsorships, fund raising, revenue sources, and cost containment. The development of effective communication skills are emphasized through class presentations and written assignments. Leadership and interpersonal communications are developed through small group projects and meetings. Critical thinking and problem-solving skills will be fostered through the use of the case study method. (Offered spring term) Prerequisites: AC 201 Financial Accounting, AC 301 Managerial Accounting, BU 411 Financial Accounting.

SP 488 Sport Management Internship
6 credits (CS)
This internship provides the student with practical experience in the field of sport management. On-the-job experience may be obtained from a variety of local, regional, and national organizations in a variety of fields (interscholastic, inter-collegiate, and professional sports, sport information, sport marketing, and many other opportunities). Students meet with their faculty adviser and are responsible for submitting journals and other assigned work for evaluation. (Offered all terms) Prerequisites: Enrollment in Sport Management concentration and junior standing. (The course is offered in blocks of 3, 6, or 9 credits when combined with BU 481.)

Studio Art

SA 111 Drawing: Composition and Perception
3 credits (CS)
Drawing: Composition and Perception is an intensive studio course designed for students to investigate and develop a proficiency in drawing, composition and design practices. This course
investigates observational drawing, with an emphasis on rendering surfaces, drawing the figure, spatial systems and color. Through the repeated physical activity of drawing, students build and refine their critical thinking and analytical powers through observation, visualization and critical dialogue. Students build their visual and cultural literacy through ongoing discussion of examples of art historical and contemporary works, including art and design from a diverse range of cultures. Students are encouraged and guided to develop, hone and challenge their own creative process. Students write about their creative process and develop artist statements. Students have the opportunity to explore mixed media, digital technology, as well as non-traditional materials, techniques and contexts to explore drawing and design. (Offered fall and spring terms)

SA 112 Drawing II
3 credits (CS)
Drawing II introduces more complex conceptual and experimental approaches to drawing. Students use a wide range of media, with emphasis on color and an introduction to the figure. Prerequisite: SA 111 Drawing, FD 113 Fashion Drawing, or permission of the instructor.

SA 121 Painting
3 credits (CS)
This course investigates different stylistic and conceptual approaches to painting. Students work with a variety of media and techniques, including traditional methods and innovative approaches. (Offered fall and spring terms)

SA 131 Design and Color Theory
3 credits (CS)
SA 131 introduces the elements and principles of design, the language of visual communication. Students learn to use these more consciously in their work, as well as discern and discuss them in other art and in all that surrounds us. There is emphasis on color theory and its application in different media and disciplines. The elements and principles of design are taught through the use of color in a variety of design situations. Through a variety of projects, in class exercises and homework assignments, students engage in the rigorous creative process: brainstorming, sketching, refining and producing. Students are introduced to a variety of media and techniques, with an emphasis on good craftsmanship and professional presentation. Above all, students become more conscious of the conceptual, expressive and perceptual qualities of their aesthetic decisions, so they can more effectively communicate visually. (Offered fall and spring terms)

SA 132 Structuring Human Space
3 credits (CS)
This course undertakes a study of three-dimensional form to develop students’ ability to visualize, design and construct in three dimensions. Students work with space, objects, materials and scale through projects that address the body as a site and source for design. Students also undertake projects that investigate the relationship of the body to the built environment. Through this work they encounter the idea that art and design and the context or environment in which they function are inextricably linked. Students acquire a basic skill set of fabrication techniques, including an introduction to the wood shop. Assignments utilize time-honored techniques and materials as well as investigate new materials. This course includes proposal writing and professional presentations, and culminates in a public event(s) in which students present their proposals for ideas or projects that could have a place and function in society. These proposals will demonstrate the students’ comprehension of how the structure relates to their individual areas of study. (Offered fall and spring terms)

SA 161 Photography I
3 credits (CS)
This studio course introduces the basic techniques, processes and creative possibilities of digital photography. Subjects will include Photoshop techniques for correcting tone and color, camera and image control, and an applied study of photographic design and composition. We will examine both the historical and aesthetic issues associated with the photographic practice. This course includes studio projects, lectures, assigned readings, class discussions, and individual and group critiques. Students must provide their own digital camera with exposure controls and a minimum of
10 megapixels. (Offered fall and spring terms)

SA 162 Photography II
3 credits (CS)
This course will build on the material covered in Photography I, introducing students to the process
of black and white film photography. Working with
35mm film cameras students will learn black and
white darkroom procedures, an introduction to
alternative techniques such as multiple printing,
image collage and an introduction to a hybrid
analog-digital workflow. This course includes studio
projects, lectures, assigned readings, class
discussions, individual and group critiques. Students
must provide their own film cameras (35mm or
medium format roll film) with manual operations
including focus, aperture and shutter speed
adjustments. No automatic-only cameras are
allowed. (Offered spring term) Prerequisite: SA 161
Photography I.

