Institutional Mission, Vision, and Core Values Statements

Mission Statement

Founded in 1824, Cazenovia College is a small, independent, residential, co-educational, baccalaureate college devoted to developing educated, involved, and productive citizens through a range of professionally oriented programs. Our curricula combine a thorough grounding in the liberal arts with experiential and co-curricular opportunities. Cazenovia College embraces learning as its primary focus and is committed to creating an environment that encourages intellectual, social and ethical growth, preparing students to become leaders in the global community.

Vision Statement

The Cazenovia College community has initiated a planning process that will position the College as a small, independent, residential, co-educational baccalaureate college with a national reputation for educating both traditional and non-traditional students. Our College will attract and retain a diverse population of capable and motivated students who are able to learn and grow through their association with Cazenovia College.

- Our College will attract and retain highly-qualified and dedicated employees, whose work will benefit the students, the College, and the wider society as well as themselves;
- Our distinctive professionally-oriented baccalaureate academic programs will continue to be built upon a foundation of study in the liberal arts;
- Our faculty will maintain a commitment to teaching and learning. As teachers, scholars, advisors and mentors, they will actively engage students in learning, both in academic coursework and in co-curricular activities;
- Our student development programs will support the College’s academic goals, emphasizing co-curricular and extra-curricular programs that encourage student engagement in leadership roles and service activities;
- Our Admissions and Financial Aid Office will steadily expand Cazenovia’s recruiting radius with an aim toward greater national recruiting impact;
- Our Institutional Advancement Office will build stronger relations with the College’s key constituencies - including alumni, parents and friends, along with the local community, corporations, foundations and agencies - paving the way for progress in development, fund-raising and visibility in the national media;
• Our facilities and grounds will be improved and well maintained; buildings will continue to be built, renovated and refurbished;
• Our Information and Communication Technologies Division will continue to improve the technology infrastructure on campus and facilitate internal and external communications; and
• Our Business Office will continue to improve the methods through which we manage the College’s budgets and shepherd the College’s resources.

As one of the oldest independent institutions of higher education in the United States, Cazenovia College envisions positioning itself among the nation’s leading independent colleges.

Statement of Core Values

Throughout its long history, Cazenovia College has been Building Futures Since 1824. A community focused on learning, nourished by diversity, strengthened by integrity and sustained by accountability, Cazenovia College provides a range of superior opportunities for personal and professional growth in a supportive and rewarding environment.

Accreditation

Cazenovia College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104, 267.284.5000; and the New York State Board of Regents. Through its Division of Business and Management the following programs are accredited by the International Assembly for Collegiate Business Education (IACBE): Bachelor of Science degree in Business Management, Bachelor of Professional Studies degree with specializations in Accounting, Business Management, Equine Business Management, Fashion Merchandising, and Sport Management, Associates in Applied Science degree in Business Management.

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Cazenovia College, in accordance with federal law, does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, age, mental or physical disability, citizenship status, veterans status, ancestry, pregnancy, marital status, sexual orientation, or any other basis protected by federal, state or local law in any of its programs or activities, including admission or with respect to employment. For questions contact the Affirmative Action Officer, 315.655.7273.

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/search.asp. Information is also available from Thomas Engelmann, Director of Campus Security, 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.
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Directory Information

Mailing Address:
Cazenovia College, 22 Sullivan St., Cazenovia, NY 13035

Web site:
www.cazenovia.edu

Frequently called numbers:
Academic Affairs, 315.655.7368
Admissions, 315.655.7208 or 1.800.654.3210
Alumni Relations, 315.655.7247
Athletic Center, 315.655.7266
Bookstore, 315.655.7301
Business Office, 315.655.7305
Career Services, 315.655.7191
Communications, 315.655.7377
Continuing Education, 315.655.7107
Development, 315.655.7369
Equine Center, 315.655.7294
Financial Aid, 315.655.7887 or 1.800.654.3210
Health Center, 315.655.7122
Human Resources, 315.655.7273
Learning Center, 315.655.7296
Library, 315.655.7240
Nursery School, 315.655.7234
Parent Relations, 315.655.7247
President’s Office, 315.655.7128
Registrar, 315.655.7198
Security, 315.655.7271
Switchboard (Main Campus No.), 315.655.7000
Student Life (Student Services), 315.655.7237
About Cazenovia College

History

Cazenovia College traces its birth to 1824, when it was founded as the Genesee Conference Seminary, the second Methodist seminary to be established in the United States. It opened with eight students 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. Within two years there were 145 students.

Distinguished graduates include Jesse Truesdell Peck, a founder and first president of the board of trustees at Syracuse University; and Charles Dudley Warner, editor of the Hartford (Conn.) Courant and close friend of Mark Twain.

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 1873 it became Cazenovia Seminary. Between 1904 and 1931 the institution also functioned as a secondary school for young people in 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 bachelor’s degrees. Cazenovia College’s accreditation and licensing may be examined by contacting the Office of the President at 315.655.7000.
Campus Resources

Cazenovia College is located in the historic, picturesque village of Cazenovia, a small and secure community. 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, N.Y., 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 the living, learning and working environment. The College’s buildings and grounds are in three locations: the main campus, South Campus and the 243-acre Equine Education Center, a five-minute drive from the main campus.

Academic Instruction and Support Facilities

All three locations house academic instruction 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.

Art and Design classes are held in the College’s Art and Design Building (interior design, photography and visual communications) and at South 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 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; riding trails and the Cazenovia College Challenge Course.

Classes for most other programs are held on the main campus. The College’s Laboratory Nursery School is located on the corner of Sullivan and Nickerson streets. Most classrooms are located in Eckel, Williams, Eddy and Coleman Halls.

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

Offices for Continuing Education and Career Services are at 7 Nickerson Street. Faculty offices are located in all academic buildings and at 7 Nickerson Street and 13 Nickerson Street.

The Copy Shop and the College Bookstore, providing services to students, faculty, staff and the general public, are located at 8 Sullivan Street (Village Commons).

Library Resources

Cazenovia College’s Witherill Library, on the quad, houses the Daniel W. Terry Library, seminar rooms, the College’s Frederic and Jean Williams Archives and the Wason Family Reading Room.

The Witherill Library has collections in excess of 90,000 books, bound periodicals, audio-visual units and microfilms that rest on two and one half miles of shelving on three levels. Individual student carrels with comfortable seating and wireless connectivity are located throughout the building in quiet and secure locations. Computer labs are located on the first and second floors; and a state-of-the-art Bibliographic Instruction Room allows the reference staff to offer in-depth information literacy classes throughout the year. The Library Web Page, accessible throughout campus, includes subscriptions to 23 databases providing access to more than 14,000 full-text journals with indexing to thousands more. The Witherill Library is also a member of ConnectNY, a consortium of Millennium libraries within New York State whose combined collections number over 5 million volumes. The student may request any volume from his or her computer directly
with delivery within two days utilizing the ConnectNY catalog. The library is open seven
days a week while classes are in session and includes the assistance of professional librarians who offer full, personalized reference services and training in the efficient use of the Library’s resources to students.

**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 in the lower level of **Hubbard Hall**.

The main campus has PC computer labs in **Hubbard Hall** and the **Witherill Library**, as well as PC computer classrooms in **Eddy Hall** and the **Art and Design Building**. All computers in both lab and classrooms have Internet access and a variety of software.

Digital studios and classrooms for art and design students, equipped with Macintosh computers with Internet access and academic-specific software, are housed in the **Art and Design Building**.

Cazenovia has “wireless” areas on its campus, enabling students and employees with portable computers to gain Internet access in select open spaces. (Note: For wireless needs, students must have an 802.1b compliant wireless card, which may be purchased through Audio Visual Services.)

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 **Hubbard Hall** multi-purpose room known as Hubbard II, the McDonald Lecture Hall in **Eckel Hall**, and Coleman B are wired and equipped for major audio-visual presentations.

The Information and Communication Technology Office, and Audio-Visual Services, which oversees the operation of WITC-FM and campus cable programming, are both located in the lower level of **Hubbard Hall**. Audio-visual Services 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 **Hubbard Hall**.

**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 the Art and Design Building, feature work by students, faculty, alumni and visiting artists. Exhibitions are always open to the public.

The **Cazenovia College Theatre**, built in 1897, was previously an opera house and is part of the Cazenovia Village Historic District. This 250-seat theatre is the setting for drama and dance productions, concerts by the Cazenovia College Chorale and the Catz Meow Orchestra Ensemble, lectures, seminars, classic and family movies, and many other cultural activities by a variety of College sponsored and outside groups.

The Film Club, open to students, faculty and staff, screens independent, foreign and other films periodically in McDonald Lecture Hall in **Eckel Hall**. The facility is also used for showing the latest movie releases as part of Student Activities programming, in addition to its use as a large classroom.
Athletic 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, racquetball court, 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 tennis courts and multipurpose athletic fields.

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 Hunt and Western stables, 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.

Residential Facilities

The majority of Cazenovia College's full-time students live on campus in a variety of room options, including a special interest house. Five of the six residences (Hubbard, Park, Watts, Village Commons, and Shove) are coed; Farber Hall is an all female building and the only facility that is air-conditioned. Park and Watts Halls are designated for first year students. The new addition to Shove Hall offers suite-style housing for upper-class students.

Each room is equipped with telephone jacks, one per resident, with local phone service and voice-mail service provided at no additional cost. There is also Internet access as well as a cable connection with a basic cable package in each room, at no additional cost for the student.

All full-time students are assigned a mailbox located on the first floor of Coleman Hall, which also serves as a convenient gathering place for students.

Dining Facilities

The College offers a number of meal plans, all of which are served in Hubbard Dining Hall. Members of the college community and their guests are also welcome in the dining hall, paying a per meal price for food.

Student Development and Services Facilities

Student Life offices are located on the first floor of Hubbard Hall. In this area are the offices for the Vice President for Student Development and Dean of Students, the Associate Dean of Co-Curricular and Leadership Programs and the Director of Student Activities are located in the Student Center, the professional Residence Life staff, and the College Chaplain.

Health and Counseling Center

Located in Sigety Hall, directly across the street from Hubbard Hall, the Health and Counseling Center provides health care services for enrolled Cazenovia College students.

The Challenge Course

Used for team building and other student development activities, the low ropes course is located at The Farm on Woodfield Road, a 5-minute drive from the main campus.
Administrative Facilities

Joy Hall, on the corner of Sullivan and Nickerson streets, houses the offices of the President, Executive Vice President and the Institutional Advancement staff. The Admissions Office, Constable Hall is located at 3 Sullivan Street across from the Art and Design building. The Office of Academic Affairs is on the first floor of Coleman Hall and Student Accounts, Financial Aid and the Registrar's Office are located in the Enrollment Services area on the first floor of Williams Hall.

The Security Office is located in Hubbard Hall. Campus Services, on the lower level of Hubbard Hall, includes dining services, 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 Cazenovia College Theatre.
Student Development

When contemplating the reality that nearly two-thirds of a college student’s waking hours are devoted to activities other than attending class and studying, one can appreciate the profound impact that the Student Development Division of Cazenovia College can have on students’ intellectual and personal development. Students who are actively involved in both academic and out-of-class activities typically gain more from their college experience than their peers who are not as involved.

A primary role of the Division of Student Development is to support the academic mission of the institution through the fostering of a campus atmosphere/environment conducive to learning, and to provide students with purposeful out-of-class activities and opportunities for involvement including, but not limited to, institutional governance, leadership in creating and administering student organizations, and involvement in community service. Through the leadership of professional staff members appropriately trained in their respective disciplines, efficiently administered policies and procedures, and excellence in the delivery of services and programs that we offer students, the Student Development Division will play a critical role in the future of Cazenovia College and the lives of its students, faculty and staff.

For more information about the services and programs available to students through the division of Student Development, please visit the College’s Web site and click on the “Student Life” section. The following is a brief summary of each department within the division.

Athletics

**Intercollegiate Athletic programs** provide opportunities for students to participate in athletic competition with students at other institutions in a variety of sports. More importantly, 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, crew, lacrosse, soccer, softball, cross country and volleyball; and men’s baseball, basketball, golf, lacrosse, soccer and cross country. In the 2004-05 academic year, Cazenovia College joined eleven other Colleges from New York State, Pennsylvania and Maryland in the formation of the new North Eastern Athletic Conference (NEAC). The College also has intercollegiate riding teams (IHSA and IDA), intercollegiate men’s crew team (U.S. Rowing) and an intercollegiate cheerleading team. The presence of NCAA athletics at Cazenovia contributes to the vibrancy and sense of community on campus, and the intercollegiate 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 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 Center**

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 that target the local community. These programs promote good health, teach physical skills and encourage positive social interactions. In addition to intramural and informal activities, these programs provide students with opportunities to compete outside the official intercollegiate program and enhance their personal health and fitness. On most campuses, 90 percent of students are participants in recreation and fitness programs.

**Intramural activities:** In addition to intercollegiate competition, 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 non-competitive 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 intramural program is to offer fun, social and safe interaction among students, faculty and administrators.

**Counseling**

Cazenovia College makes a substantial effort to help students with their personal development and daily problems. While the professional staff offers mental health and psychological services to students, they also engage in outreach activities with other campus offices including residence life, leadership programs, faculty, and various community organizations. The professional staff of the Counseling Center also provides services to persons in crisis.

Counseling is a conversational process that can be instrumental in the development of skills that help students effectively confront and cope with uncertainties and conflicts. The center’s objective is to help students explore and understand their feelings. The belief is that such a process encourages personal growth, enhances coping skills, and uses emotional energies creatively and positively. Sessions also provide an opportunity to learn and practice skills for healthy living in a proactive way. The Counseling Center’s goal is to provide support services that help each student grow and develop emotionally, interpersonally and intellectually.

Licensed professional staff offer a wide range of services and programs for students and employees. Services include individual, group and couples counseling, crisis intervention, substance abuse evaluation and treatment, consultation and referrals. The staff is also regularly involved in educational programming and offers presentations on mental health topics for student organizations and residential communities. A self-help and resource library is maintained at the Counseling Center and is available to students.

**Health Services**

The mission of our Campus Health Service program at Cazenovia College is to create and maintain an optimum environment for students to pursue their academic work and personal development with a minimum of health-related interference. The goals of Health Services are to deliver efficient, cost-effective care and to promote healthy lifestyle practices. Students are empowered to become wise consumers within the health care system.
The Health Services program offers ambulatory health care to all enrolled students. The services include episodic illness/injury care, health wellness counseling and education including outreach programs, gynecological exams and treatment including contraception, STD screening, counseling and treatment for men and women, physicals and immunizations. Overnight in-patient care is not available on campus.

Health Services also provides access to a wide range of laboratory services and commonly prescribed medications.

Health Services staff provide programming for the College’s residence halls and work closely with community health organizations. An increased emphasis on wellness has effectively linked the Health Center to other campus programs, including residence life, leadership programs and the Fitness and Wellness Center.

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. Social justice opportunities abound: Thanksgiving Baskets, Mitten Tree, Blanket Drive, Rice Bowl, Habitat for Humanity, visits to shut-ins, elderly and nursing homes and much more.

The Inter-Faith Committee is a group of people representing many different faiths who come together in unity to address the needs of the campus. This committee includes clergy and lay ministers from the Presbyterian, Episcopal, Methodist, Baptist, Catholic, Muslim, Society of Friends and Jewish faiths.

Co-Curricular and Leadership Development Programs

Co-curricular and Leadership Development Programs are dedicated to supporting the mission of Cazenovia College by providing services and programs to maximize students’ co-curricular educational opportunities.

The staff strives to create an environment where all students have the opportunity to participate in events and activities that enhance their classroom experiences and allow them to accumulate knowledge, skills and values in settings beyond the classroom.

Professional staff plays an active role in developing a campus culture that accentuates student learning and success, where there is an integral relationship between academic affairs and student affairs.

Co-curricular and Leadership Development Programs currently operate under six strategic thrusts designed to support the overall institutional mission: to embrace teaming as its primary focus and to commit to creating an environment that encourages intellectual, social and ethical growth. The six areas are as follows:

- **Community-Based Learning** allows students to learn and develop through active participation in thoughtfully organized community-based teaming experiences that meet actual community needs and are integrated into the students’ academic curriculum.

- **Leadership Development Programs** are designed to offer a knowledge base in leadership skills. Through formal training and experiential opportunities, students have the opportunity to explore various leadership styles that allow them to begin to define their own leadership type and characteristics.

- **Alternative Breaks and Volunteer Projects** allow students to experience heightened social awareness and life-long social action. Students learn about the problems
faced by members of communities with whom they otherwise may have had little or no direct contact.

**Student Government Association, Clubs and Organizations** allow students to join and form organizations that promote their common interests, as well as participate in the college governance structure to foster and support student opportunities for teaming, leadership, community building and creative expression beyond the classroom.

**Student Activities** are initiated and implemented through the Campus Activities Board (CAB), designed to complement the educational programs and aims of the institution, as well as address student needs and interests.

**Cazenovia College Challenge Course** is a series of problem-solving experiences that physically engage teams to develop and execute a plan. Each challenge draws on every team member’s contributions—their ideas, their support and their efforts.

The low ropes course is characterized by its ability to create the need for group members to challenge their old ways of thinking and acting. Group members faced with challenging problems are required to take risks, talk and share responsibility for a successful effort. The goal of the low ropes elements is to have participants unite and learn the meaning of cooperation, and discover that through cooperation they can accomplish much more that they would have previously thought possible.

The **Student Activities** staff is responsible for developing and supervising activities that complement the educational program and aims of the institution. Student Activities typically advances the political, social, religious, academic, and recreational interests of students, and is linked to leadership and community service programs. The staff continues to strive to increase the quantity of programs and to work with the academic administration and faculty in coordinating Student Activities programs that connect the core curriculum as well as specific academic programs.

**Residence Life**

The Residence Life program at Cazenovia College plays a significant role in the development of students. Recognizing the importance of the learning that takes place outside the classroom, the Residence Life staff members focus a great deal of attention on the intellectual, social, personal, cultural and ethical development of students, and 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 and Resident Advisors who reside in each of the five residence halls. 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 and 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 Residence 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. Information must be collected, campus visits must be scheduled and applications must be submitted. Please be assured that the staff and faculty at Cazenovia College will be available to provide assistance to you throughout the college selection process.

Admissions Office Hours

The Admissions Office is open Monday through Friday from 8:30 a.m. to 5:00 p.m. with counselors available to answer questions about Cazenovia College. The office is also open selected Saturday mornings throughout the year.

A personal interview and campus visit are the best ways to learn about Cazenovia College and gain the first-hand knowledge necessary to make the best college decision. Visiting provides an opportunity to tour campus facilities, meet with an Admissions Counselor and talk with students, faculty and staff. To arrange for a campus visit and interview, contact the Admissions Office by calling 1.800.654.3210 or 315.655.7208.

General Requirements

Cazenovia seeks students whose previous academic records, 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 self-reliance. 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. Homeschool students have the option of submitting a GED score or providing a letter from their local school district stating they have completed an educational program equivalent to their peers in the school district and meeting the graduation standards set by that state.

Application Procedure

The Admissions Office will send an application form upon request by calling 1.800.654.3210, or you may apply electronically by visiting www.cazenovia.edu. 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

1. Complete the application form and attach a non-refundable $30 application fee payable to Cazenovia College.
2. Take the completed application to the high school guidance counselor and request that an official transcript be attached, and that the application, transcript and fee be sent to Cazenovia College.
3. Arrange for a recommendation from the guidance counselor or a teacher to be forwarded to the Admissions Office.
4. Provide an essay or personal statement along with other application materials.
5. If the student chooses, arrange to take either the SAT (Scholastic Aptitude Test) or the ACT (American College Test) and to have the scores sent directly to Cazenovia College (optional).
6. Students who have additional information that they regard as relevant and that they would like to present to the Admissions Committee may do so by directing a letter to the Admissions Committee.
7. An applicant who is accepted for admission should finalize enrollment by submitting to the Admissions Office the Enrollment Reservation 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 15 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 Office of the Registrar for additional information. Arrangements for advanced placement should be made before the start of classes in the fall.

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, the applicant must:
1. Complete and mail the application form and attach a non-refundable $30 application fee payable to Cazenovia College.
2. Submit official transcripts of all college-level courses from all colleges attended to the Admissions Office. Courses completed of a similar type and level with a grade of “C” or better at a regionally accredited institution normally will be accepted for credit. Usually, only a student who is eligible to return to his or her previous college will be considered.
3. Submit an official, final copy of the high school transcript including the graduation date (or GED scores).
Transfer students may benefit from one of many articulation agreements. A sample of our articulation agreements follows:

**Bryant & Stratton**
Bachelor of Professional Studies in Management  
  Specialization: Business Management  
Bachelor of Fine Arts in Visual Communications

**Cayuga Community College**
Bachelor of Fine Arts in Studio Art  
  Specialization: Photography  
Bachelor of Fine Arts in Visual Communications  
Bachelor of Professional Studies in Management  
  Specialization: Business Management  
  Specialization: Sport Management  
Bachelor of Science in Liberal Studies  
Bachelor of Science in Business Management

**Corning Community College**
Bachelor of Fine Arts in Visual Communications  
Bachelor of Professional Studies in Management  
  Specialization: Business Management  
  Specialization: Sport Management  
Bachelor of Science in Business Management  
Bachelor of Science in Human Services  
Bachelor of Science in Liberal Studies

**Dutchess Community College**
Bachelor of Professional Studies in Management  
  Specialization: Business Management  
  Specialization: Sport Management  
Bachelor of Science in Business Management  
Bachelor of Science in Human Services  
Bachelor of Fine Arts in Visual Communications

**Finger Lakes Community College**
Bachelor of Fine Arts in Visual Communications  
Bachelor of Professional Studies in Management  
  Specialization: Business Management  
  Specialization: Sport Management  
Bachelor of Science in Human Services  
Bachelor of Science in Liberal Studies  
Bachelor of Fine Arts in Studio Art  
Bachelor of Science in Business Management

**Genesee Community College**
Bachelor of Fine Arts in Visual Communications  
Bachelor of Professional Studies in Management  
  Specialization: Business Management  
Bachelor of Science in Liberal Studies  
Bachelor of Science in Human Services
Herkimer County Community College
Bachelor of Professional Studies in Management
  Specialization: Accounting Management
  Specialization: Business Management
  Specialization: Sport Management
Bachelor of Science in Human Services
Bachelor of Science in Liberal Studies
Bachelor of Science in Business Management
Bachelor of Fine Art in Studio Art

Hudson Valley Community College
Bachelor of Professional Studies in Management
  Specialization: Business Management
Bachelor of Science in Liberal Studies

Jefferson Community College
Bachelor of Professional Studies in Management
  Specialization: Business Management
Bachelor of Science in Human Services

Mohawk Valley Community College
Bachelor of Fine Arts in Studio Art
Bachelor of Fine Arts in Visual Communications
Bachelor of Professional Studies in Management
  Specialization: Business Management
  Specialization: Sport Management
Bachelor of Science in Business Management
Bachelor of Science in Human Services

Monroe Community College
Bachelor of Fine Arts in Studio Art
Bachelor of Fine Arts in Interior Design
Bachelor of Fine Arts in Visual Communications
Bachelor of Professional Studies in Management
  Specialization: Business Management
  Specialization: Sport Management
Bachelor of Science in Business Management
Bachelor of Science in Liberal Studies

Onondaga Community College
Bachelor of Fine Arts in Interior Design
Bachelor of Fine Arts in Visual Communications
Bachelor of Professional Studies in Management
  Specialization: Business Management
  Specialization: Sport Management
Bachelor of Science in Business Management
Bachelor of Science in Human Services
Bachelor of Science in Liberal Studies
Bachelor of Science in Criminology with Criminal Justice Studies

Orange County Community College
Bachelor of Fine Arts in Visual Communications
Bachelor of Professional Studies in Management
  Specialization: Business Management
  Specialization: Sport Management
Bachelor of Science in Business Management
Simmons Institute
Bachelor of Professional Studies in Management
Specialization: Business Management
Bachelor of Science in Liberal Studies

Tomkins Cortland Community College
Bachelor of Fine Arts in Visual Communications
Bachelor of Professional Studies in Management
Specialization: Business Management
Bachelor of Science in Liberal Studies
Bachelor of Science in Human Services

Residential Requirements
Cazenovia, as a residential college, requires students to live on campus for three years, except for those who live within commuting distance and reside with their families or have been granted an exemption from the Vice President for Student Development, Dean of Student Life.

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. Commuter students have their own representation on the Student Government Association.

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
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. A score of at least 550 (213 for computer based) on the TOEFL of the Educational Testing Service 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:
1. Submit a completed application. There is no application fee for international students.
2. Provide all appropriate academic transcripts, recommendations, TOEFL and other standardized test scores.
3. The College cannot provide financial assistance of any kind to international students. If accepted for admission, an international student must provide 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/her enrollment.
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:

1. **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.

2. **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.

3. **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.

There are several primary components to these programs. These are counseling, academic support services, and/or financial aid and cultural enrichment activities. Each is integrated into a prescriptive, individualized program for each student based on an analysis of academic needs and the student’s purpose in attaining an academic degree from Cazenovia College.
Financial Aid

Cazenovia College’s Financial Aid Office is part of the Enrollment Services Division which is located on the first floor of Williams Hall. The Financial Aid office is prepared to assist parents, prospective and enrolled students with information concerning sources of financial assistance and application procedures. Those interested are encouraged to write or call the Financial Aid Office at 1.800.654.3210 or 315.655.7887, or e-mail finaid@cazenovia.edu.

Financing a college education is both a family and student obligation and 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 (see how to apply for aid on page 23). 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 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 Financial Aid Office 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 Financial Aid Office or visit www.cazenovia.edu.

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 $500 to $1,000 per year. These awards are for one year only and subsequent years require a new application and review.

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 Work Program

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 Resource Office or the Career Services Office.

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 Director of Financial Aid for further information.

Students qualifying for this funding must file the FAFSA and 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 through Cazenovia College’s Named Scholarship Program. The generosity of the College’s friends allowed the establishment of an endowment to annually support each of the scholarships. (Amounts of awards may fluctuate.) All students are considered for the Endowed Scholarship Program. Award recipients are determined by the Director of Financial Aid. All Endowed Scholarships awarded to Cazenovia College are listed at the end of the financial aid section of this catalog.

Applying for Financial Aid

New Students

The student must obtain a FAFSA form from a high school guidance office or the College Admissions Office or apply online at www.fafsa.ed.gov. When completed, the FAFSA form must be submitted in one of the following ways: on-line at www.fafsa.ed.gov; mailing the paper FAFSA to the Federal processor; or sending the original paper FAFSA to the Financial Aid Office for electronic processing. An ETA will be generated by New York State once the FAFSA has been processed. In order to be considered for TAP, the student must complete the ETA and submit it to New York State for processing.

Approximately two weeks later the College will receive an Institutional Student Information Record (ISIR) report from the Federal processor. This report provides the Financial Aid Office with the information necessary to determine a student’s eligibility for financial aid. Once the student has been accepted to the College, the Financial Aid Office 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 Director of Financial Aid. Every consideration will be taken 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 the 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 15 of each year.

Financial Aid Deadlines

The Free Application for Federal Student Aid (FAFSA) or the electronic Renewal Application for Federal Student Aid should be received by the federal processor or the Financial Aid Office no later than March 15 of the student’s current academic year. (The name and address of the processing agency are printed on the corresponding booklet/envelope or at www.fafsa.ed.gov.) Students are encouraged to apply as soon after January 1 as possible. Those students who file prior to March 15 will receive priority funding from the College.

Verification

Verification is the process where the results of the FAFSA or Renewal Application is reviewed by the College. All students who apply for financial aid must submit additional financial documentation to the College’s Financial Aid Office. 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 and/or Benefits

As part of the verification process the student will have to provide to the Financial Aid Office signed copies of student and parent federal and state income tax returns, a completed and signed Verification Worksheet and documentation of untaxed income (e.g., child support, social security benefits, if applicable). The Financial Aid Office 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 financial aid policy of Cazenovia College supports each student in his/her academic endeavor and allows some flexibility in achieving an educational goal. All federal, state and institutional 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 satisfactory academic progress (SAP) or fails to successfully pursue an approved program of study will not be eligible for federal, state or institutional 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 balance of the semester. Progress will be evaluated at the end of each 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.

The Federal requirements for student loans require completion of a certain number of hours before the next level of loan funding can occur. Specific hour and grade point minimums after each term* are required for all Federal and State grant programs. All programs have a maximum number of terms for funding - Federal guidelines allow 50% over normal length of program and the State allows a maximum of eight (8) semesters.

The financial aid satisfactory academic progress for Federal and State student aid are defined as:

<table>
<thead>
<tr>
<th></th>
<th>Minimum Cumulative Credit</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of First Term</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>End of Second Term</td>
<td>15</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of First Term</td>
<td>24</td>
<td>1.8</td>
</tr>
<tr>
<td>End of Second Term</td>
<td>36</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of First Term</td>
<td>46</td>
<td>2.0</td>
</tr>
<tr>
<td>End of Second Term</td>
<td>60</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of First Term</td>
<td>73</td>
<td>2.0</td>
</tr>
<tr>
<td>End of Second Term</td>
<td>87</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Fifth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of First Term</td>
<td>105</td>
<td>2.0*</td>
</tr>
<tr>
<td>End of Second Term</td>
<td>120</td>
<td>2.0*</td>
</tr>
</tbody>
</table>
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.

In order to be in good academic standing, both satisfactory academic progress and program pursuit must be maintained. 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 towards the previous term’s SAP calculation.

**New York State Programs**

**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 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 preprinted form.

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.

**Scholarship for Academic Excellence**

Scholarships for academic excellence provide up to $1,500 per year for up to five years of undergraduate studies in New York State. Awards are based on student grades in certain Regents exams for high school students.

**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 Financial Aid Office. 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.

*Additional information on all New York State Grant programs is available @ www.besc.com.
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, Tower Building, Empire State Plaza, Albany, NY 12255. Documentary evidence to establish eligibility is required with the application.

**Awards for Children of Deceased Police Officers or Fire Fighters**

An award of $450 per year for up to five years, depending on the program of study, 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, Tower Building, Empire State Plaza, Albany, NY 12255.

**State Aid to Native Americans**

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

The completed application should be forwarded to the Native American Education Unit along with the following materials: (1) an official high school transcript; (2) letters of recommendation from leaders in the community; (3) personal letter setting forth detailed educational plans; (4) signature(s) of the parent(s) of minor applicants; and (5) an official tribal certification form.

The applicant must be (1) a member of one of the Native American tribes located on reservations within New York State; (2) graduated from an approved high school, or have earned a General Equivalency Diploma (GED), or be enrolled in a program in an approved post-secondary institution leading to a degree-credit status and the General Equivalency Diploma; and (3) enrolled in an approved post-secondary institution in New York State.

**Vocational Rehabilitation**

The New York State Division of Vocational Rehabilitation provides program counseling and financial assistance for students who have certain physical, mental or emotional disabilities. Contact the nearest Vocational Rehabilitation Office for information.

**Eligibility for State Financial Aid Programs**

The Board of Regents approved and the State Education Department issued regulations controlling academic eligibility for student financial assistance. The regulations, which became effective in the fall term 1981, require full-time students receiving financial assistance to complete a minimum number of semester hours or credits to graduate with an associate degree within a maximum of six semesters of aid, or graduate with a bachelor’s degree within a maximum of eight semesters of aid. These regulations apply only to full-time students receiving financial assistance; part-time students who are receiving aid may study at their own rate and complete their degrees according to the institution’s regular academic standards.
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) or Renewal application. 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, maximum awards are $4,050 per academic year. 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) a United States citizen or permanent resident alien; (2) enrolled at least half-time as an undergraduate student; 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 $500 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) or Renewal Application to be considered.

Federal College Work Study Program

Federal College Work Study awards average $1,000 per academic year and are awarded based on demonstrated financial need and time of application. Students work an average of five 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.

Arrangements are made in the Student Accounts Office to credit these earnings. The student must complete and submit the Free Application for Federal Student Aid (FAFSA) or Renewal Application to be considered.

William D. Ford Direct Loan Program – For Students

A Free Application for Federal Student Aid (FAFSA) or Renewal Application 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 $2,625 as a freshman, $3,500 as a sophomore, and $5,500 as a junior and senior. The Department of Education will deduct a 3 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 or in deferment. If the student has a non-need based Federal Direct Unsubsidized Loan, the student is responsible for paying the interest while in college.

A student may borrow at a relatively low interest rate of 6.8 percent with no repayment while enrolled at least half-time, and for six months after program completion or departure. Payment of principal may further be deferred (1) during study under a graduate fellowship program approved by the United States Secretary of Education; (2) training in an approved rehabilitation program for individuals with disabilities; (3) a period of up to three years when the student is conscientiously seeking full-time employment; (4) a period up to three years when the student is experiencing economic hardship. After ceasing to be at least a half-time student, the borrower must make formal arrangements with the Direct Loan Servicing Center 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 Direct Loan Servicing Center may be able to offer an alternative plan.
2. Depending on the repayment plan selected, repayment period ranges from 10 to 30 years.
3. Repayment in whole or part may be made any time without penalty. The amount of each payment depends upon the size of the student’s debt. The student should ask the Financial Aid Office 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/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

<table>
<thead>
<tr>
<th>Total Loan Amount</th>
<th>Monthly Payment</th>
<th>Total Repaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,625</td>
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<td>3,268</td>
</tr>
<tr>
<td>5,500</td>
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<tr>
<td>10,500</td>
<td>123</td>
<td>15,455</td>
</tr>
<tr>
<td>15,000</td>
<td>184</td>
<td>22,078</td>
</tr>
</tbody>
</table>

Borrower Responsibilities and Rights
It is the borrower’s responsibility:
1. To complete an entrance interview with the College before receiving his/her first loan disbursement;
2. To repay all loan amounts according to the terms of the loan agreement(s);
3. To notify the College and the Federal Direct Loan Servicing Center if the student:
   a. graduates, withdraws or reduces course load to less than halftime status; and/or
   b. changes name, address or Social Security Number; and/or
c. transfers to another school;
4. To attend an exit interview with the College before the student leaves the College.