SA 168 Time, Movement, and Narrative
3 credits (CS)
Students explore concepts of time based art and
design to create works in media ranging from video,
animation, multimedia, audio and performance.
Students create both narrative and non-narrative
video and time based structures, with emphasis on
the development of students’ ideas, visual and
narrative skills. This class stresses the development
of visual expression, self-expression, and
ideation/concept building, using techniques and
strategies that include storyboarding, scriptwriting,
proposal and design/creative brief writing. Students
will work collaboratively and individually in creating
original works in digital video, and other time-based
media, including options such as hand drawn and
frame animation, video installation, performance,
sound, and sculptural elements. Students research
the work of contemporary and recent video,
performative, animation artists, and motion
designers in order to place their work in the context
of contemporary international practice in multiple
disciplines.

SA 214 Figure Drawing
3 credits (CS)
Figure Drawing is a second year drawing course
emphasizing the human figure. The nude model is
used as a vehicle for learning about foreshortening,
proportion, and varied drawing media.
Simultaneously, students explore historic,
conceptual and expressive aspects of the human
figure in art. (Offered fall term) Prerequisite: SA 111
Drawing: Composition and Perception or permission of the
instructor.

SA 231 Printmaking
3 credits (CS)
Students are exposed to various printmaking
techniques such as: intaglio, relief, and a range of
experimental applications. Knowledge of these
media enable students to experience new drawing
techniques and to gain an understanding of the art
of multiples. (Offered spring term)

SA 241 Ceramics
3 credits (CS)
Students are introduced to the basic methods of
preparing and forming clay, so as to develop an
understanding of clay as a sculptural and functional
medium. They are exposed to pinch, coil and slab
methods, as well as wheel throwing, decorating and
glazing. (Offered fall and spring terms)

SA 242 Sculpture: Glass/Mixed Media
3 credits (CS)
Using a variety of sculpture techniques, students
explore the essential characteristics of three-
dimensional form through projects that address
scale, space, multiples, site and materials. The
course investigates basic glass fusing/kiln forming,
casting, and welding techniques. Students study the
work of contemporary and historically significant
sculptors. (Offered fall and spring terms)

SA 270 Studio Photography
3 credits (CS)
Students work in a fully equipped studio using
strobe lighting systems and digital cameras to create
portraiture, figure and product photography under
controlled lighting situations. A variety of lighting
techniques are studied. (Offered fall term)
Prerequisite: SA 161 Photography I and SA 162
Photography II, or permission of instructor.

SA 263 Digital Photography
3 credits (CS)
This course covers the practice of digital photography with emphasis on using professional production techniques to build an efficient workflow to maximize productivity and creativity with digital photography. Students learn techniques of image capture, camera controls, digital exposure, brightness range and optics for optimal digital images, color management, color theory, and optimizing files for print. Students also learn image distribution and organization using Adobe Lightroom to create an image database using tagging XIFF data, search, to assist in cataloging and archiving digital images. Students will begin working on a body of images that reflects their artistic interests. Creative decision-making, problem solving, and the relationship between personal vision and contemporary art practice will all be explored. Through discussion, research, essay writing, critique, and creative response, students will engage in a critical dialog with the work of their peers and recognized contemporary artists in order to inform their own creative process. (Offered spring term) Prerequisite: SA 161 Photography or permission of the instructor.

**SA 276 Computer Imaging**

3 credits (CS)

This course covers theory and practice of digital imaging in a creative context. Technical skills are developed with an emphasis on using digital tools to begin creating a personal vision. Students learn how to capture, control, manipulate and print digital images using Adobe Photoshop, a desktop computer, digital cameras, scanners, desktop and large format printers. Students learn Photoshop technique by completing a series of assignments and exercises that cover basics of digital imaging theory, digital camera RAW file adjustments and management, image sizing and resolution, basic image control, tonal and color correction, retouching, hand coloring, sharpening, noise management, filtering, addition of text, creative selection, contrast masking, layer masks, collage and montage techniques, and more. (Offered fall term) Prerequisite: SA 161 Photography I.

**SA 307 Intermediate Graphic Forms**

3 credits (CS)

Intermediate Graphic Forms is a stacked course.

This course allows students to undertake supervised intermediate work in drawing including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Graphic Forms. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisite: SA 3XX Graphic Forms.