It is the borrower's right:
1. At the entrance interview with the College to be informed of:
   a. the effect that borrowing will have on the student’s eligibility for other types of financial aid;
   b. all charges and/or fees associated with receiving the loan, and how they are collected;
   c. yearly and total loan amounts available, maximum and minimum repayment periods, and repayment and refinancing options; and
   d. an explanation of default and its consequences.
2. To know the loan repayment schedule, including the due dates, frequency, number and amounts of all payments.
3. To know the condition/circumstances under which loan repayment may be deferred or canceled.
4. To attend an exit interview with the College before the student leaves the College.

Information provided to the student must include:
   a. the total debt amount (principal plus interest), interest rate, total interest charges on the loan, the date repayment begins, and an estimate of the student's monthly payment;
   b. the name of the Federal Direct Loan Servicing Center, how and where to make loan payments, and where to write if the student has questions about the loan;
   c. any fees and/or charges that may be incurred during the repayment period; and
   d. information on prepayment and refinancing options.

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 can 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. All Federal Direct PLUS Loan applications are subject to a credit check by the Federal Direct Loan Servicing Center for approval.

The application is available at the College's Financial Aid Office and will be mailed to the parent upon request. The appropriate sections are completed by the parent borrower and the student, and the form is returned to the Financial Aid Office for processing. The Federal Direct Loan Servicing Center will notify the parent if the loan has been approved. Loan funds, less a 4 percent origination fee, will be disbursed to the College electronically and applied to the student’s account.

Other Aid Programs

Army ROTC
The Army ROTC program offers a scholarship that can pay up to $16,000 per academic year toward tuition, $225 per semester for books and a maximum of $400 per academic year for mandatory fees. Scholarship students are also entitled to $150 per month stipend. Non-scholarship junior and senior cadets are also entitled to the $150 stipend. Specific information on scholarships may be obtained by writing the Professor of Military Science (Army), Room 308, Archbold Gym, Syracuse University,
Syracuse, NY 13244-1140. The telephone number for the Professor of Military Science is (315) 443-2462.

**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 receiving VA benefits should contact the Registrar’s Office immediately upon arrival on campus.

**United States Bureau of Indian Affairs (BIA) Aid to Native Americans**

Application forms may be obtained from the BIA office. Write or call the U.S. Department of the Interior, Bureau of Indian Affairs, New York Liaison Office, Syracuse, NY 13260; (315) 423-5476.

An application is necessary for each year of study. Each first-time applicant must obtain tribal enrollment certification. To be eligible, the applicant must (1) be at least one-fourth American Indian, Eskimo or Aleut; (2) be an enrolled member of a tribe, band or group recognized by the BIA; (3) be enrolled in or accepted for enrollment in an approved college; and (4) have financial need.

For grants to be awarded in successive years, the student must make satisfactory academic progress toward a degree and show financial need. Eligible married students may also receive living expenses for dependents.

**Withdrawal of Financial Aid Recipients**

Should a student withdraw from the College during either billing period, financial assistance offered by the College will be recalculated according to Federal guidelines.

**Student Responsibilities and Rights**

1. To be familiar with the financial aid application procedures, application forms and deadlines. The information is available in this catalog or from the Financial Aid Office;
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 Financial Aid Office 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 Financial Aid Office of any private scholarships or awards that the student receives during the academic year;
5. To notify the Financial Aid Office 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 Financial Aid Office 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 (New York State financial aid programs require full-time enrollment: 12 credit hours) 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 Financial Aid Office;
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.

Endowed Scholarships

**Valerie E. Anders Scholarship:** Established by Diana Anders, this scholarship is awarded to a single mother.

**Arkell Hall Foundation Scholarship:** Established by the Arkell Hall Foundation, this scholarship is awarded to a student from western Montgomery County first, or to a student from eastern Montgomery County.

**Brae Loch Inn Scholarship:** Established by Grey and Doris Barr, this scholarship is awarded to a student from the Cazenovia School District.

**Mac E. Cadaret Scholarship:** Established in memory of Mac, by his wife Christine, this scholarship is awarded to a student majoring in Equine Studies.

**Cazenovia Business and Professional Scholarship:** Established by the Cazenovia business and professional community, this scholarship is awarded to an adult Cazenovia resident attending classes on a full or part-time basis.

**Cazenovia College Auxiliary Scholarship:** Established by the College Auxiliary, this scholarship is awarded to a student demonstrating special concern for the welfare of the College.

**Cazenovia College Faculty Scholarship for the Most Improved Student:** Established by the faculty of the College, this scholarship is awarded to the sophomore student who has shown the most improvement in academic performance and personal growth during his or her freshman year.

**Cazenovia College Faculty Scholarship for Students:** Established by faculty of the College, this scholarship is awarded to a student exemplifying outstanding academic performance and participation in the life of the College.

**Cazenovia Community Scholarship:** Established by Cazenovia residents, this scholarship is awarded to a student from the Cazenovia area, who has demonstrated concern for and support of Cazenovia and its environs.

**Central New York Alumni Chapter Scholarship:** Established by the Central New York Alumni Chapter, this scholarship is awarded to a student based on academic achievement and financial need.

**Bess Chapman Scholarship:** Established in memory of Bess, by her husband Howard, this scholarship is awarded to a returning, non-traditional student with qualities that exemplify the exceptional character and spirit of the College's dear friend and supporter, Bess Chapman.

**The Richard and Margaret Clark Scholarship:** Established by Margaret and Richard Clark, this scholarship is awarded to a student with imagination and vision.
175th Anniversary Scholarship: Established by Linda A. and Liston A. Witherill as well as support generated by the 175th Anniversary Gala, this scholarship is awarded to a student with financial need.

Class of 1946 Scholarship: Established by alumni of the Class of 1946, this scholarship is awarded to a student with financial need.

Class of 1947 Scholarship: Established by alumni of the Class of 1947, this scholarship is awarded to a student with financial need.

Class of 1948 Scholarship: Established by alumni of the Class of 1948, this scholarship is awarded to a student with financial need.

Class of 1949 Scholarship: Established by alumni of the Class of 1949, this scholarship is awarded to a student with financial need.

Class of 1953 Scholarship: Established by alumni of the Class of 1953, this scholarship is awarded to a student with financial need.

Class of 1958 Scholarship: Established by alumni of the Class of 1958, this scholarship is awarded to a student with financial need.

Class of 1959 Scholarship: Established by alumni of the Class of 1959, this scholarship is awarded to a student with financial need.

Class of 1962 Scholarship: Established by alumni of the Class of 1962, in memory of Jane Allen, this scholarship is awarded to a student with financial need.

Class of 1964 Scholarship: Established by alumni of the Class of 1964, this scholarship is awarded to a student with financial need.

Class of 1967 Scholarship: Established by alumni of the Class of 1967, this scholarship is awarded to a student with financial need.

Class of 1968 Scholarship: Established by alumni of the Class of 1968, this scholarship is awarded to a student with financial need.

Class of 1969 Scholarship: Established by alumni of the Class of 1969, this scholarship is awarded to a student with financial need.

Class of 1970 Scholarship: Established by alumni of the Class of 1970, this scholarship is awarded to a student with financial need.

Class of 1972 Scholarship: Established by alumni of the Class of 1972, this scholarship is awarded to a student with financial need.

Class of 1973 Scholarship: Established by alumni of the Class of 1973, this scholarship is awarded to a student with financial need.

Class of 1976 Scholarship: Established by alumni of the Class of 1976, this scholarship is awarded to a student with financial need.

Winifred E. Coleman Scholarship: Established by alumni and friends of the College, this scholarship, in honor of former dean of students and trustee Winifred E. Coleman, is awarded to a student with financial need.

Robert S. and Barbara Constable Scholarship: Established by Robert S. and Barbara Constable, this scholarship is awarded to a student who has satisfactorily completed one year at the College but is unable to continue due to financial reasons.

Russell E. Corser Award: Established in memory of Russell, by his wife Belle, this scholarship is awarded for academic excellence.
Dolly Lewis Craig Scholarship: Established in memory of Dolly, by Norman Ridley and Dorothy Craig Ridley, alumna 1949, this scholarship is awarded to a student enrolled in the Early Childhood Education Program who recognizes the importance of teaching and working with young children.

Joan Watjen Dorflinger Memorial Scholarship: Established in memory of Joan, alumna 1960, by friends, this scholarship is awarded to recognize that friendship and peer support adds an important dimension to the Cazenovia College experience.

Leo T. Eagan, Former Trustee, Scholarship: Established in memory of Leo, by his daughter Mary Martha Eagan, and his granddaughter Margot Cheney Papworth, alumna 1970, this scholarship is awarded to a student devoted to community improvement.

Emerson Scholarship: Established by the Fred L. Emerson Foundation, this scholarship recognizes academic program success for currently enrolled students. Students must have a minimum cumulative grade point average of 2.5, and must demonstrate leadership or service consistent with the goals of their major.

Nancy LeValley Farley Scholarship: Established by Nancy LeValley Farley, alumna 1969, this scholarship is awarded to an outstanding student who plans to pursue a career in the field of business.

Former Trustees Scholarship: Established by the former trustees of the College, this scholarship is awarded to a student with financial need.

Liza Morton Gossett Scholarship: Established by Liza, alumna 1969, this award honors courage, scholarship and adventure.

Mary Rose Greene Scholarship: Established by Mary Rose Greene’s family, this scholarship is awarded to an outstanding junior or senior student pursuing a degree in the Social Sciences.

Cynthia Jane Beal, Class of 1955 Scholarship: Established by Cynthia Beal Guiles and Jeremy S. Guiles, this scholarship is awarded to a student enrolled in a course of study in the field of Education, who demonstrates successful academic performance and has financial need.

Neil F. and Beverly Orton Harden Scholarship: Established by Neil and Beverly Orton Harden, alumna 1949, this scholarship is awarded with priority given to students from Camden Central School District and Oneida County.

Gertrude Spross Hart Scholarship: Established in memory of Gertrude Spross Hart, by her daughter, Harriet Hart Christakos, this scholarship is awarded to a student with financial need.

Richard H. Hawks Scholarship: Established in memory of Richard, by the Hawks family, this scholarship is awarded to a student who exemplifies the caring, strength of spirit and devotion of Richard Hawks.

Haylor, Freyer & Coon, Inc., Scholarship: Established by the Haylor, Freyer & Coon Agency, this scholarship is awarded to a student enrolled in a business program.

Jephson Educational Trusts Scholarship: Established in memory of Lucretia Davis Jephson, this scholarship is awarded to a student with financial need.

The John H. and Polly B. Koerner Scholarship: Established by John and Polly, this scholarship is awarded to a student who exemplifies enthusiasm and dedication to studies as well as involvement in community life.
LetterGraphics Scholarship in Advertising Design: Established by LetterGraphics Company in Syracuse, this scholarship is awarded to a returning sophomore who exemplifies performance and promise in the field of advertising design.

The Robert and Marjorie Brown McKiernan Scholarship: Established by Stephen R. McKiernan, in memory of his parents who were alumni of Cazenovia College, this scholarship will be awarded to an incoming student with a 90 average or higher who demonstrates financial need, and upper class students who maintain a 3.0 GPA or higher. Students will be selected from the Division of Business and Management and the Division of Social and Behavioral Sciences, alternating year to year.

The Lewis-Merrill Scholarship: Established by Richard S. and Marion Lewis Merrill, alumna 1948, this scholarship is awarded to a North Country resident who is a graduate of Jefferson Community College.

Marion Fontana Metalios Scholarship: Established in memory of Marion, Class of 1953, by her husband James and their daughters Marina and Eva, this scholarship is awarded to prospective or currently enrolled students (priority given to females) with a GPA of 80/B or higher and whose parents have not graduated from college.

Karina K. Mitchell Scholarship: Established by Mr. and Mrs. William Mitchell, this scholarship is awarded to a student whose academic and co-curricular activities reflect favorably on the College and the community.

Elsbeth W. and Charles B. Morgan Scholarship in Interior Design: Established by Elsbeth and Charles, this scholarship is awarded to a returning sophomore who demonstrates excellence in interior design studies and who requires financial assistance.

Dr. John S. and Enid Morris Scholarship: Four scholarships (Art and Design, Humanities and Education, Management Studies and Natural and Social Sciences), established by Paul J. Schupf, are awarded to juniors who demonstrate superior citizenship and academic excellence by being listed on the Dean’s list. Students must demonstrate positive involvement in the College community, through recognized activities.

Hartwell P. and Nancy G. Morse Scholarship: Established by Hartwell and Nancy, this scholarship is awarded to a student with financial need.

Michael M. Muchisky, Ph.D. Scholarship: Established by the family and friends of Michael Muchisky, this scholarship is awarded to current Cazenovia College students or those admitted to study at Cazenovia College who demonstrate successful academic performance in high school; are majoring in psychology; have ranked in the top 25% of their prior-year academic program; and are of Ukrainian or Polish decent.

New Jersey Alumni Scholarship: Established by the New Jersey Alumni Chapter, this scholarship is awarded to a student with financial need.

The Oliker Scholarship: Established by L. Richard Oliker, this scholarship is awarded to a junior who excels academically and has financial need.

The Oneida Savings Bank Scholarship: Established by the bank, this scholarship is awarded to a student with financial need.

Janice Schmidt Panasci Scholarship: Established by David and Janice Schmidt Panasci, alumna 1976, this scholarship is awarded to a non-traditional student with financial need.
Faye and Henry Panasci Award: Established by Faye and Henry, this scholarship is awarded to a student who exemplifies academic achievement, leadership and service.

Nancy N. Paton Scholarship: Established by Nancy, alumna 1970, this scholarship is awarded to a student of limited resources.

Marjorie and Paul Petreikis Scholarship: Established by Marjorie and Paul, alumnus 1928, this scholarship is awarded to a student with financial need.

Picciano Family Scholarship: Established by the family, this scholarship honors Louis Picciano, Jr., former trustee, and his daughters, who are alumnae of the College. It is awarded to a student with financial need.

Rochester Alumni Scholarship: Established by the Rochester Alumni Chapter, this scholarship is awarded to a student from the greater Rochester area, who exemplifies academic achievement and has financial need. Preference is given to descendants of Cazenovia College alumni.

Donald Roy Scholarship: Established by his family and faculty/staff of the College, in memory of Donald, Professor of Biology at Cazenovia College (1965-1991), this scholarship is awarded to a student in science or equine studies.

Tonia M. and Robert B. Salisbury Scholarship: Established by Tonia and Robert, this scholarship is awarded to a returning student who shows academic and personal growth through his/her College experience. Preference is given to minority students.

David, Marc, and Jonathan Schneeweiss Scholarship: Established by Stephen Schneeweiss, this scholarship is awarded to a child of a College faculty/staff member.

Barbara Sayford Sedam Scholarship: Established by Barbara, alumna 1964, this scholarship is awarded to a student who demonstrates an interest in the well being of others through their community service and volunteer efforts.

Katharine and Charles Sigety Award: Established by Katharine and Charles, this scholarship is awarded to a student who exemplifies academic excellence, leadership qualities and service.

Margaret Stafford Scholarship: Established in memory of Margaret, Professor Emerita of Sociology at Cazenovia College (1975-1993), lover of women's issues and the history of U.S. First Ladies. This scholarship is awarded to a female student whose leadership abilities and promise for the future have been enhanced by her Cazenovia College experiences.

Jay and Martha Wason Scholarship: Established by Jay and Martha, this scholarship is awarded to a student with financial need.

Lisa A. Watson Scholarship: Established in memory of Cazenovia College student Lisa A. Watson (1973-1994), this scholarship is awarded to the junior or senior commuting student who best exemplifies a commitment to the College and an enthusiasm for learning.

Robert Webster Memorial Scholarship: Established by the former trustees of the College, this scholarship is awarded to a student with financial need.

Caryl Levinson Weiss Scholarship: Established by Caryl, this scholarship is awarded to a learning disabled student first, or to an under prepared student assigned to the Learning Center.
Dolly Weiss Scholarship: Established by Dolly, this scholarship is awarded to a returning student at Cazenovia College who excels in the Psychology program, and has completed at least three psychology courses.

Mark W. and Beulah M. Welch: Established by the late Mark and Beulah, this scholarship is awarded to a student from Western New York, who graduated from a modest-size secondary school.

Barbara C. Wheler Scholarship: Established by Bradford G. Wheler, in honor of his mother Barbara, this scholarship is awarded to a female student, in her junior year, who shows a commitment to community and public service.

Dorothy A. and Jerome M. Wilson Scholarship: Established by the late Dorothy and Jerome, this scholarship is awarded to a student with financial need.

Les and Jane Yury Scholarship: Established by the late Les, alumnus ’36 and Jane, this scholarship is awarded a deserving student who has financial need.

Additional Named Scholarships

Key Bank Scholarship: Sponsored by Key Bank of Central New York to assist a student who is a New York resident, and preferably from the Central New York region.

Noonan Dean’s List Scholarship: Established by the Noonan Family, administered by the Vedder Foundation at Bucknell University, scholarships are awarded to freshmen students who achieve the Dean’s List at the end of the fall semester.

O’Connor Foundation Scholarship: Sponsored by the A. Lindsay and Olive B. O’Connor Foundation, scholarships are awarded to assist students from Delaware County, and are also available to assist students from the surrounding counties of Broome, Chenango, Greene, Otsego, Schoharie, Sullivan, and Ulster.

Leland Stanford Scholarship: Established by James G. Webster III, administered by the Central New York Community Foundation, this award is made annually to a Central New York incoming student who demonstrates the qualities of entrepreneurial spirit and social commitment, as exemplified by Leland Stanford.
Financial Services

As part of the Enrollment Services area, which is located on the first floor of Williams Hall, the Student Accounts office applies financial aid, including loans, to student accounts and issues regular statements to students regarding their account status. The Student Accounts Office handles all billing and processing of payments for students. 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 will contact and disclose to the signer(s) of the Enrollment Agreement any 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 4. Spring term billing is due no later than January 5. If payment is not received by the due date, a late payment fee of $100 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 Academic Management Services (AMS)* for families that want an alternative to lump sum payments. Brochures are available at the Office of Enrollment Services. Additional information can be obtained by calling AMS 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.

• Full-time students, those enrolled in 12-18 credits per semester, are charged $9,990.00 per semester, for a total of $19,980.00 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 $243.00 per credit hour.

• Part-time students, those enrolled in 1-11 daytime credit hours, are charged as follows: up to seven credit hours at $422.00 per credit hour; from eight to 11 credit hours at $666.00 per credit hour (a prorated portion of full-time tuition).

Continuing Education students, those enrolled in 1-9 credit hours and attending classes that begin after 3:40 p.m., are charged $180 per credit hour. With written permission of the Registrar and the Director of Continuing Education, Continuing Education students may be allowed to enroll in additional credit hours (see Continuing Education section on page 45).

Room

Standard Room*.................................................................$4,600.00 for the academic year
Single Room.................................................................$5,344.00 for the academic year
Suite..................................................................................$5,444.00 for the academic year

* Room elections are for the entire academic year Unauthorized contract changes are subject to penalty as described in the Student Handbook.
Board: Meal Plan Options
Full Meal plan: .........................................................$3,846.00
   This is the standard meal plan for all students.
   19 Meals per week: ..........$3,614.00
   14 Meals per week: ........$3,286.00

Meal plans cannot be changed after the add/drop date.

Meal plan elections are for the entire academic year.

Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Activity Fee (per semester)</td>
<td>$100</td>
</tr>
<tr>
<td>Late Registration Fee* (per diem cost)</td>
<td>$25</td>
</tr>
<tr>
<td>Graduation (mandatory)</td>
<td>$135</td>
</tr>
<tr>
<td>Room Damage and Key Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Orientation Fee</td>
<td>$130</td>
</tr>
<tr>
<td>Audit Fee (per credit hour, see page 55)</td>
<td>$143</td>
</tr>
<tr>
<td>Transcript Fee (see page 57)</td>
<td>$5 each</td>
</tr>
</tbody>
</table>

Additional Fees
The following fees apply to those students participating in the particular activity or service.

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
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<tbody>
<tr>
<td>Education Course Fee (ED 101)</td>
<td>$33</td>
</tr>
<tr>
<td>Art and Design Fee (per semester)</td>
<td>$78</td>
</tr>
<tr>
<td>Non-Art Majors</td>
<td>$42</td>
</tr>
<tr>
<td>Riding Fee for Equitation Courses</td>
<td>$743</td>
</tr>
<tr>
<td>Overload Charges</td>
<td>$243</td>
</tr>
<tr>
<td>Alternative Approaches to Credit Fees (see page 52)</td>
<td>$53</td>
</tr>
<tr>
<td>Parking Permit (per year)</td>
<td>$50</td>
</tr>
<tr>
<td>Residential Student</td>
<td>$30</td>
</tr>
</tbody>
</table>

Continuing Education Tuition
Continuing Education Tuition (per credit hour) ...........................................$180

Advance Room Deposit
Residential students are required to pay a $50 housing deposit in the spring semester to secure a room 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 315.655.7889.

Caz One Card

Cazenovia College offers students the opportunity to use the Caz One Card for purchases in the bookstore, dining hall, Morgan Student Center and at participating Village locations. The Caz One Card is based on a debit card system, which entails depositing money to the Caz One Card account prior to purchasing any item. Students may increase their Caz One Card at any time at the Business Office by cash, check or credit card.

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 in cash or with an accepted charge card (Visa, MasterCard and Discover). Students in good financial standing may charge books and required supplies to a yearly limit of $900 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 Office of Enrollment Services.

Fire, Theft and Medical Insurance

The College is not responsible for loss due to fire, theft, or any other cause. Medical insurance coverage is available at the option of the student for a fee. Information regarding Medical Insurance can be received from the Health Office at 315-655-7122. A student who wishes to insure against other risks is advised to do so privately.

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 can be obtained from the Office of Enrollment Services.

Off-Campus Housing

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

**Refund Policy for Institution Charges**

Refunds for institutional charges are made only after an official withdrawal form is completed. Withdrawal forms are available in the Financial Aid Office and must be completed by the Business, Registrar and Student Development Offices. 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

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 tested to determine their level of academic skills in the key competency areas of mathematics, writing and reading. Depending on these tests and high school record, the College may recommend that students participate in the pre-college program and/or take developmental courses.

Students are asked during the summer to indicate their preference for a First Year Seminar and are asked to complete a summer reading for this program. During a one-day summer orientation program, students meet with faculty to schedule courses for the upcoming fall academic term.

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 Academic Learning Center is available to any students who may need academic tutorial assistance. Student Life staff, particularly Resident Assistants, Resident Directors, and counseling staff are available to assist in the transition to life in a residential college setting.

First Year Program

All First Year students are participants in the academic First Year Program. This experience helps students adjust to college life, and especially helps them to understand the
academic expectations in this new stage of their education. The First Year Program includes a number of components.

All first year students participate in the Summer Reading Program. Each year incoming students read a selected book over the summer in preparation for a discussion session held during the first week orientation program. Many fall term co-curricular events further explore themes raised in the selected book.

The First Year SOAR (Student Observation, Assessment & Response) Committee works with first year students who have academic or social issues that place them (or their peers) at risk. SOAR helps students resolve these issues. Committee members include faculty, academic and student life staff, and a representative of the athletic program.

Cazenovia College also participates in The New York Times Partners in Education Program. Copies of The Times are provided to first year students on a Monday through Friday basis throughout the academic year.

The centerpiece of the First Year Program is the First Year Seminar. New students select the First Year Seminar course that is of special interest to them. This course counts toward their graduation requirements, either as a major requirement, an elective or general education requirement. Courses that substitute for required courses in a major or general core have been approved as such by appropriate division chairs and program directors.

First Year Seminar instructors serve as academic mentors to first semester freshmen. This gives new students the opportunity for group discussion of academic issues, guidance in obtaining necessary academic assistance, help in identifying academic opportunities, and responses to questions about academic life in and out of the classroom.

As a further aid toward adjustment to college, upper division students serve as master students and peer mentors within many First Year Seminars. They assist new students in addressing academic concerns and keep them up-to-date on campus and community activities of interest.

A number of co-curricular activities are part of the First Year Program. Such activities include trips to museums, attendance at musical and theatrical events, and lectures by guest speakers. Additional activities are offered by the College’s Office of Student Development through the First Year Residential Program. Student Development staff and First Year faculty collaborate in helping students adjust to college life.

**Academic Advisers**

At the beginning of the semester, new students consult with assigned academic advisers on their academic schedules. Advisers assist students to design programs of study that will satisfy their interests while meeting academic requirements. During students’ four years at Cazenovia, academic advisers do much more than simply 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 Office of the Registrar assigns advisers. Students may change advisers by completing change forms, obtained from the Registrar's Office, with the signatures of both old and new advisers. These forms must be returned to the Registrar's Office and approved by the Registrar prior to any official change of adviser.

**Academic Learning Center**

The Academic Learning Center (ALC) is designed to promote academic excellence, effective learning, and assist students to maximize their academic potential by collaborating with faculty and Student Life staff. The Center provides extensive academic support services, including those funded institutionally as well as those funded by state and federal grants.

Cazenovia College students are expected to succeed within a challenging intellectual environment. In such a scholarly environment, it is not unusual for the typical student to need help in gaining and maintaining an adequate level of academic excellence. To achieve this goal, the Center offers a variety of methods to assist in learning, such as: individual or group tutorials, study skills assistance, workshops, summer academic preparation and academic counseling. All services are free to full-time Cazenovia College students.

**Continuing Education and Professional Studies**

Cazenovia College has an earnest commitment to lifelong learning and offers educational opportunities through Continuing Education. Courses are scheduled throughout the calendar year at times and places convenient to the students, including weekend college classes.

Certain designated programs are available through Continuing Education to non-traditional students, including associate degree, bachelor's degree and certificate programs. Some Cazenovia College programs are available only through Continuing Education. Some programs offered through Continuing Education can only be completed by enrollment in day classes, with all the requirements that pertain to those programs. Because of the nature of Continuing Education programs, not all courses are available every year.

Continuing Education also provides seminars for continuing education units (CEUs) for professional development for a variety of occupations. Pre-employment Police Basic Training, Phase 1, for both civilians and sworn police officers, is offered on a yearly basis. This approved course is certified by the State of New York, Division of Criminal Justice Services.

Students enrolled in Continuing Education may enroll in no more than nine credits per semester, or a total of nine credits for all summer program options (see financial services section for per-credit charges).

Full-time or part-time Cazenovia College day students may, on occasion, be permitted to enroll in Continuing Education courses with the prior written permission of the Registrar and the Director of Continuing Education. Students enrolled through Continuing Education may also, on occasion, be permitted to enroll in day courses with the prior written permission of the Registrar and the Director of Continuing Education (see financial services section for per-credit charges).

All students seeking to enroll in a degree program through Continuing Education who have not been matriculated at another recognized institution of higher education must provide, prior to enrollment, official transcripts from high school if they wish to apply for financial aid. Those who have been matriculated at another college or univer-
sity must provide official transcripts for all other institutions prior to enrollment into a degree program.

For further information or clarification about programs, offerings and opportunities through Continuing Education, call 315.655.7107.

Career Services

The Office of Career Services and Internship Programs supports the mission of the College; preparing students to become leaders in the global community by providing a balanced approach to career and life planning. Students and alumni are encouraged to view career development as a life-long process, and to proceed through this process with confidence, fully prepared by their liberal arts education and experiential learning opportunities obtained at Cazenovia College. The Office of Career Services and Internship Programs serves as a resource and support system to students and alumni as they progress through the many stages of career development on their way to becoming leaders in their chosen fields.

Internships

Internships are required for many College degree programs and are open to all Cazenovia College students. Internships connect academic study and professional experience. Cazenovia College program faculty maintain close ties with professional sites, assist students in the placement process, and conduct internship seminars. The College holds an annual Internship Expo to which the entire campus community and outside visitors are invited.

Students must meet general education and degree program requirements to be eligible for internships. In most instances, students are expected to reach junior standing and complete prerequisite courses. Students who do not meet these requirements may be provided a course substitution or advised to change their major. Students ordinarily do no more than two internships. Placements must be prearranged and approved by the student’s Program Director or designated internship instructor.

Interns must meet high standards. Interns, instructors, and site supervisors complete an Internship Learning Agreement. Students average 40 hours on site per credit earned for an internship, with variations due to programmatic requirements and site availability. Interns may be removed from a site for poor performance or inappropriate behavior. Removal from the site may also result in failure of the course.

Students are responsible for transportation to their internship sites. Program faculty and College internship staff may assist students in arranging car-pooling and other means of transportation to internships when possible.

Internship requirements vary according to program. Refer to specific degree program requirements and internship course descriptions for further information. Students considering an internship should consult with their advisers and Program Directors. Students must pre-register for internships the semester prior to beginning an internship.

National and International Internships. While most internships are in the Central New York region, students may choose to be placed at sites throughout the nation and at select international sites. Students also may arrange an international internship or participate in programs like the Washington, D.C. Capital Experience.

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 College’s Director, Office of Special Services (315.655.7308) at least 30 days prior to expected need for accommodations.
Study Abroad

Cazenovia College has established a collaborative relationship with Canterbury Christ Church University in the United Kingdom. Through this relationship, Cazenovia College students are afforded the opportunity to live in Canterbury, England, and to attend Canterbury Christ Church, a British university. This international study experience takes place during the fall semester and is recommended for the junior year. The program is selective and students must complete an application process. To qualify as an applicant, a student must achieve a cumulative grade point average of 2.75 or higher at the end of the spring term of the previous academic year and must be recommended by his/her faculty adviser and by the Office of the Dean for Student Life. Other study abroad opportunities may be possible; students interested in such opportunities should consult with the Office of Academic Affairs.

Pre-Freshmen Summer College

Summer College at Cazenovia is a five-week program for pre-freshmen students. Students who are required to attend this program must earn a “C” or better in each course taken. Attending Summer College allows students to get a head start on earning credits or making up credits, improving their grade point averages, or satisfying prerequisites for the advanced courses. Academic counseling, tutorial services and cultural activities are all available during Summer College.

This program is usually held from the beginning of July to the beginning of August. Students stay in a residence hall, and financial aid may be available to qualified students.
Academic Policies and Procedures

Academic Standing

Academic Credits

The unit of academic credit at Cazenovia College is the semester credit. Each semester credit represents 825 minutes of classroom instruction. A three-credit course equals three hours per class per week for 15 weeks or a total of 41.25 hours of class. 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

Students may be required to take developmental courses (for example, EN 099 Language Arts or SM 099 Intermediate Algebra) to bring their academic skills up to college level. Credit equivalent courses (developmental courses numbered less than 100) count toward full-time status for financial aid eligibility but do not count as academic credit toward the degree. Students have the opportunity to make up academic credits through summer coursework. Ordinarily, students are expected to complete developmental coursework by the end of their second year of coursework. Students who have not completed developmental coursework by this time will be placed on academic probation regardless of their cumulative grade point average.

Academic Course Load

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.

Students receiving financial aid must maintain full-time status at all times in order to remain eligible for aid. See pages 21-31 for more information on financial aid and credits.

Students must be 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 Vice President of Student Development.

In order to complete a baccalaureate degree, students should enroll in 15 academic credits (see below) per semester (30 academic credits for the year) if they expect to complete a baccalaureate degree in four years. Baccalaureate degrees require a minimum of 120 credits. Developmental courses, described above, do not count toward the 120 credits for graduation.
Overloads

Students should discuss their credit loads with their academic advisers. Credits in excess of 18 will require the approval of the Vice President for Academic Affairs and will require 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. Developmental courses that do not carry academic credit are numbered 090 - 099.

Students who do not accumulate academic credits toward graduation at an appropriate rate will receive an advisory letter from the Academic Affairs Office.

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 grade point average.

All courses graded Pass on a Pass/Fail basis are certified to be a “C” grade or better. In all other 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 is no “A+" or “D-" grade.) 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; WP indicates withdrawal with a passing grade, WF withdrawal with a failing grade, and WV indicates a course waiver (see withdrawal from class section on page 55).

Each letter grade is 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>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
</tr>
<tr>
<td>WP/WF</td>
<td>0.0</td>
</tr>
<tr>
<td>WV</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:
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.

*Credits for courses graded Pass/Fail or credit equivalent courses are not included. When an Incomplete is awarded, the grade point average will be calculated with the incomplete included. GPA will be recalculated when all course requirements have been satisfied.

**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. The instructor may give an extension of up to six weeks in the following term by submitting the appropriate completed form to the Registrar’s Office. If the student fails to complete the missing work during this extension period, a grade of “F” is automatically recorded.

**Grade Reports**

**Midterm grades.** Instructors submit a midterm grade report for all students. Copies of these reports are sent to the student and faculty adviser. Midterm grades are used to inform students about their progress. The midterm grade is not added to students’ performance in the second half of a semester to calculate a final grade.

**Final grades.** At the end of each semester, a report of final grades earned is sent to the student and adviser.

Students should not request grades from instructors or administrators, as College policy prohibits them from complying. Grades are not reported to anyone over the telephone.

**Good Academic Standing**

Students must maintain a 2.0 minimum cumulative grade point average (GPA) to be in good academic standing.

**Probationary Standing and Academic Dismissal**

**Academic Probation**

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, it is necessary to maintain a minimum cumulative grade point average of 2.0. Anytime a student falls below this minimum standard, he or she will be placed on probation and will receive a warning letter from the Vice President for Academic Affairs informing him or her of placement on probationary status. Probation indicates that students must improve their academic performance.