**SA 308 Small Metals/Jewelry**

3 credits (CS)

This introduction to small metals and jewelry class exposes the student to the fundamental techniques and design strategies used in jewelry/small sculpture fabrication of non-ferrous metals. Through assigned technical exercises and four projects, the student will experience the relationship between creativity, design and the use of specific materials. In addition, experimentation combining non-ferrous metals with alternative materials will be encouraged. Students will use sketchbooks and/or construct models to work through the design process for each project. Tools and equipment beyond the fundamentals will be explored as needed. The student will become comfortable in the small metals studio environment. Safety procedures will be stressed. (Offered fall terms)

**SA 309 Special Topics in the Arts**

3 credits (CS)

This is a repeatable course in which the content varies each year. Different faculty from a variety of programs across the College may teach this rotating course. The content depends on the faculty member’s expertise and the needs and interests of the student population. Potential topics include a mix of SA and FA courses: Art and Autobiography, Art and Politics, Museum as Medium, the Landscape Tradition, Photo-based Installation Art, Mural Painting, Public Art, Artist’s Books, Sports Photography, and Fashion Photography. Prerequisites may be necessary for certain offerings.

**SA 311 Life Drawing and 3-D Forms**

3 credits (CS)
This course explores the relationship between two- and three-dimensional representation of the human form. Students draw and sculpt the figure, concentrating on proportion and anatomy. Emphasis is on personal artistic growth as well as process, technique and content. (Offered spring term) Prerequisite: SA 211 Figure Drawing or permission of the instructor.

SA 314 Intermediate Figure Drawing
3 credits (CS)
Intermediate Figure Drawing is a stacked course. This course allows students to undertake supervised intermediate work in figure drawing including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory figure drawing course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 214 Figure Drawing or permission of instructor.

SA 316 Intermediate Life Drawing and 3-D Forms
3 credits (CS)
Intermediate Life Drawing and 3-D Forms is a stacked course. This course allows students to undertake supervised intermediate work in figure drawing and sculpture including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Life Drawing and 3-D Forms course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 311 Life Drawing and 3-D Forms or permission of instructor.

SA 317 Intermediate Small Metals/Jewelry
3 credits (CS)
Intermediate Small Metals/Jewelry is a stacked course. This course allows students to undertake supervised intermediate work in small metals and/or jewelry including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory small metals and jewelry course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 308 Small Metals/Jewelry or permission of instructor.

SA 320 On Assignment: Location and Documentary Photography
3 credits (CS)
Students learn the techniques of documentary, photojournalistic and assignment photography. Students learn on assignment by creating their own photo stories and completing various editorial photographic assignments designed to mirror common assignments for publication. Students work on and learn to shoot both in-depth projects and single event assignments. Location lighting, environmental portraiture, event, fashion, sports, and action photography, pre shoot planning, access, ethics, model releases, working with the subject, and editorial strategies are covered. Students also study the work of well-known editorial photographers and photojournalists, both historic and contemporary to create an understanding of the history and development of documentary photography and its role in society, as well as to inspire more accomplished student work. (Offered spring term) Prerequisite: SA 161 Photography I, SA 263 Digital Photography, SA 276 Computer Imaging, SA 261 Studio Photography, or permission of instructor.

SA 321 Intermediate Painting
3 credits (CS)
Intermediate Painting is a stacked course. This course allows students to undertake supervised intermediate work in painting including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory painting course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish.
during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. **Prerequisite: SA 121 Painting or permission of instructor.**

**SA 325 Large Format Photography and Fine Printing**  
*3 credits (CS)*  
Large format cameras are capable of producing the highest photographic quality possible, and are thus the tool of choice for professional and fine art photographers when image quality is of paramount importance. In this course, students study the history, theory and use of these cameras, and produce their own body of creative work suitable for their professional portfolios. *(Offered fall term)* **Prerequisite:** SA 161 Photography I, SA 162 Photography II, or permission of instructor.

**SA 326 Intermediate Large Format Photography and Fine Printing**  
*3 credits (CS)*  
Intermediate Large Format Photography & Fine Printing is a stacked course. This course allows students to undertake supervised intermediate work in large format photography including: technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory Large Format Photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. **Prerequisite:** SA 325 Large Format Photography & Fine Printing or permission of the instructor.

**SA 327 Intermediate On Assignment**  
*3 credits (CS)*  
Intermediate On Assignment Photography is a stacked course. This course allows students to undertake supervised intermediate work in on assignment photography including: technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory On Assignment Photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. **Prerequisites:** SA 231 Printmaking or permission of instructor.

**SA 330 Forensic Photography**  
*3 credits (CS)*  
This course examines the theory and techniques of forensic photography as a tool to aid in crime scene investigations, surveillance techniques, and presentation of photographic and imaging proof at trial. The methodologies used to teach this course include lectures, laboratory work, PowerPoint presentations, videotapes, case studies, and class discussions. **Prerequisite:** SA 161 Photography I.