Students on academic probation will be restricted in their activities. They may be

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Equivalent</th>
<th>Credits Attempted*</th>
<th>Credits Earned*</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A</td>
<td>4.0</td>
<td>3</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>History</td>
<td>A-</td>
<td>3.7</td>
<td>3</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Biology</td>
<td>C-</td>
<td>1.7</td>
<td>4</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>Art</td>
<td>D</td>
<td>1.0</td>
<td>3</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Psychology</td>
<td>F</td>
<td>0.0</td>
<td>3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>16</td>
<td>13</td>
<td>32.9</td>
</tr>
</tbody>
</table>
prohibited from participating in clubs, athletics or other school activities; they may also
be required to participate in Academic Learning Center programs.

**Dismissal**

Students are subject to dismissal if they fall below probationary standards. Students will be dismissed if their minimum cumulative grade point average is below:

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Fall Term</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>End of Spring Term</td>
<td>15</td>
<td>1.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Fall Term</td>
<td>24</td>
<td>1.8</td>
</tr>
<tr>
<td>End of Spring Term</td>
<td>36</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Students are liable for dismissal at any point during their sophomore year if their minimum cumulative grade point average falls below 2.0.

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

**Requirements for Graduation**

**Graduation Requirements.** Only students who have successfully completed all general education and program requirements, including necessary academic credit hours and a cumulative grade point average of 2.0 or greater will be permitted to graduate. Completion of these requirements allows for participation in the graduation ceremony at Commencement.

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.

**Academic Appeal of Grade**

A student with sufficient cause to file an academic appeal of a grade should initiate the process as defined on the College Web Page. The appeal must be made within 5 days of the end of the semester in which the grade is given.

**Academic Honesty**

Academic success calls for serious effort 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. Without a commitment to honesty and integrity students will not achieve true academic success.

Cazenovia College expects every student to maintain a firm commitment to academic honesty. Students are held responsible for acts such as plagiarism, cheating on assignments, or other forms of academic dishonesty. College faculty and the Office of Academic Affairs are responsible for maintaining standards of academic honesty. A comprehensive statement explaining the policies and procedures about academic dishonesty appears in the Student Code of Conduct. Students should familiarize themselves with these standards.
Alternative Approaches to Earning Credit or Fulfilling a Degree Requirement

There are three ways, in addition to completing courses, in which students may earn credit or obtain a course waiver at Cazenovia College: (1) credit for professional experience, (2) credit by examination, and (3) challenge examination. A maximum of 30 credits toward the baccalaureate degree may be derived from any combination of these three 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 credits toward a degree by demonstrating this knowledge by means of a portfolio developed for this purpose. The student submits the portfolio for review by the appropriate Program Director and a committee of program faculty. Following the review, the program faculty 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 Registrar to obtain a listing of programs offering this option and a “Credit for Experience Application Form.” Students should then contact the appropriate Program Director to receive the portfolio development guidelines. The per credit hour fee for credits awarded for professional experience is listed on page 39 of this catalog.

Credit by 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. These credits may satisfy prerequisite or lower division courses where appropriate. Information on minimally acceptable scores on these exams may be obtained from the Registrar’s Office. Students must provide official transcripts of test results.

Course Waivers by Challenge Examinations

At the discretion of individual programs, students may arrange to take challenge examinations to demonstrate proficiency in lower level prerequisite courses. Students interested in this option should consult with their academic adviser and the Program Director responsible for the course they wish to challenge to determine if such an option is available. A student may challenge a course only once. The successful course challenge will appear on the student’s transcript with a notation of WV. No credits are awarded. The fee for challenge examinations is listed on page 39 of this catalog.

Attendance

All faculty have a stated policy on class attendance appearing on each course syllabus. The College holds that absences have consequences for students' grades. Those consequences are explained in each course syllabus. Absence from class may negatively affect grades. This occurs in two ways. Faculty attendance policies penalize students for excessive absence. Second, 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:

1. 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;

2. Knowing and following the attendance policy of each class they take;

3. Knowing there are no automatically “excused” absences for 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; and

4. Scheduling appointments and other responsibilities so they do not conflict with classes.

Excessive absences from class are reported to the student’s adviser and the Office of Academic Affairs.

Honors

Dean’s List

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 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 WF for the semester.

All-College Honors Program

The All-College Honors Program at Cazenovia College provides 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. The program helps to foster the student’s exceptional academic talents and intellectual curiosity.

Curriculum consists of three components:

- Honors courses within the general education core:
- Honors Seminars:
- Contract courses within the major:

Students should complete a minimum of 24 honors credits for an all-college honors degree.

Admission to the Program. The Honors Committee will make all admissions decisions.

Graduating 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.

Honors at Commencement

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.

Honor Societies

Alpha Chi. Cazenovia College is home to the New York Tau Chapter of Alpha Chi. The purpose of Alpha Chi, a coeducational 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.”

Students are invited to join Alpha Chi in the spring of each year, and are inducted the following fall. 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.

**Alpha Delta Omega.** Alpha Delta Omega Honor Society is specifically for students in the Human Services program. The Alpha Rho Chapter of Cazenovia College recognizes academic excellence, encourages quality service delivery in the 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 nine credits of Human Services courses, have a grade point average of 3.0, and a recommendation from the College.

**Alpha Lambda Delta.** Alpha Lambda Delta is a newly established honor society for first year students at Cazenovia College. Alpha Lambda Delta is the national freshman honor society 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.

**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 such a course to make appropriate academic progress. Faculty 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 in the Office of the Registrar. Applications must be signed by the instructor, the appropriate Division Chair, and the Vice President for Academic Affairs prior to 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.

**Privacy Rights**

Student records are maintained under the provisions of the Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA. The act seeks to protect the student’s right to privacy by limiting access to records to those persons authorized by the student. Students desiring further information should contact the Registrar.

The College reserves the right to contact a student’s parents (or a physician of the student’s choice) when, in the opinion of the College, notification is necessary to protect the health, well-being or safety of that student or others.
Readmittance

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

Registration Procedures

General Registration Procedure

New students pre-register for classes during the summer orientation program that precedes their first full-time semester at Cazenovia College. Students also meet with their academic advisers during the orientation program immediately preceding the fall semester. Continuing students pre-register during the spring for the fall semester. Students who fail to pre-register may register on the first day of the fall or spring semester. Because course offerings may be fully enrolled as the semester starts, early registration during pre-registration is highly recommended. Students must be in good financial standing with the College in order to register.

Students attending Cazenovia College for the first time must have their final official high school transcript(s) and for transfer students, their college transcripts, on file in the Admissions Office before the start of their first semester.

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. 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 Office of the Registrar, with the signatures of both old and new advisers. This form must be returned to the Office of the Registrar and approved by the Registrar prior to an official change of adviser.

Change in Classes (Drop/Add Procedures)

During the Drop/Add period, usually the first week of classes, 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 Registrar’s Office for processing. A student may not add a course after the first week of classes (see Withdrawal from Classes).

Withdrawal from Classes

A student who withdraws after the first week of classes will have the enrollment and withdrawal entered on the transcript together with the notation “WP” (Withdraw Passing) or “WF” (Withdraw Failing), whichever the instructor reports as appropriate. Course withdrawals are not permitted after the Friday of the first full week following midterm exams. A student who stops attending without officially withdrawing will receive an “F” for the course.

Change in Major

A student may change his or her major by completing a change form obtained from the Office of the Registrar. This form must be signed by the student and his or her
adviser, then returned to the Registrar’s Office and approved by the Registrar prior to an official change of major.

**Repeating a Course**

A student may repeat a course to obtain a better grade. In those cases where credit was earned, the higher grade earned is the only grade entered in the computation of the grade point average, but the original course listing and grade will remain as part of the academic transcript.

Students may repeat an “F” grade without jeopardizing their financial aid. Students who wish to repeat a course for which credit has been previously earned should check with the Financial Aid office to ensure that repeating the course does not jeopardize their financial aid eligibility.

**Residency Requirements**

**Associate’s degree programs:** A minimum of 30 academic credits must be earned in residence at Cazenovia College to receive a degree from Cazenovia College. At least half of these residence credits must include courses that satisfy the major program requirements.

**Bachelor’s degree programs:** Cazenovia College requires that 45 credits of a Bachelor’s Degree be earned through Cazenovia College. Such credits shall include the Senior Capstone course. Programs may require that specific courses be earned through Cazenovia College.

**ROTC**

**Reserve Officer Training Corps**

**United States Army and Air Force**

The Reserve Officer Training Corps program (see page 29) of the United States Army and Air Force is available to Cazenovia College students. This program is essentially four years in duration but may be completed in two or three years. Initial entry must be prior to the end of the sophomore year. This program leads to a commission as Second Lieutenant upon receipt of a baccalaureate degree.

The ROTC program and its component courses are available on the Syracuse University campus under the auspices of the Professor of Military Science, Syracuse University. Course descriptions and financial aid information are available through Syracuse University. Students must be able to provide their own transportation to the Syracuse University campus. Interested Cazenovia College students should contact the ROTC Offices in Archbold North at Syracuse University or call the Army ROTC office at 315.443.2462 or the Air Force ROTC at 315.443.2461.

**Summer Courses**

Summer courses allow students an opportunity to take one or two courses during a five-week session following the end of the spring semester. Since courses are held during a shorter period of time, five weeks, students can enroll in only six credits. Internships done during the summer may be extended past the five-week session.

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

**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.

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 Registrar. 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.

Withdrawal from the College

All students wishing to withdraw from the College must go through a formal withdrawal process. This process begins in the Office of Financial Aid. As there are consequences for withdrawal, students must see a representative of the Office of the Registrar, Business Office, the Vice President for Student Development, and the Vice President for Academic Affairs.
Degree Requirements

To receive a degree from Cazenovia College, students must complete all General Education requirements and all program requirements in a particular major, as well as meet other requirements outlined in this catalog. At least 45 credits of a bachelor's degree must be earned at the 300/400 level.

General Education Requirements

The General Education program at Cazenovia helps integrate the college curriculum and provides a common educational experience for all students. Its goals are three-fold:

(1) to help students develop the knowledge and skills necessary for success in the classroom;

(2) to emphasize the interrelatedness of liberal and professional education; and

(3) To prepare students to become lifelong learners in both their professional and personal lives.

General Education points out 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. The General Education Program includes (1) General Education Requirements based on eleven 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 eleven 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. Students will find that courses required by their majors may also fulfill basic or gateway general education requirements. Depending on major, required coursework will foster significant further development in the all-College competencies beyond gateway requirements. The eleven all-College competencies 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.

Leadership. To develop the ability to empower and inspire others.
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.

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.

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.

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.

Quantitative Skills. To demonstrate proficiency in the use of mathematical or statistical reasoning.

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.

**Fulfilling General Education Requirements**

Below is a general listing of those gateway courses that fulfill basic General Education competency requirements. Degree programs may designate specific courses from this list to fulfill a requirement. Students must consult the graduation requirements for their individual majors to ensure that all requirements have been met. Besides these courses, students participate in national and College-developed assessment measures of their development in the all-College competencies. Transfer students, especially those with an A.A. or A.S. degree, will ordinarily have met those General Education requirements satisfied by 100- and 200-level coursework. Transfer students who have earned more than 12 academic credits are not required to take the First Year Seminar and may substitute an open elective. This exception does not apply to students who have earned college credits through Advanced Placement or other high school coursework. Transfer and upper division students may also petition to substitute a suitable advanced course for a gateway course. The General Education Program begins with the student’s choice of First Year Seminar and ends with the culminating Senior Capstone course within the selected major.

All students must complete the following general education gateway requirements for each all-college competency:

<table>
<thead>
<tr>
<th>First Year Seminar</th>
<th>Course introduces students to the essential elements of college coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>EN101 Academic Writing I AND EN201 Academic Writing II</td>
</tr>
<tr>
<td>Spoken and Interpersonal Communication</td>
<td>CM 121 Effective Speaking AND CM301 Communications Forms and Techniques OR CM 313 Debate</td>
</tr>
<tr>
<td>Leadership</td>
<td>College competency measures</td>
</tr>
</tbody>
</table>
Visual Literacy Any FA, SA, or VC course (except VC231 and VC293), or EQ270
Cultural Literacy See chart below.
Scientific Literacy Any 100 level Natural, Behavioral or Social Science course
Computer Literacy College competency measures
Ethics HU361 Commitment and Choice OR HU365 Ethics
Diversity and Social Consciousness See chart below.
Quantitative Skills Any college level mathematics course*
Critical Thinking, Problem Solving, and Information Literacy
Select course from the following list or other designated research methods course
BU 473 Business Research Methods
BU 475 Marketing Research
HG 375 Historical Methods
HU 375 Research Methods in the Humanities
SB 375 Methods of Inquiry
SB 396 Research Methods [Psychology]
SM 375 Scientific Inquiry
Senior Capstone Course Course completes general and professional education in format determined by individual major

* Associate degree candidates need only demonstrate math proficiency by taking and passing SM100.

<table>
<thead>
<tr>
<th>Diversity and Social Consciousness</th>
<th>Cultural Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select course from this list:</td>
<td>Select a course from this list:</td>
</tr>
<tr>
<td>BU 334 Diversity Management</td>
<td>EN 210 Approaches to Literature or 200</td>
</tr>
<tr>
<td>CM 240 Multicultural Communication</td>
<td>level Literature course</td>
</tr>
<tr>
<td>ED 121 Perspectives on Exceptionality</td>
<td>FA 111 Art History I</td>
</tr>
<tr>
<td>EN 221 Ethnic American Literature</td>
<td>FA 112 Art History II</td>
</tr>
<tr>
<td>FA 401 Contemporary Developments in the Arts</td>
<td>FA 118 History of Fashion</td>
</tr>
<tr>
<td>HG 211 Africa and the African Diaspora</td>
<td>FA 131 History of Architecture and Interiors I</td>
</tr>
<tr>
<td>HG 223 Women in American History</td>
<td>FA 132 History of Architecture and Interiors II</td>
</tr>
<tr>
<td>HG 261 Comparative Political Ideologies</td>
<td>FA 405 Arts in the Community</td>
</tr>
<tr>
<td>ID 232 Universal Design</td>
<td>FA 405 Arts in the Community</td>
</tr>
<tr>
<td>LG ___ Foreign Language course</td>
<td>100 level History survey course</td>
</tr>
<tr>
<td>SB 110 Introduction to Anthropology</td>
<td></td>
</tr>
<tr>
<td>SB 130 Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>SB 201 Multicultural Contributions to American Society</td>
<td></td>
</tr>
<tr>
<td>SB 311 Contemporary Ethnic Families</td>
<td></td>
</tr>
</tbody>
</table>

**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 their professor and 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.
Courses that substitute for required courses in a major or general core have been approved as such by appropriate division chairs and program directors as well as the Dean of the First Year Program. First Year Seminars are equivalents to
1. a specific course within a major
2. an elective within a curriculum area (e.g. BU or HU) or
3. An open or arts and sciences elective.

First Year Seminars may satisfy a general education gateway requirement for an all-College competency (e.g. in cultural literacy or diversity/social consciousness) and a requirement in the major.

* Note for Education Majors: Early Childhood Education and Program Administration (ECPA) students may take any First Year Seminars. Options for Inclusive Elementary Education (IEE) and Early Childhood Teacher Education (ECTE) students are indicated on the list of First Year Seminars distributed annually.

First year students also participate in other aspects of the Cazenovia College First Year Program, including the Summer Reading Program, the First Week Orientation Program, and the Residential First Year Program.

**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 papers will be given to the library to be cataloged and added to the collection and, thereafter, will be made available to the campus community for study and reference.
Academic Programs

Registered Programs

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: Full Time and Part Time

**Bachelor of Art**

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>0601</td>
</tr>
<tr>
<td>English</td>
<td>1501</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>4901</td>
</tr>
<tr>
<td>Social Science</td>
<td>2201</td>
</tr>
</tbody>
</table>

**Bachelor of Fine Arts**

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Design</td>
<td>1009</td>
</tr>
<tr>
<td>Interior Design</td>
<td>0203</td>
</tr>
<tr>
<td>Studio Art</td>
<td>1002</td>
</tr>
</tbody>
</table>

  *Specializations in Studio Art and Photography*

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Communications</td>
<td>1009</td>
</tr>
</tbody>
</table>

**Bachelor of Science**

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology and Criminal Justice Studies</td>
<td>2209</td>
</tr>
<tr>
<td>Early Childhood Education &amp; Program Administration</td>
<td>0823</td>
</tr>
<tr>
<td>Early Childhood Teacher Education</td>
<td>0823</td>
</tr>
<tr>
<td>Inclusive Elementary Education</td>
<td>0823</td>
</tr>
<tr>
<td>English</td>
<td>1501</td>
</tr>
<tr>
<td>Human Services</td>
<td>2101</td>
</tr>
</tbody>
</table>

  *Specializations in Alcohol & Substance Abuse, Counseling & Mental Health, Social Service for Children and Youth, Generalist*

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>4901</td>
</tr>
<tr>
<td>Psychology</td>
<td>2001</td>
</tr>
<tr>
<td>Social Science</td>
<td>2201</td>
</tr>
<tr>
<td>Business</td>
<td>0501</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>0420</td>
</tr>
</tbody>
</table>
Bachelor of Professional Studies
Management 0506
Specializations in Accounting, Business Management, Equine Business Management, Fashion Merchandising, Sport Management

Associate in Arts
Liberal Studies 5649

Certificate Programs
Equine Reproductive Management
Management and Supervision
Purchasing Management

Minors
Art History
Biology
Communication Studies
English
History
Journalism
Pre-Law
Psychology
Sociology
Theatre

Program Offerings: Through Continuing Education Only

Associate in Arts
Human Services 5506
Specializations in Counseling and Mental Health,
Social Service for Children and Youth, Generalist

Associate in Applied Science
Business Management 5004

Associate in Science
Business Management 5004
Criminology and Criminal Justice Studies

Bachelor of Professional Studies
Management 0506
Specialization in Health Care Management
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Criminology and Criminal Justice Studies (AS)** ............................................................70
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   Early Childhood Education & Program Administration (BS)
   Early Childhood Teacher Education (BS)
   Inclusive Elementary Education (BS)
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Environmental Studies ....................................................................................................82
   Environmental Biology specialization (BS)
   Environmental Policy and Communication specialization (BS)
Fashion Design (BFA) .......................................................................................................86
Human Services ...............................................................................................................88
   Alcohol and Substance Abuse specialization (BS)
   Counseling and Mental Health specialization (BS)
   Counseling and Mental Health specialization (AA, AS)*
   Criminal Justice Studies specialization (AA, AS)*
   Generalist specialization (BS)
   Social Services for Children and Youth specialization (BS)
   Social Services for Children and Youth specialization (AA, AS)*
Interior Design (BFA) ......................................................................................................98
Liberal Studies (BA, BS, AA) ..........................................................................................100
Management ...................................................................................................................103
   Accounting specialization (BPS)
   Business Management specialization (BPS)
   Business Management specialization (AAS)*
   Equine Business Management specialization (BPS)
   Fashion Merchandising specialization (BPS)
   Health Care Management specialization (BPS)* **
   Sport Management specialization (BPS)
Psychology (BS) ............................................................................................................114
Social Science (BA, BS) ................................................................................................116
Studio Art .......................................................................................................................118
   Photography specialization (BFA)
   Studio Art specialization (BFA)
Visual Communications (BFA) .......................................................................................121

*Offered only through Continuing Education.
**Submitted to New York State Education Department for approval.
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.

**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.

**Course Requirements:**

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speech</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques or CM 313 Debate</td>
<td>3</td>
</tr>
<tr>
<td>SM 261 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SM 265 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>HU 365 Ethics or HU 361 Commitment and Choice</td>
<td>3</td>
</tr>
<tr>
<td>BU 473 Business Research</td>
<td>3</td>
</tr>
<tr>
<td>BU 495 Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Literacy (see pages 59-60)
Leadership (see pages 58-59)

<table>
<thead>
<tr>
<th>Arts and Sciences Courses</th>
<th>36-42</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG 131 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HG 132 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>SM 266 Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Art &amp; Science electives (100-200)</td>
<td>15-18</td>
</tr>
<tr>
<td>Art &amp; Science electives (300-400)</td>
<td>12-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Studies Courses</th>
<th>6-12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 331 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 332 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BU 110 Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>BU 120 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BU 233 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 331 Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BU 334 Diversity Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 431 Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU 481 Business Internship</td>
<td>3</td>
</tr>
<tr>
<td>IM 120 Intro to Computers</td>
<td>3</td>
</tr>
<tr>
<td>IM 325 Data Processing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

6-12 credits

**Total Credits to Graduate**

120 credits
Communication Studies

Bachelor of Arts

The Bachelor of Arts in Communication Studies is focused on communication skills in the spoken and written form, and the exploration of why people communicate as they do in various formats and contexts. This field of study encompasses: interpersonal, group, and organizational communication; multicultural communication; media studies; persuasion; advocacy and debate; and effective speaking and presentation. Our program will include course work in each of these areas along with opportunities for application of skills in journalism, electronic media, and related internships. Our objective is to provide a flexible degree option for students who seek a range of graduate study or career opportunities.

Goals:

All graduates in the Communication Studies program will:

- Speak and listen well in a variety of contexts;
- Produce excellent, highly effective written work;
- Understand and apply empathy in communication;
- Understand the role of advocacy in our society and be able to advocate effectively before both large and small groups;
- Complete a core of liberal studies course work to ensure that the student is well rounded and informed about the world;
- Be media literate and competent to interpret and utilize a variety of mass media;
- Possess a flexible and marketable skill set; and
- Have an excellent foundation for graduate study, particularly in the areas of law, public policy, communication, and media.

Course Requirements:

General Education Courses 39-40

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CM 302</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 361</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CM 122</td>
<td>Communication Forms and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HU 361</td>
<td>Commitment and Choice or</td>
<td>3</td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SB 375</td>
<td>Methods of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HU 499</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HU 499</td>
<td>Computer Literacy (see pages 59-60)</td>
<td>3</td>
</tr>
<tr>
<td>HU 499</td>
<td>Leadership (see pages 58-59)</td>
<td>3</td>
</tr>
</tbody>
</table>
Communication Core 51

CM 110 Introduction to Human Communication 3
HU 165 Critical Thinking: Language and Logic 3
IM 128 Electronic Publishing or
VC 174 Digital Design I 3
CM 210 Interpersonal Communication 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 ___ Communication Electives (300 - 400 level) 9
CM 440 Advanced Topics in Communication 3

Plus one course from each of the following groups:

Group A
CM 220 Group Communication 3
CM 230 Nonverbal Communication 3
CM 240 Multicultural Communication* 3

Group B
FA 165 Acting Workshop 3
FA 265 Theater Production 3
CM 211 Introduction to Broadcasting 3

Group C
EN 213 Creative Writing: Fiction 3
EN 214 Creative Writing: Poetry 3
CM 231 Introduction to Journalism 3

Plus six credits from the following:
(These courses may be taken twice to earn six credits.)
CM 310 Radio and Television Studies 3
CM 331 Advanced Journalism 3

Additional Requirements 30

English or Humanities Elective 3
Fine Arts, Philosophy, or Language Elective 3
History and Government Elective 3
Social and Behavioral Science Elective 3
HU 465 Ethical Issues in Organizations 3
Open Electives 15

*Students must meet all-college competency requirements in visual literacy, cultural literacy, and diversity/social consciousness. A single course may satisfy both a requirement in the major and one of these competency requirements.

Total Credits to Graduate 120-121

Upper Level Communication Electives to Appear in the Regular Course Rotation:
CM 410 Advocacy and Public Communication 3
CM 420 Persuasion 3
CM 430 Organizational Communication 3
CM 481 Communication Internship 3
Criminology and Criminal Justice Studies

Bachelor of Science

The purpose of the Criminology and Criminal Justice Studies program is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the field. The program familiarizes students with facts and concepts and teaches students to use ethical behavior in applying this knowledge to related problems and changing fact situations. The development of critical thinking, communication skills, and the ability to conceptualize ideas is a primary objective of the program.

Internship Opportunities:
Students will participate in two 120-hour internships for a baccalaureate degree. Internships provide a useful mechanism for students to assess their interest and apply their classroom knowledge in an area of criminal justice. The program director and the cooperating agencies assess the best placement for students based on the students’ academic preparation, past experiences, and personal maturity.

Graduates of the baccalaureate degree program will be qualified for career opportunities in law enforcement, in private security and loss prevention, in the courts, in corrections, in probation and parole. Graduates will also be prepared for postgraduate study in academics and research.

Program Requirements:
- Student must earn a minimum of a “C” grade in each Criminology and Criminal Justice Studies course, and have earned 15 academic credits, including EN 101;
- Students must have the permission of the Criminology and Criminal Justice Studies Program Director in order to have an internship; and
- Students may repeat any Criminology and Criminal Justice 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.

Course Requirements:

General Education Courses 36

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or</td>
</tr>
<tr>
<td>CM 313</td>
<td>Debate</td>
</tr>
</tbody>
</table>

Math/Science Elective
(Statistics – SM 261 is recommended)

Diversity & Social Consciousness

Visual Literacy

Cultural Literacy

HU 365    | Ethics or                                           |
HU 361    | Commitment and Choice                               |
SB 375    | Methods of Inquiry                                  |
CJ 499    | Capstone Seminar                                    |

Computer Literacy (see pages 59-60)
Leadership (see pages 58-59)
### Arts and Sciences Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG 141</td>
<td>Government and Politics of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HG 143</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>HS 134</td>
<td>Introduction to Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SB 120</td>
<td>Intro Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 130</td>
<td>Intro Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SB 323</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 326</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>SB 335</td>
<td>Comparative Social Institutions in the United States</td>
<td>3</td>
</tr>
<tr>
<td>SB 336</td>
<td>Social Welfare Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

### Career Studies Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 151</td>
<td>Introduction to Criminal Justice Functions &amp; Processes</td>
<td>3</td>
</tr>
<tr>
<td>CJ 152</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJ 251</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJ 252</td>
<td>Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CJ 253</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJ 256</td>
<td>Probation and Parole</td>
<td>3</td>
</tr>
<tr>
<td>CJ 298</td>
<td>Criminal Justice Internship I</td>
<td>3</td>
</tr>
<tr>
<td>CJ 351</td>
<td>Criminal Justice Process</td>
<td>3</td>
</tr>
<tr>
<td>CJ 354</td>
<td>Policing in America</td>
<td>3</td>
</tr>
<tr>
<td>CJ 357</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ 451</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ 498</td>
<td>Criminal Justice Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

At least 6 Credit Hours must be 300/400 level courses  

### Total Credits to Graduate

120
Criminology and Criminal Justice Studies

Association in Science
(Offered only through Continuing Education)

Course Requirements:
General Education Courses
18
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math or Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Diversity and Social Consciousness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy (see pages 59-60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership (see pages 58-59)</td>
<td></td>
</tr>
</tbody>
</table>

Arts and Sciences Courses
18
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG 141</td>
<td>Government &amp; Politics of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HG 143</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>HS 134</td>
<td>Introduction to Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SB 120</td>
<td>Intro Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 130</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
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</tbody>
</table>

Career Studies Courses
21
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 151</td>
<td>Introduction to Criminal Justice Functions and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CJ 152</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJ 251</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJ 252</td>
<td>Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CJ 253</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJ 256</td>
<td>Probation and Parole</td>
<td>3</td>
</tr>
<tr>
<td>CJ 298</td>
<td>Criminal Justice Internship I</td>
<td>3</td>
</tr>
</tbody>
</table>

Open Elective
3

Total Credits to Graduate
60

*Criminology and Criminal Justice Studies has been submitted to New York State Education Department for approval.*
Cazenovia College offers three professional education programs leading to baccalaureate degrees: Early Childhood Education and Program Administration (ECPA), Early Childhood Teacher Education (ECTE), and Inclusive Elementary Education (IEE). All three programs are constructed on five conceptual foundations: (1) Inclusive Practice, (2) Content Knowledge and Integration, (3) Literacy, (4) Field-based Study and School Partnerships, and (5) Personalizing the Educational Experience. The programs are grounded in the liberal arts and sciences and offer unique professional education courses that are integrated thematically, and merge the childhood curriculum content with appropriate and multiple teaching strategies for effective work with children with diverse social, cultural, ethnic, emotional, and learning backgrounds, needs, and styles.

**Special Features:**
All education majors complete at least one field experience in the nationally accredited laboratory nursery school on campus. In addition, professional courses are taught in the dedicated, technology-based childhood education laboratory, designed to simulate an elementary classroom. Nearly all of the courses in the pedagogical core, including the introductory courses, have substantial field components in area schools and early childhood programs. College faculty join with classroom teachers, school administrators, and other school personnel as an Instructional Field Team to support, instruct, supervise, and assess our teacher candidates.

**Early Childhood Education and Program Administration**

**Bachelor of Science**
This unique Bachelor of Science degree program is intended for students who wish to develop knowledge, dispositions, and skills for working with young children and their families, and assume leadership positions in early childhood programs.

**Goals:**
- To prepare caregivers to work effectively with young children from birth to age eight, with particular emphasis on infants, toddlers, and preschoolers;
- To prepare caregivers to design and implement developmentally appropriate curriculum and assessments;
- To prepare students to work collaboratively with their fellow students and other stakeholders in early childhood and childcare environments;
- To prepare future leaders in the field of early childhood education and childcare to act ethically and responsibly in decision-making and in interactions.

**Special Features:**
Graduates will meet the educational requirements for the voluntary Children’s Program Administrator Credential awarded by the New York State Association for the Education of Young Children (NYSAEYC). Students complete an administrative internship in a nationally accredited early childhood or childcare program. Students with an associate in science degree in Early Childhood Education or appropriate related field may apply for transfer to this program.

**Program Requirements:**
- Students must meet the core requirement in visual literacy through an arts and sciences or open elective course. ED 111 and ED 112 are usually taken concurrently;
• A grade of “C” or better is required in both ED 111 and ED 112 to be eligible to participate in teaching practicum; and
• Majors must average “C” or better in all Education courses in order to earn the degree.

Course Requirements:

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>SM ___ Math Elective</td>
<td>3</td>
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<tr>
<td>SM ___ Laboratory Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques or Debate</td>
<td>3</td>
</tr>
<tr>
<td>EN 2 Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU 361 Commitment and Choice or Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ED 491 Continuing Issues &amp; Perspectives in ECE (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods Elective</td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy (see pages 59-60)</td>
<td>3</td>
</tr>
<tr>
<td>Leadership (see pages 58-59)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts and Sciences Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts or Language or Philosophy Elective</td>
<td>6</td>
</tr>
<tr>
<td>History/Government Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU 465 Ethical Issues in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SB 110 Introduction to Anthropology or SB 120 Introduction to Psychology or SB 130 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 335 Comparative Social Institutions in US</td>
<td>3</td>
</tr>
<tr>
<td>Art and Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>Art and Sciences Electives (300-400)</td>
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</tr>
<tr>
<td>Social &amp; Behavioral Sciences Elective</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Career Studies Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 110 Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BU 110 Business Organization &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>ED 090 Identification &amp; Reporting of Child Abuse</td>
<td>0</td>
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<tr>
<td>ED 111 Child Development &amp; Observation</td>
<td>3</td>
</tr>
<tr>
<td>ED 112 Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 121 Perspectives on Exceptionalities</td>
<td>4</td>
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<tr>
<td>ED 181 Teaching Practicum I: College Nursery School</td>
<td>6</td>
</tr>
<tr>
<td>ED 282 Teaching Practicum II: College Nursery School</td>
<td>6</td>
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<tr>
<td>ED 2 Early Childhood Education Elective</td>
<td>3</td>
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<tr>
<td>ED 311 Infant-Toddler Development &amp; Care</td>
<td>4</td>
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<tr>
<td>ED 351 EC Program Administration I</td>
<td>3</td>
</tr>
<tr>
<td>ED 361 Perspectives on Family, School, &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ED 371 Assessment &amp; Intervention in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ED 452 EC Program Administration II</td>
<td>3</td>
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<tr>
<td>ED 453 EC Program Administration III</td>
<td>6</td>
</tr>
<tr>
<td>HE 110 Community First Aid &amp; Safety</td>
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</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits to Graduate 124
Degree Completion for Transfer Students:
Prerequisites:
An Associate Degree (or comparable earned college credits) ...........60
With at least 30 credits in the Liberal Arts and Sciences which include:
  Academic Writing I, II
  Effective Speaking
  College Mathematics
  Introduction to Psychology, Sociology, or Anthropology
And at least 18 credits in Early Childhood Education which include:
ED 090  Workshop in Identification and Reporting of Child Abuse
HE 110  Community First Aid & Safety
ED 111  Child Development & Observation
ED 112  Introduction to Early Childhood Education
At least one extended teaching practicum or internship

Course Requirements:
Arts and Sciences Courses 30
  Fine Arts, Humanities, or Literature Elective .........................3
  History/Government Elective .............................................3
CM 301  Communications Forms and Techniques or
CM 313  Debate .....................................................................3
HU 361  Commitment & Choice or
HU 365  Ethics .......................................................................3
HU 465  Ethical Issues in Organizations ................................3
SB 335  Comparative Social Institutions in the U.S. .................3
Research Methods Elective ................................................3
Arts and Sciences Electives (300-400) .................................9

Career Studies Courses 35
AC 110  Fundamentals of Accounting .....................................3
BU 110  Business Organization & Management ......................3
ED 121  Perspectives on Exceptionalities ...............................4
ED 311  Infant-Toddler Development & Care .......................4
ED 351  Early Childhood Program Administration I .............3
ED 361  Perspectives on Family, School, & Community Relations ........................................3
ED 371  Assessment & Intervention in Early Childhood ............3
ED 452  Early Childhood Program Administration II .............3
ED 453  Early Childhood Program Administration III ............6
ED 491  Continuing Issues & Perspectives in Early Childhood Education [capstone] .........................3

Total Credits to Graduate 125

Program Requirements:
• Satisfactory completion of the prerequisites is determined by review of official transcript(s) and approval of Director of Education Programs; and
• Students must meet the requirements of the General Education core and complete a minimum of 45 credits at the upper division.
Early Childhood Teacher Education  
**Bachelor of Science**

The Early Childhood Teacher Education program leads toward New York State initial teacher certification in Early Childhood, Birth to Grade 2. The program 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.