**SA 331 Intermediate Printmaking**  
*3 credits (CS)*  
Intermediate Printmaking is a stacked course. This course allows students to undertake supervised intermediate work in printmaking including: technique, process and concept. It offers course work that builds on students’ prior experiences in the introductory printmaking course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. **Prerequisites:** SA 231 Printmaking or permission of instructor.

**SA 341 Intermediate Ceramics**  
*3 credits (CS)*  
Intermediate Ceramics is a stacked course. This course allows students to undertake supervised intermediate work in ceramics including: technique, form and concept. It offers course work that builds on students’ prior experiences with introductory ceramics. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this
syllabus. This course may be taken twice for credit. **Prerequisites:** SA 241 Ceramics or permission of instructor.

**SA 342 Intermediate Sculpture**  
**3 credits (CS)**  
Intermediate Sculpture is a stacked course. This course allows students to undertake supervised intermediate work in sculpture including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory sculpture course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. **Prerequisites:** SA 242 Sculpture or permission of instructor.

**SA 351 Museum as Medium**  
**3 credits (CS)**  
This course is designed for students who are interested in all aspects of gallery work and museum collections and those who are preparing for future opportunities in exhibiting their own work. It is structured as a shared research and gallery practicum course that directs a critical lens on the use and function of exhibition space and the museum and gallery as spatial material and framework for culture. (Offered alternate fall terms)

**SA 357 Intermediate Site and Space**  
**3 credits (CS)**  
Intermediate Site and Space is a stacked course. This course allows students to undertake supervised intermediate work in site-based art including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Site and Space. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. **Prerequisites:** SA 261 Site and Space or permission of instructor.

**SA 361 Site and Space**  
**3 credits (CS)**  
This course stresses advanced work in the concepts and techniques involved in making 2-D and 3-D works of art that respond to the issues of site and space. Students are introduced to pertinent contemporary artworks and are required to be innovative in their own art making. **Prerequisite:** One Foundations course or permission of the instructor.

**SA 363 Intermediate Digital Photography**  
**3 credits (CS)**  
Intermediate Digital Photography is a stacked course. This course allows students to undertake supervised intermediate work in digital photography including: technique and concept. It offers course work that builds on students’ prior experiences in the introductory digital photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. **Prerequisites:** SA 263 Digital Photography or permission of instructor.

**SA 365 Alternative Processes**  
**3 credits (CS)**  
This course introduces students to a wide range of alternative, experimental and historic photographic processes including transfers, cyanotypes, VanDyke Brown, and Gum Bichromate printing. Students will learn to achieve stunning and unique photographic effects utilizing these unusual techniques. In addition to weekly assignments, each student will realize a major project using the process of his or her choice. (Offered spring term)  
**Prerequisite:** SA 161 Photography I or permission of instructor.

**SA 368 Intermediate Time, Movement, Narrative**  
**3 credits (CS)**  
Intermediate Time, Movement, Narrative is a stacked course. This course allows students to undertake supervised intermediate work in time-based art including: technique, form and concept. It offers course work that builds on
students’ prior experiences in the introductory time-based course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 168 Time, Movement, Narrative or permission of instructor.

SA 370 Intermediate Studio Photography
3 credits (CS)
Intermediate Studio Photography is a stacked course. This course allows students to undertake supervised intermediate work in studio photography including: technique and concept. It offers course work that builds on students’ prior experiences in the introductory studio photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. Prerequisites: SA 270 Studio Photography or permission of instructor.

SA 375 Intermediate Alternative Processes
3 credits (CS)
Intermediate Alternative Processes is a stacked course. This course allows students to undertake supervised intermediate work in alternative processes including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in the introductory Alternative Processes course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 365 Alternative Processes in Photography or permission of the instructor.

SA 376 Intermediate Computer Imaging
3 credits (CS)
Intermediate Computer Imaging is a stacked course. This course allows students to undertake supervised intermediate work in photographic manipulated imagery including: technique, form and concept. It offers course work that builds on students’ prior experiences in digital photography and editing techniques. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. Prerequisites: SA 276 Computer Imaging or permission of instructor.

SA 381 Internship
3 credits (CS)
Studio Art and Photography internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor, and faculty sponsor. An orientation session is required prior to fieldwork. Work is supervised by the program fieldwork director and a faculty adviser. A written evaluation of the experience is required of the student and the agency. The student develops a written document that synthesizes the internship and academic activities. (Offered spring term) Prerequisites: Junior status and permission of the instructor and academic advisor.

SA 393 Internship Preparation
1 credit (CS)
This course, taken during the sophomore year, readies students for interviewing for and getting the most out of their junior year internships.

SA 407 Advanced Graphic Forms
3 credits (CS)
Advanced Graphic Forms is a stacked course. This course allows students to undertake supervised advanced work in drawing including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Graphic Forms, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This course may be taken twice for credit. Prerequisites: SA 365 Advanced Graphic Forms or permission of the instructor.
student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 3XX Graphic Forms and SA 307 Intermediate Graphic Forms.

SA 410 Professional Photography Practices
3 credits (CS)
In addition to teaching the practical aspects of setting up and maintaining a profitable photo business, this course will cover crucial professional topics such as getting and keeping clients, archiving images, First Amendment issues, libel and misappropriation of images, intellectual property and copyright laws, contracts, pricing, estimates, tax preparation, record keeping, self-promotion, portfolio preparation, model releases, and much more. Prerequisites: SA 261 Studio Photography or permission of the instructor.

SA 414 Advanced Figure Drawing
3 credits (CS)
Advanced Figure Drawing is a stacked course. This course allows students to undertake supervised advanced work in figure drawing including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Figure Drawing, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. Prerequisites: SA 214 Figure Drawing and SA 314 Intermediate Figure Drawing or permission of instructor.

SA 416 Advanced Life Drawing and 3-D Forms
3 credits (CS)
Advanced Life Drawing and 3-D Forms is a stacked course. This course allows students to undertake supervised advanced work in figure drawing and/or sculpting including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Life Drawing and 3-D Forms, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 121.
Painting and SA 321 Intermediate Painting or permission of instructor.

SA 426 Advanced Large Format Photography and Fine Printing
3 credits (CS)
Advanced Large Format Photography & Fine Printing is a stacked course. This course allows students to undertake supervised advanced work in large format photography including: technique, form and concept. It offers course work that builds on students’ prior experiences in the Intermediate Large Format Photography & Fine Printing course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 325 Large Format Photography & Fine Printing and SA 326 Intermediate Large Format Photography & Fine Printing or permission of the instructor.

SA 427 Advanced On Assignment
3 credits (CS)
Advanced On Assignment Photography is a stacked course. This course allows students to undertake supervised advanced work in on assignment photography including: technique, form and concept. It offers course work that builds on students’ prior experiences in the Intermediate On Assignment course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 320 On Assignment: Location and Documentary Photography and SA 327 Intermediate On Assignment Photography or permission of instructor.

SA 431 Advanced Printmaking
3 credits (CS)
Advanced Printmaking is a stacked course. This course allows students to undertake supervised advanced work in printmaking including: technique, process and concept. It offers course work that builds on students’ prior experiences in Intermediate Printmaking, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. Prerequisites: SA 231 Printmaking and SA 331 Intermediate Printmaking or permission of instructor.

SA 441 Advanced Ceramics
3 credits (CS)
Advanced Ceramics is a stacked course. This course allows students to undertake supervised advanced work in ceramics including: technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Ceramics, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. Prerequisites: SA 241 Ceramics and SA 341 Intermediate Ceramics or permission of instructor.

SA 442 Advanced Sculpture
3 credits (CS)
Advanced Sculpture is a stacked course. This course allows students to undertake supervised advanced work in sculpture including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Sculpture, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work
the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. **Prerequisites:** SA 242 Sculpture and SA 342 Intermediate Sculpture or permission of instructor.

**SA 457 Advanced Site and Space**  
3 credits (CS)  
Advanced Site and Space is a stacked course. This course allows students to undertake supervised advanced work in site-based art including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Site and Space, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. **Prerequisites:** SA 361 Site and Space and SA 357 Intermediate Site and Space or permission of instructor.

**SA 463 Advanced Digital Photography**  
3 credits (CS)  
Advanced Digital Photography is a stacked course. This course allows students to undertake supervised advanced work in digital photography including: technique and concept. It offers course work that builds on students’ prior experiences in the Intermediate Digital Photography course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. **Prerequisites:** SA 263 Digital Photography and SA 370 Intermediate Studio Photography or permission of instructor.

**SA 468 Advanced Time, Movement, Narrative**  
3 credits (CS)  
Advanced Time, Movement, Narrative is a stacked course. This course allows students to undertake supervised advanced work in time-based art including: technique, form and concept. It offers course work that builds on students’ prior experiences in Intermediate Time, Movement, Narrative, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. **Prerequisites:** SA 168 Time, Movement, Narrative and SA 368 Intermediate Time, Movement, Narrative or permission of instructor.

**SA 470 Advanced Studio Photography**  
3 credits (CS)  
Advanced Studio Photography is a stacked course. This course allows students to undertake supervised advanced work in studio photography including: technique and concept. It offers course work that builds on students’ prior experiences in the Intermediate Studio Photography course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. **Prerequisites:** SA 270 Studio Photography and SA 370 Intermediate Studio Photography or permission of instructor.