**Goals:**
- To prepare students to understand and integrate knowledge of physical, social, cognitive, and emotional developmental and educational progress;
- To prepare students to be effective early childhood teachers/caregivers for infants, toddlers, and preschool-age children and to teach appropriate content for pre-kindergarten, kindergarten, and primary curricula in accordance with the pertinent Learning Standards for the state of New York;
- To prepare students to effectively use a variety of teaching strategies and methodologies, to incorporate the use of a variety of technologies into their instructional repertoires, and to develop and implement a literature-based, standards-based, interdisciplinary early childhood education curriculum; 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:**
Bellevue Elementary School and the Pre-kindergarten Program in the Syracuse City School District serve as the urban partner schools for the program's professional semesters. All general education requirements are met through the required courses in the program.

**Program Requirements:**
Students must demonstrate competency in effective speaking by either taking the course or passing the challenge exam.

**Entry into the Early Childhood Teacher 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 become an Early Childhood Teacher Education major will be required to complete a formal entry process. This process is described below.

Early Childhood Teacher Education students must also 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 “C+” grade or higher in the following required entry-level education courses [ED 111 Child Development and Observation; ED 112 Introduction to Early Childhood Education; and ED 181 Teaching Practicum I: College Nursery School], he or she becomes eligible for formal program entry.

At this point, the formal program entry process requires that the student provide three letters of recommendation from Arts and Sciences faculty.

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 Early Childhood Teacher Education. Students who fail to meet the criteria will be counseled into an alternative degree program at the College. In addition,
students must pass all the required New York State Teacher Certification Examinations in order to be recommended by Cazenovia College for New York State teacher certification.

Specific details of the program requirements, the program entry processes, and the evaluation criteria and procedures are contained in the document, *Teacher Preparation at Cazenovia College: A Compendium of Program Requirements, Policies, and Procedures*. This document is available from the Director of Education and Child Studies and from the Office of Academic Affairs. It is also on reserve in the College Library and it can be found on the College’s Web site.

**Monitoring Student Progress:** Each student in the Early Childhood Teacher Education program will be evaluated annually in conference with program faculty. Cooperating teachers in the student’s field experience, fieldwork, and student teaching placements will contribute to these assessments and where appropriate (particularly in the student teaching phases), will participate in the assessment conferences.

Specific evaluation criteria include the following.

**Evaluation after Year 1:** minimum C+ average overall [2.5 GPA],
plus, a minimum C+ grade in each education course taken,
plus, a minimum of 27 credits earned toward the degree.

**Evaluation after Year 2:** minimum C+ average overall [2.5 GPA],
plus, a minimum C+ grade in each education course taken,
plus, a minimum of 54 credits earned toward the degree,
plus, a satisfactory review and evaluation of field work.

**Evaluation after Year 3:** minimum C+ average overall [2.5 GPA],
plus, a minimum C+ grade in each education course taken,
plus, a minimum of 81 credits earned toward the degree,
plus, a satisfactory review and evaluation of field work,
plus, outstanding student teaching assessment.

**Requirements for Graduation:** minimum C+ average overall [2.5 GPA],
plus, a minimum C+ grade in each education course taken,
plus, completion of all degree requirements and credits,
plus, a satisfactory review and evaluation of field work,
plus, outstanding student teaching assessment,
plus, satisfactory presentation of a professional portfolio.

**Course Requirements:**

**Interdisciplinary Liberal Studies Concentration Courses**  
62

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or</td>
<td></td>
</tr>
<tr>
<td>CM 313</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
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<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>EN 210</td>
<td>Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>EN 3__</td>
<td>Literature Elective</td>
<td>3</td>
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<tr>
<td>EN 4__</td>
<td>Literature &amp; Culture Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose one of the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 461</td>
<td>Literature &amp; Culture 1600-1750</td>
<td></td>
</tr>
<tr>
<td>EN 462</td>
<td>Literature &amp; Culture 1750-1900</td>
<td></td>
</tr>
<tr>
<td>EN 463</td>
<td>Literature &amp; Culture 1900-Present</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>FA 301</td>
<td>Creative Process in the Arts</td>
<td>3</td>
</tr>
<tr>
<td>HG ___</td>
<td>World Civilization I and II</td>
<td>6</td>
</tr>
<tr>
<td>HG 301</td>
<td>Models of Society</td>
<td>3</td>
</tr>
<tr>
<td>HU 361</td>
<td>Commitment &amp; Choice or</td>
<td></td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>LG ___</td>
<td>Spanish or French or American Sign</td>
<td>6</td>
</tr>
<tr>
<td>SM 112</td>
<td>Cellular and Organismal Biology or</td>
<td></td>
</tr>
<tr>
<td>SM 116</td>
<td>Physical Science I with lab</td>
<td>4</td>
</tr>
<tr>
<td>SM 140</td>
<td>Environmental Science with lab or</td>
<td>4</td>
</tr>
<tr>
<td>SM ___</td>
<td>Mathematics (College Algebra, Contemporary Math, Pre-calculus, Calculus)</td>
<td>3</td>
</tr>
<tr>
<td>SM 261</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SM 301</td>
<td>Scientific &amp; Technological Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SM 396</td>
<td>Scientific Inquiry</td>
<td>3</td>
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<tr>
<td><strong>Career Studies Courses</strong></td>
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<td><strong>67</strong></td>
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<td>ED 090</td>
<td>Identification &amp; Reporting of Child Abuse</td>
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</tr>
<tr>
<td>ED 091</td>
<td>Workshop on Substance Abuse &amp; HIV/AIDS Education</td>
<td>0</td>
</tr>
<tr>
<td>ED 092</td>
<td>Workshop on School Violence Prevention &amp; Intervention</td>
<td>0</td>
</tr>
<tr>
<td>ED 101</td>
<td>The American School: Foundations &amp; Contemporary Issues</td>
<td>4</td>
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<tr>
<td>ED 111</td>
<td>Child Development and Observation</td>
<td>3</td>
</tr>
<tr>
<td>ED 112</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 121</td>
<td>Perspectives on Exceptionalities</td>
<td>4</td>
</tr>
<tr>
<td>ED 181</td>
<td>Teaching Practicum I: College Laboratory Nursey School</td>
<td>6</td>
</tr>
<tr>
<td>HE 110</td>
<td>Community First Aid &amp; Safety</td>
<td>1</td>
</tr>
<tr>
<td>ED 311</td>
<td>Infant-Toddler Development and Care</td>
<td>4</td>
</tr>
<tr>
<td>ED 312</td>
<td>Inclusive Primary Curriculum &amp; Methods</td>
<td>4</td>
</tr>
<tr>
<td>ED 332</td>
<td>Literacy, Literature, &amp; the Integrated Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>ED 341</td>
<td>Guidance, Discipline, &amp; Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ED 361</td>
<td>Perspectives on Family, School, &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ED 371</td>
<td>Assessment &amp; Intervention in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ED 375</td>
<td>Collaborative Planning &amp; Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED 388</td>
<td>Student Teaching: Primary Level</td>
<td>6</td>
</tr>
<tr>
<td>ED 411</td>
<td>Curriculum &amp; Methods for Pre-K and Kindergarten</td>
<td>4</td>
</tr>
<tr>
<td>ED 484</td>
<td>Student Teaching: Pre-K or Kindergarten</td>
<td>6</td>
</tr>
<tr>
<td>ED 495</td>
<td>The Reflective Practitioner [Capstone]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits to Graduate**: 129
Inclusive Elementary Education

Bachelor of Science

The Inclusive Elementary Education program leads toward New York State initial teacher certification in Childhood Education, Grades 1 to 6, and in Special Education, Childhood, 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.

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 Learning Standards for the state of New York, 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:

Bellevue Elementary School in the Syracuse City School District serves as the urban partner school for the program’s professional semesters. All general education requirements are met through the required courses in the program.

Program Requirements:

Students must demonstrate competency in effective speaking, either by taking the course or passing the challenge exam.

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 become an Inclusive Elementary Education major will be required to complete a formal entry process. This process is 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 101 The American School; ED 111 Child Development and Observation; ED 121 Perspectives on Exceptionalities], he or she becomes eligible for formal program entry.

At this point, the formal program entry process requires that the student provide three letters of recommendation from Arts and Sciences faculty.

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 pass all the required New York State Teacher Certification Examinations in order to be recommended by Cazenovia College for New York State teacher certification.
Specific details of the program requirements, the program entry processes, and the evaluation criteria and procedures are contained in the document, *Teacher Preparation at Cazenovia College: A Compendium of Program Requirements, Policies, and Procedures*. This document is available from the Director of Education and Child Studies and from the Office of Academic Affairs. It is also on reserve in the College Library and it can be found on the College’s Web site.

**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, fieldwork, and student teaching placements will contribute to these assessments and, where appropriate (particularly in the student teaching phases), will participate in the assessment conferences.

Specific evaluation criteria include the following:

Evaluation after Year 1: minimum C+ average overall [2.5 GPA], plus, a minimum C+ grade in each education course taken, plus, a minimum of 27 credits earned toward the degree.

Evaluation after Year 2: minimum C+ average overall [2.5 GPA], plus, a minimum C+ grade in each education course taken, plus, a minimum of 54 credits earned toward the degree, plus, a satisfactory review and evaluation of field work.

Evaluation after Year 3: minimum C+ average overall [2.5 GPA], plus, a minimum C+ grade in each education course taken, plus, a minimum of 81 credits earned toward the degree, plus, a satisfactory review and evaluation of field work, plus, outstanding student teaching assessment.

Requirements for Graduation: minimum C+ average overall [2.5 GPA], plus, a minimum C+ grade in each education course taken, plus, completion of all degree requirements and credits, plus, a satisfactory review and evaluation of field work, plus, outstanding student teaching assessment, plus, satisfactory presentation of a professional portfolio.

**Course Requirements:**

**Integrated Liberal Studies Concentration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or</td>
<td>3</td>
</tr>
<tr>
<td>CM 313</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>EN 210</td>
<td>Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>EN 300</td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>EN 40___</td>
<td>Literature &amp; Culture Electives</td>
<td>6</td>
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</tbody>
</table>

*Choose 2 of the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN 461</td>
<td>Literature &amp; Culture 1600-1750</td>
<td></td>
</tr>
<tr>
<td>EN 462</td>
<td>Literature &amp; Culture 1750-1900</td>
<td></td>
</tr>
<tr>
<td>EN 463</td>
<td>Literature &amp; Culture 1900-present</td>
<td></td>
</tr>
<tr>
<td>FA ___</td>
<td>Fine Arts Elective: Art History, Acting Workshop, Theater Production, Theater History, Introduction to Film Studies, The World in Cinema</td>
<td>3</td>
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</tbody>
</table>

FA 301      | Creative Process in the Arts                     | 3       |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HG 101, 102</td>
<td>World Civilization I, II</td>
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</tr>
<tr>
<td>or</td>
<td>HG 121, 122 History of the United States I, II</td>
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<tr>
<td>HG ___</td>
<td>History/Government Elective</td>
<td>3</td>
</tr>
<tr>
<td>HG 301</td>
<td>Models of Society</td>
<td>3</td>
</tr>
<tr>
<td>LG ___</td>
<td>Spanish or French or American Sign</td>
<td>6</td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics or</td>
<td></td>
</tr>
<tr>
<td>HU 361</td>
<td>Commitment &amp; Choice</td>
<td>3</td>
</tr>
<tr>
<td>SA 111</td>
<td>Drawing I or</td>
<td></td>
</tr>
<tr>
<td>SA 121</td>
<td>Painting I or</td>
<td></td>
</tr>
<tr>
<td>SA 131</td>
<td>Design I</td>
<td>3</td>
</tr>
<tr>
<td>SM 116</td>
<td>Physical Science (w/laboratory)</td>
<td>4</td>
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<tr>
<td>SM 140</td>
<td>Environmental Science (w/laboratory) or Designated First Year Seminar</td>
<td>4</td>
</tr>
<tr>
<td>SM ___</td>
<td>Mathematics (Pre-Calculus, Calculus I or higher level)</td>
<td>3</td>
</tr>
<tr>
<td>SM 261</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SM 301</td>
<td>Scientific &amp; Technological Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SM 396</td>
<td>Scientific Inquiry</td>
<td>3</td>
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<tr>
<td>Career Studies Courses</td>
<td>57</td>
<td></td>
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<td>ED 090</td>
<td>Identification &amp; Reporting of Child Abuse</td>
<td>0</td>
</tr>
<tr>
<td>ED 091</td>
<td>Workshop in Substance Abuse and HIV-AIDS Education</td>
<td>0</td>
</tr>
<tr>
<td>ED 092</td>
<td>Workshop in School Violence Prevention and Intervention</td>
<td></td>
</tr>
<tr>
<td>ED 101</td>
<td>The American School: Foundations &amp; Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>ED 111</td>
<td>Child Development and Observation</td>
<td>3</td>
</tr>
<tr>
<td>ED 121</td>
<td>Perspectives on Exceptionalities</td>
<td>4</td>
</tr>
<tr>
<td>ED 312</td>
<td>Inclusive Primary Curriculum and Methods</td>
<td>4</td>
</tr>
<tr>
<td>ED 321</td>
<td>Strategies for Teaching Students with Severe and/or Multiple Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>ED 332</td>
<td>Literacy, Literature, and the Integrated Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>ED 341</td>
<td>Guidance, Discipline, and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ED 361</td>
<td>Perspectives on Family, School, and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ED 375</td>
<td>Collaborative Planning &amp; Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED 388</td>
<td>Student Teaching: Primary Level</td>
<td>6</td>
</tr>
<tr>
<td>ED 412</td>
<td>Inclusive Intermediate Curriculum and Methods</td>
<td>4</td>
</tr>
<tr>
<td>ED 421</td>
<td>Strategies for Teaching Students with Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED 488</td>
<td>Student Teaching: Intermediate Level</td>
<td>6</td>
</tr>
<tr>
<td>ED 495</td>
<td>The Reflective Practitioner [capstone]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits to Graduate** 128
English

Bachelor of Arts
Bachelor of Science

The English programs offer a common core of literature and writing courses as well as additional elective course work in literature, theatre arts, communication studies, and film. The bachelor of arts program provides a solid foundation for graduate study in such fields as English education, journalism, and law. The bachelor of science program emphasizes practical career development and includes a professional concentration focusing on individual career interests. Although an internship is not required, students in both programs are encouraged to enroll in a junior-year, six-credit internship in a field related to English studies or in a specific career field. Examples include journalism, teaching, theatre, business and law. Both programs offer course selection flexibility, so that students may fully develop the knowledge base and skills specific to their personal interests.

Minor in English

A minor in English is an excellent option for those who want to expand their knowledge in an area related to their majors or explore areas of special interest. A minor in English can have a positive impact on the job search. In particular, 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.

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 the first year on to contribute to the student newspaper, the Quad;
• Opportunities from the first year on to go on stage (or backstage) with theatrical productions in the college’s 100-year-old historical theatre building;
• Semester abroad opportunities in London and Canterbury, England.
• Opportunities to visit area theatrical sites to see live theatre at discount rates; and
• Flexibility: although graduation from the College requires 121 credit hours, the English programs require at most 39 credit hours in English courses, many of those elected from program options.

Course Requirements:

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
<td>3</td>
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</table>
### Arts and Sciences Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>History Electives</td>
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<tr>
<td>Social and Behavioral Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts, Philosophy or Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU 365 Ethics</td>
<td>3</td>
</tr>
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<td>Arts and Sciences Electives (300/400 level)</td>
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</table>

### Major Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>EN 216 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>CM 231 Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>EN 2__ 200-level literature Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*For B.A. two (2) of the following four; for B.S. one(1) of the following four:*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN 311 British Literature I</td>
<td></td>
</tr>
<tr>
<td>EN 312 British Literature II</td>
<td></td>
</tr>
<tr>
<td>EN 321 Literature of U.S. I</td>
<td></td>
</tr>
<tr>
<td>EN 322 Literature of U.S. II</td>
<td></td>
</tr>
<tr>
<td>EN 312 Advanced Expository Writing</td>
<td>3</td>
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</tbody>
</table>

*Two (2) of the following three:*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 461 Studies in Literature and Culture: To 1750</td>
<td></td>
</tr>
<tr>
<td>EN 462 Studies in Literature and Culture: 1750-1900</td>
<td></td>
</tr>
<tr>
<td>EN 463 Studies in Literature and Culture: 1900-2000</td>
<td></td>
</tr>
<tr>
<td>Literature, Communication, Theatre or Film Elective</td>
<td>9</td>
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</tbody>
</table>

### Professional Concentration

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU 465 Ethical Issues in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Professional Concentration (100/200 level)</td>
<td>9</td>
</tr>
<tr>
<td>Professional Concentration (300/400 level)</td>
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</table>

### Electives

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>121</td>
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</table>

### Total Credits to Graduate

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<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>121</td>
</tr>
</tbody>
</table>

*For B.A. 12 credits must be at the 300/400 level; for B.S. 9 credits must be at the 300/400 level.