**SA 475 Advanced Alternative Processes**  
3 credits (CS)  
Advanced Alternative Processes is a stacked course. This course allows students to undertake supervised advanced work in alternative processes including: media, technique, form and concept. It offers course work that builds on students’ prior experiences in the Intermediate Alternative Processes course, giving them the opportunity to look back over their prior art making experiences.
and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. Prerequisites: SA 365 Alternative Processes in Photography and SA 375 Intermediate Alternative Processes or permission of instructor.

SA 476 Advanced Computer Imaging
3 credits (CS)
Advanced Computer Imaging is a stacked course. This course allows students to undertake supervised advanced work in computer imaging including: technique, form and concept. It offers course work that builds on students’ prior experiences in the Intermediate Computer Imaging course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. Prerequisites: SA 276 Computer Imaging and SA 376 Intermediate Computer Imaging or permission of instructor.

SA 493 Professional Practices and Portfolio
3 credits (CS)
Students build and refine their portfolios to a professional level in preparation for career placement. They explore employment opportunities, examine career goals, and write and design their resumes and self-promotional packages. Students explore the business side of their profession by learning how to develop professional relationships; understand contracts and other business documents; negotiate and estimate fees; start, manage, and market a business; address ethical and legal issues and present their portfolio. (Offered spring term)

SA 498 Senior Project: Research and Development
3 credits (CS)
This is the first term of a linked two-term capstone course in Studio Art. Students propose, research, and initiate work on a major creative project and a related research paper that link students’ academic experiences and their professional goals. Over the course of the semester, each student meets with an active professional from the field of studio art or photography. This professional contact provides valuable and appropriate feedback for the student toward his or her work and career plans. Student must pass with a "C" or better. (Offered fall term)

SA 499 Senior Project: Thesis Exhibition
3 credits (CS)
This is the culminating term of a linked two-term capstone course in studio art. Students complete work on a major creative project and a related research paper that link together students’ academic experiences and their professional goals. During the final weeks of the course, each student has an oral defense in which he or she presents the year’s work to a committee of faculty and professionals. Over the course of the semester, each student meets with an active professional from the field of Studio Art. This professional contact provides valuable and appropriate feedback for the student toward his or her work and career plans. (Offered spring term) Student must pass with a "C" or better. Prerequisite: SA 498 Senior Project: Research and Development.

Visual Communications
VC 112 Concepting (Drawing for Designers)
3 credits
Strong drawing skills enable designers to communicate effectively with clients and are a fundamental keystone of the course. Students go beyond observational skills and concentrate on the development of ideas on paper. They learn to problem-solve visual design projects and create dynamic client presentations using research, thumbnails, expanded concept sketches, freehand sketching, and an invented use of copied and digital materials. They also develop a visual diary that enable observers to better comprehend and visualize the designer’s ideas.

VC 118 Digital Foundations
3 credits (CS)
This course utilizes contemporary computer
applications to harness the creative potential of prominent digital imaging software packages and related output devices. It combines students’ conceptual integration of technology with aesthetic judgment, using a cross disciplinary approach, to expand their horizons beyond the traditional approaches to design and art-making. Students learn to make educated decisions regarding use of emerging digital and new media technology within their own artistic style and aesthetic development.

VC 125 Scientific Illustration
3 credits (AS)
This course focuses on observational skills and the basic drawing techniques used in scientific illustration. Students work from objects and specimens and learn about measured drawings, perspective, basic composition, light on from, texture, contour and line and assorted media used for scientific illustration.

VC 140 Typography
3 credits (CS)
This course promotes problem-solving concepts emphasizing the use of the letterform as a visual communication tool. Concepts and terminology of typography are studied from the earliest development of the alphabet to today’s electronically generated type. Students become familiar with the evolution of letter forms and style differences. Technical procedures such as type specifications, comping headlines, indicating body copy and type measurements are covered extensively. Students are expected to handle typographic design problems while becoming proficient in the use of technical studio equipment.

VC 174 Digital Page Layout
3 credits (CS)
Current industry standard computer applications (such as InDesign, Adobe Illustrator and Photoshop) are used by students for developing skills and knowledge of page layout, file management, digital spot and process color, printing, scanning, basic image manipulation and importing graphics. The focus is on using InDesign to build successful page layouts for press and web. Projects combine these digital print media techniques with basic design skills and teach how software programs interact with one another. A thorough familiarization of the capabilities of each software package will emerge.

VC 221/321 History of Visual Communications
3 credits (AS)
This course examines chronologically the history of advertising design, graphic design, and illustration as used specifically to inform, to sell, to persuade and to entertain. The influence of fine art on the commercial arts throughout history is explored, as well as its link to the social, political and economic life of various cultures. (Offered fall term)

VC 232 Illustration
3 credits (CS)
Students explore the field of illustration by experimenting with a variety of media. Emphasis is on content and execution with a conceptual approach to narrative problem-solving, resulting in effective communication to a mass audience. Both practical and philosophical issues are covered in relation to the assignments. Projects include book, advertising and editorial illustration, in an effort to develop a personal style and highly developed pieces for a portfolio. (Offered fall term)

VC 241 Advertising Design
3 credits (CS)
Students are required to apply the skills and principles they have acquired in design, typography, and production courses to specific advertising design projects. Creative skills focus on the combination of images and type, and the use of popular imagery to develop a visual language of persuasion. This course requires students to research products and services for which they are designing advertising and present comprehensive layouts for mass communication to clients. (Offered spring term) Prerequisite: VC 140 Typography.

VC 242 Graphic Design
3 credits (CS)
This course offers a systematic approach to concept development and the problem-solving process as they relate to graphic design. Students explore the synthesis of words and images in relation to design principles for a deeper understanding of visual communications. Emphasis is placed on how
information is communicated and the ways in which typography and image combine to make meaningful and useful messages that are clearly understandable, stylistically beautiful, functional and memorable. (Offered fall term)

VC 274 Imaging Graphics
3 credits (CS)
This course is a continuation of digital skills acquired in Digital Page Layout, but focuses on teaching students Adobe Photoshop. Advanced page design and image manipulation along with pre-press, color separations and color output, file transfer and an introduction to a basic web component will be included. Students will continue to work on portfolio development and visual communication projects using digital media. (Offered fall term)

VC 281 Internship Preparation
1 credit (CS)
This course prepares students for their internship. It provides structured help in preparing, searching, applying, and interviewing for an internship.

VC 293 Professional Workshop/Portfolio Preparation
3 credits (CS)
Topics relating to the business of art are covered, including legal issues, contracts, prices, copyrights and billing. The student assembles his or her portfolio and evaluates work to be included in it. Survival skills are also covered, ensuring a smoother transition from school to the work place. Guest speakers from a variety of businesses that use artists are featured. (Offered spring term) Prerequisite: Completion of the core career courses in Visual Communications.

VC 301 Special Topics
3 credits (CS)
This rotation of courses is an intensive investigation of a specific issue or aspect of visual communication. Possible topics include: corporate identity, global design, package design, 3-D design, type in motion, contemporary field research, digital pre-press and production and agency art direction. (Offered fall and spring terms)

VC 311 Advanced Illustration I
3 credits (CS)
Building on skills acquired in the previous illustration courses, this course focuses on the painterly approach to illustration. Students will concentrate on newspaper, book, and magazine work, producing professional-looking paintings that are suitable for color reproduction in a publication. (Offered fall term) Prerequisite: non-Visual Communications students need the permission of the instructor.

VC 312 Advanced Illustration II
3 credits (CS)
The emphasis is on full color and advanced drawing techniques to express meaningful concepts. Students explore the elements of graphic design, the union of word and picture, and sequential art to develop highly interpretive work. (Offered spring term) Prerequisite: non-Visual Communications students need the permission of the instructor.

VC 341 Advanced Advertising Design
3 credits
Students explore advanced topics in combining images and type with popular imagery to develop a visual language of persuasion. This course requires students to research products and services to develop advertising campaigns across various media. Prerequisite: VC 241 Advertising Design.

VC 342 Advanced Graphic Design
3 credits (CS)
This course involves advanced creative problem-solving for the communication of ideas that interest, inform or persuade targeted audiences. Students synthesize typography, image and graphic elements to create messages with a strong emphasis on formal design values. Through client contact and design-production-printing experiences, the student develops professionally-produced material for a portfolio. (Offered spring term) Prerequisites: VC 242 Graphic Design and VC 174 Digital Page Layout.

VC 371 Digital Illustration
3 credits (CS)
Students in this course create computer-drawn illustrations for print and multimedia. An overview of several software packages is covered for students
to investigate, synthesize, describe, and narrate
digital imagery. The course is project driven,
reinforcing solid business practices that lead to
successful message generation for targeted
audiences. (Offered spring term) Prerequisite: VC 274 Imaging Graphics.

VC 374 Interactive Graphics
3 credits (CS)
This course will introduce non-linear, interactive,
time-based software packages such as After Affects
and Flash as they are applied to the visual
communication industry. Projects will focus on
visual aesthetics and the interaction between time-
based media and print media. Students must have
advanced skills in Photoshop, InDesign and
Illustrator. (Offered fall term) Prerequisites: VC 174 Digital Page Layout and VC 274 Imaging Graphics.

VC 375 Designing for the Web
3 credits (CS)
This course introduces the basic issues involved in
creating a Web site. Students learn principles of
screen-based design, how to use information
architecture to create content, essential Web
software and computer technology, design
principles as they pertain to the Web, and how to
publish a site. Emphasis is on important concepts
central to the construction of a successful Web site,
such as the role of dynamic content and non-linear
navigation. (Offered annually) Prerequisite: VC 274 Imaging Graphics.

VC 384 Visual Communications Internship I
3 credits (CS)
Students begin their careers in a professional work
environment while earning credit. Internships
consist of off-campus fieldwork based on a learning
contract signed by the student, agency supervisor
and faculty sponsor. An orientation session is
required prior to fieldwork. Work is supervised by
the program fieldwork director and the faculty
adviser. A written evaluation of the experience is
required of the student and agency. The student
develops a written document that synthesizes the
internship and academic activities. (Offered spring
term) Prerequisite: Residency requirement of one semester
and junior status.

VC 388 Package Design
3 credits (CS)
This course offers students the opportunity to
progress from determining 2-D design solutions to
planning, analyzing, and evaluating solutions for 3-
D graphic design problems. It requires students to
create 3-D prototypes that emphasize 3-D Graphic
Design theories while practicing principles and
elements of design relating to packaging and display
design, digital design, construction, and brand
identity. A history of packaging, regulations for
packaging, designing brand labeling, and point of
purchase design and construction are topics that
will be explored. Prerequisite: VC 174 Digital Page Layout.

VC 475 Advanced Designing for the Web
3 credits (CS)
This course is the second in a series of two courses
that introduce students to the basics of designing
for the Web. Students learn Web software and CMS
such as Dreamweaver and Wordpress and as well as
design principles for screen based applications and
customer usability. Prerequisite: VC 375 Designing for the Web.

VC 484 Visual Communications Internship II
3 credits (CS)
Students begin their careers in a professional work
environment while earning credit. Internships
consist of off-campus fieldwork based on a learning
contract signed by the student, agency supervisor
and faculty sponsor. An orientation session is
required prior to fieldwork. Work is supervised by
the program fieldwork director and the faculty
adviser. A written evaluation of the experience is
required of the student and agency. The student
develops a written document that synthesizes the
internship and academic activities. (Offered fall
term) Prerequisite: Residency requirement of one semester
and junior status.

VC 492 Senior Portfolio
3 credits (CS)
Senior Portfolio is the first in an advanced two-
course series that focuses on the professional
practices of visual communications. Students create
a personal brand and a portfolio book that
showcases their best work and defines their
particular area of interest within the visual communications field. Topics of research include the role of the designer in contemporary culture, design responsibility, ethical and professional practice, professional networking, defining the roles and job positions of visual communicators, and implementing a personal professional strategy. The goal of the course is to prepare the student to enter the field. Students are required to network with professionals to get feedback on their work and to explore several production methods for their portfolios.

**VC 493 Advanced Senior Portfolio**  
3 credits (CS)  
Students build and refine their portfolios to a professional level in preparation for career placement. They explore employment opportunities, examine career goals, and write and design their resumes and self-promotional packages. Students explore the business side of their profession by learning how to develop professional relationships; understand contracts and other business documents; negotiate and estimate fees; start, manage, and market a business; address ethical and legal issues and present their portfolio. (Offered spring term) Prerequisite: Completion of core courses in Visual Communications.

**VC 498 Senior Project**  
3 credits (CS)  
This is the first term of a linked two-term capstone course in Visual Communications. Students propose and initiate work on a major creative project and a related research paper that link students' academic experiences and their professional goals. Over the course of the semester, each student meets with an active professional from the field of Visual Communications. This professional contact provides valuable and appropriate feedback for the student toward his/her work and career plans. (Offered fall term) Prerequisite: VC 498 Senior Project.

**VC 499 Senior Seminar**  
3 credits (CS)  
This is the culminating term of a linked two-term capstone course in Visual Communications. Students complete work on a major creative project and a related research paper that link students'
Faculty
http://www.cazenovia.edu/academics/catalog/faculty

Contact Information
http://www.cazenovia.edu/campus-resources/contact-us

Administration and Staff
http://www.cazenovia.edu/campus-resources/campus-directory

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Campus Map and Virtual Tour
http://www.cazenovia.edu/admissions/visit-cazenovia/campus-map

Fast Facts
http://www.cazenovia.edu/about/cazenovia-college-facts

Office of Institutional Research and Assessment
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Statistics for crimes reported by Cazenovia College are available at the United States Department of Education's Web site http://www.ope.ed.gov/security/safety. Information is also available from Thomas Engelmann, Director of Campus Safety, 315-655-7299 or tjengelmann@cazenovia.edu. The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education.

The policies and regulations in this catalog are presented to assist students in their academic efforts. This catalog is not intended to create a binding contract between the students and the College. The College reserves the right to change requirements, regulations or policies, including tuition and fees, at any time, giving notice as is reasonably practical. Students must fulfill all degree or program requirements in force at the time of their official enrollment in the College.