*Students are encouraged to use elective credits for a professional internship.*
Environmental Studies

Environmental Biology Specialization

Bachelor of Science

The Environmental Biology specialization is designed for students wishing to pursue careers in environmental science, research, nature interpretation, environmental education or other allied fields. The curriculum will include a significant core of laboratory science courses, science specialization requirements and hands-on research.

**Goals:**

- Prepare students for careers in the environmental science arena;
- Prepare students for graduate study;
- Provide students with specialized, extensive, practical experience; and
- Provide students with service-learning experience in the area of environmental science.

**Special Features:**

Extensive field and research component in local natural areas.

**Program Requirements:**

All students must earn a minimum of 45 credit hours in 300-400 level course work

Required junior/senior research project and three-credit-hour internship

**Course Requirements:**

**General Education Courses**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM ___</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or Debate</td>
<td>3</td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SB 375</td>
<td>Methods of Inquiry or</td>
<td></td>
</tr>
<tr>
<td>SM 396</td>
<td>Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SM 165</td>
<td>Pre-calculus</td>
<td>3</td>
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<td>SM 499</td>
<td>Senior Capstone</td>
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<tr>
<td>VC 125</td>
<td>Scientific Illustration'</td>
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</tr>
<tr>
<td></td>
<td>Cultural Literacy course</td>
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<tr>
<td></td>
<td>Diversity/Social Consciousness course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy (see pages 59-60)</td>
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</tr>
<tr>
<td></td>
<td>Leadership (see pages 58-59)</td>
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**Career Studies Courses**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 312</td>
<td>Advanced Expository Writing or</td>
<td></td>
</tr>
<tr>
<td>EN 213</td>
<td>Creative Writing – Fiction or</td>
<td></td>
</tr>
<tr>
<td>EN 214</td>
<td>Creative Writing – Poetry</td>
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<tr>
<td>SM 261</td>
<td>Statistics</td>
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<tr>
<td>HU 301</td>
<td>Environmental Ethics</td>
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</tr>
<tr>
<td>SM 112</td>
<td>Cellular and Organismal Biology</td>
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</tr>
<tr>
<td>SM 121</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>SM 140</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>SM 306</td>
<td>Field Natural History or</td>
<td></td>
</tr>
<tr>
<td>SM 314</td>
<td>Field Botany</td>
<td></td>
</tr>
<tr>
<td>SM 385</td>
<td>Internship I</td>
<td></td>
</tr>
<tr>
<td>SM ___</td>
<td>Junior Research</td>
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</tbody>
</table>
SM ___ Senior Research .................................................................2-3
SM 495 Environmental Issues and Public Policy .........................3
SM ___ Science Elective (ideally at 3/400 level) .........................4

Career Studies Specialization Courses 21
SM 111 Evolution, Ecology and Genetics .................................4
SM 122 General Chemistry II ......................................................4
SM 470 Environmental Interpretation .........................................4
SM ___ Science Elective (ideally at 3/400 level) .........................3
___ ___ Approved Specialization Electives*...............................6

Electives 24-25

Total Credits to Graduate 120
All students must earn a minimum of 45 credit hours in 300-400 level course work.

*This course satisfies the General Education Visual Literacy requirement.
See program director for specialization electives.
Environmental Policy and Communication Specialization
Bachelor of Science

The Environmental Policy and Communication specialization is designed for students wishing to pursue careers related to Environmental Science, but not calling for as strong a science background. The specialization therefore emphasizes an integrated liberal arts perspective to understanding and addressing environmental issues. Depending on their talents and interests, students in this specialization may choose to emphasize either visual or verbal communication.

Goals:
- Prepare students for employment developing, implementing, and policing environmental policy;
- Teach verbal and visual communication skills that will supplement a basic knowledge of scientific principles and process; and
- Provide opportunity for students to combine their specialty (verbal or visual communication) with environmental science to meet their career and academic goals.

Program Requirements:
All students must earn a minimum of 45 credit hours in 300-400 level course work. Requires a junior/senior research project and a three-credit-hour internship.

Course Requirements:

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques or CM 313 Debate</td>
<td>3</td>
</tr>
<tr>
<td>HU 365 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SB 375 Methods of Inquiry or SM 396 Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SM 16 College Algebra or higher or SM 499 Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td>VC 125 Scientific Illustration</td>
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<tr>
<td>Diversity/Social Consciousness course</td>
<td>3</td>
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<tr>
<td>Cultural Literacy course</td>
<td>3</td>
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<tr>
<td>Computer Literacy (see pages 59-60)</td>
<td></td>
</tr>
<tr>
<td>Leadership (see pages 58-59)</td>
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<table>
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<tr>
<th>Career Studies Courses</th>
<th>34-35</th>
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<tbody>
<tr>
<td>EN 312 Advanced Expository Writing</td>
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<tr>
<td>SM 140 Environmental Science</td>
<td>4</td>
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<tr>
<td>SM 261 Statistics</td>
<td>3</td>
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<tr>
<td>HU 301 Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SM 306 Field Natural History</td>
<td>4</td>
</tr>
<tr>
<td>SM 121 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>SM 112 Cellular and Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>SM 385 Internship I</td>
<td>3</td>
</tr>
<tr>
<td>SM 499 Junior/Senior Research</td>
<td>3-4</td>
</tr>
<tr>
<td>SM 495 Environmental Issues and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>SM 301 Science Literacy</td>
<td>4</td>
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</table>
### Career Studies Specialization Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 231</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>HU 165</td>
<td>Critical Thinking: Language and Logic</td>
<td>3</td>
</tr>
<tr>
<td>SA 131</td>
<td>Design I</td>
<td>3</td>
</tr>
<tr>
<td>VC 140</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>VC 174</td>
<td>Digital Design I</td>
<td>3</td>
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<tr>
<td>VC 242</td>
<td>Graphic Design</td>
<td>3</td>
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<tr>
<td>____</td>
<td>Approved Specialization Electives(^2)</td>
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</tr>
</tbody>
</table>

**Electives**

28-29

**Total Credits to Graduate**

120

\(^1\)Satisfies the General Education Visual Literacy requirement.

\(^2\)See program director for specialization electives
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 one-week fashion tour class is offered annually in January, during which students visit an array of small and large fashion businesses, including 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 by the Fashion Promotion class. Students also complete a six-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.

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; and
• 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.

Course Requirements:

General Education Courses 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_101</td>
<td>First Year Seminar ..................................................</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I ..................................................</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking ..................................................</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II ..................................................</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or Debate ...............</td>
<td>3</td>
</tr>
<tr>
<td>HU 36</td>
<td>Commitment and Choice or Ethics ..................................</td>
<td>3</td>
</tr>
<tr>
<td>FS 498</td>
<td>Senior Collection 1 ..................................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(designated Research Methods course)</td>
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<tr>
<td>FS 499</td>
<td>Senior Collection 2 ..................................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(designated Senior Capstone course)</td>
<td></td>
</tr>
<tr>
<td>SA 131</td>
<td>Design 1 .................................................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(designated Visual Literacy course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Literacy Elective .......................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math Elective ..........................................................</td>
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</tr>
<tr>
<td></td>
<td>Science Literacy Elective .........................................</td>
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</tr>
</tbody>
</table>
Diversity/Social Consciousness Elective ....................................3
Computer Literacy (see pages 59-60)
Leadership (see pages 58-59)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FA 118</td>
<td>History of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FA ___</td>
<td>FA Elective</td>
<td>3</td>
</tr>
<tr>
<td>FA 371/2</td>
<td>Research Topics in the Arts</td>
<td>3</td>
</tr>
<tr>
<td>FA 408</td>
<td>Aesthetics</td>
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</table>

**Arts and Sciences Courses** 12

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>VC 118</td>
<td>Computers for Designers</td>
<td>3</td>
</tr>
<tr>
<td>FS 110</td>
<td>Clothing Construction</td>
<td>3</td>
</tr>
<tr>
<td>FS 113</td>
<td>Fashion Drawing</td>
<td>3</td>
</tr>
<tr>
<td>FS 111</td>
<td>Apparel Draping</td>
<td>3</td>
</tr>
<tr>
<td>FS 211</td>
<td>Flat Pattern Drafting 1</td>
<td>3</td>
</tr>
<tr>
<td>FS 221</td>
<td>Flat Pattern Drafting 2</td>
<td>3</td>
</tr>
<tr>
<td>FS 213</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FS 240</td>
<td>Fashion Business</td>
<td>3</td>
</tr>
<tr>
<td>FS 270</td>
<td>Computer Aided Design for Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FS 355</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FS 381</td>
<td>Fashion Internship</td>
<td>6</td>
</tr>
<tr>
<td>FS 382</td>
<td>New York Fashion Tour</td>
<td>2</td>
</tr>
<tr>
<td>FS ___</td>
<td>Fashion Elective</td>
<td>3</td>
</tr>
<tr>
<td>FS 365</td>
<td>Product Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 493</td>
<td>Fashion Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>SA 112</td>
<td>Drawing 2</td>
<td>3</td>
</tr>
<tr>
<td>SA 211</td>
<td>Figure Drawing</td>
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</table>

**Career Studies Courses** 53

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 118</td>
<td>History of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FA ___</td>
<td>FA Elective</td>
<td>3</td>
</tr>
<tr>
<td>FA 371/2</td>
<td>Research Topics in the Arts</td>
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</tr>
<tr>
<td>FA 408</td>
<td>Aesthetics</td>
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</table>

**Open Electives** 16

(at least 12 credits must be 300-400 level classes)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FS 355</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FS 381</td>
<td>Fashion Internship</td>
<td>6</td>
</tr>
<tr>
<td>FS 382</td>
<td>New York Fashion Tour</td>
<td>2</td>
</tr>
<tr>
<td>FS ___</td>
<td>Fashion Elective</td>
<td>3</td>
</tr>
<tr>
<td>FS 365</td>
<td>Product Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 493</td>
<td>Fashion Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>SA 112</td>
<td>Drawing 2</td>
<td>3</td>
</tr>
<tr>
<td>SA 211</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits to Graduate** 120
Human Services
Counselors for high-risk teenagers, case managers for the homeless, outreach workers for troubled children, alcohol and substance abuse counselors, recreational specialists for the elderly...these roles are just some of the many exciting and challenging ones that human service workers play.

Families in turmoil, juvenile delinquents, the homeless, pregnant adolescents, people with mental, physical, or developmental disabilities are types of populations who need the skills of trained and educated human service workers.

The Human Services program at Cazenovia College will help you to become one of these workers. Your compassion and caring will help you to reach out to people in need, and the knowledge and skills you gain at Cazenovia College will give you the opportunity to assist people in leading more rewarding lives.

**Internship Opportunities:**
Students will participate in two 150-hour internships for a baccalaureate degree in Human Services. A maximum of three different internship opportunities are available to help students learn about themselves, clients, the agencies in the community, and the Human Service system. For an associate’s degree (only available through Continuing Education) students will participate in one 150-hour internship.

Many students have been offered summer jobs and/or permanent jobs following graduation, based on their outstanding performance as interns. Employers surveyed about internships have stated that internships allow students to transition more easily from college to paid positions. These internships give students more opportunities to develop additional counseling skills, teamwork abilities, problem-solving, and communication skills, all essential for entering the job market.

Both the Human Services Program Director and the cooperating agencies assess the best placement for students based on the students’ academic preparation, past experiences, and personal maturity.

**Four Specializations in the Bachelor of Science Degree:**
Cazenovia College offers four different courses of study for students in the Human Services program:
1. Alcohol and Substance Abuse
2. Counseling and Mental Health
3. Generalist
4. Social Services for Children and Youth

Each specialization includes extensive work in counseling courses as well as courses in psychology and other liberal arts areas.
Alcohol and Substance Abuse Specialization

Bachelor of Science

The Alcohol and Substance Abuse specialization 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 their CASAC education requirements for future certification as a New York State Alcohol and Substance Abuse Counselor.

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 (150 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 of a C in each 100-200 level Human Service course;
- Students must have earned at least 30 academic hours and have the permission of the Human Service 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.

Course Requirements:

General Education Courses 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
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<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
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</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or Debate</td>
<td>3</td>
</tr>
<tr>
<td>SB 120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 201</td>
<td>Multicultural Contributions</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>Visual Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>Cultural Literacy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics or Commitment and Choice</td>
<td>3</td>
</tr>
<tr>
<td>SB 375</td>
<td>Methods of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HS 499</td>
<td>Capstone Seminar</td>
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</table>

Computer Literacy (see pages 59-60)
Leadership (see pages 58-59)
Arts and Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HU 465</td>
<td>Ethical Issues in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SB 130</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SB 265</td>
<td>Alcohol and Other Drugs in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>SB 323</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 335</td>
<td>Comparative Social Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SB 336</td>
<td>Social Welfare Policies</td>
<td>3</td>
</tr>
<tr>
<td>SB 327</td>
<td>Brain and Behavior</td>
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Career Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HS 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 134</td>
<td>Introduction to Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 240</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 331</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HS 341</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>HS 344</td>
<td>Intervention Strategies for Alcohol and Substance Abuse</td>
<td>3</td>
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<tr>
<td>HS 284, 384</td>
<td>Alcohol and Substance Abuse Internship</td>
<td>12</td>
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<tr>
<td>HS 431</td>
<td>Rehabilitation Services</td>
<td>3</td>
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<tr>
<td>HS 475</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
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</tbody>
</table>

Electives

Total Credits Needed to Graduate 120

1 HS 121, HS 133 or CJ 151 are recommended but not required

Counseling and Mental Health Specialization

Bachelor of Science

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

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 (150 hours each) in mental health settings based on the students interests, experience and academic preparation.

Program Requirements:

• Students must earn a minimum of a C in each 100-200 level Human Service 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 Service 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.

**Course Requirements:**

**General Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>First Year Seminar</td>
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<td>Multicultural Contributions</td>
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<tr>
<td>HU 365</td>
<td>Ethics or</td>
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</tr>
<tr>
<td>HU 361</td>
<td>Commitment and Choice</td>
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<tr>
<td>SB 375</td>
<td>Methods of Inquiry</td>
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<tr>
<td>HS 499</td>
<td>Capstone Seminar</td>
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<tr>
<td></td>
<td>Computer Literacy (see pages 59-60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership (see pages 58-59)</td>
<td></td>
</tr>
</tbody>
</table>

**Arts and Sciences Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU 465</td>
<td>Ethical Issues in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SB 130</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SB 265</td>
<td>Alcohol and Other Drugs in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>SB 323</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 335</td>
<td>Comparative Social Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SB 336</td>
<td>Social Welfare Policies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social &amp; Behavioral Sciences Elective¹</td>
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</table>

**Career Studies Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 133</td>
<td>Community Mental Health Issues and Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 240</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 331</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HS 341</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>HS 343</td>
<td>Intervention Strategies</td>
<td>3</td>
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<tr>
<td>HS ___</td>
<td>Counseling and Mental Health Internship</td>
<td>12</td>
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<td>HS 431</td>
<td>Rehabilitation Services</td>
<td>3</td>
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<tr>
<td>HS 475</td>
<td>Program Planning and Evaluation</td>
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**Electives²**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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**Total Credits to Graduate**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

¹SB 121, SB 122, SB 123, or SB 324
²HS 121, CJ 151, HS 361, or HS 345 are recommended but not required. A third internship may be taken.
Counseling and Mental Health Specialization

*Associate in Arts or Associate in Science*  
*(Offered only through Continuing Education)*

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

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

**Special Features:**
- One internship (150 hour) in mental health settings based on the students interests, experience and academic preparation.
- Students must earn a minimum of a “C” grade in each 100/200 level Human Services course to be eligible for any Human Services internship.

**Program Requirements:**
- Students must earn a minimum 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 six credit hours in a Counseling and Mental Health Internship.

**Course Requirements:**

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>A.A.</th>
<th>A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ 101 First Year Seminar</td>
<td>3</td>
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</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SB 201 Multicultural Contributions</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Computer Literacy (see pages 59-60)*  
*Leadership (see pages 58-59)*

<table>
<thead>
<tr>
<th>Arts and Sciences Courses</th>
<th>30-32</th>
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<tbody>
<tr>
<td>SB 120 Introduction to Psychology</td>
<td>3</td>
<td>3</td>
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<tr>
<td>SB 130 Introduction to Sociology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SB 231 Social Problems</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts, Language, or Philosophy Electives</td>
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<tr>
<td>History/Government Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lab science or Mathematics Electives</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fine Art, Humanities, or Humanities Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mathematics Elective</td>
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</table>
Career Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 133</td>
<td>Mental Health Issues and Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 240</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 283</td>
<td>Counseling and Mental Health Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives 9

Total Credits to Graduate 60

1SB 121, SB 122, or SB 123
2Satisfies the General Education Mathematics requirements. Students must have passed the Math proficiency exam if they elect Science electives.
3If students decide to pursue their baccalaureate degree, a Humanities Literature course and a Fine Arts (FA) course would satisfy both the Cultural Literacy and the Fine Arts General Education requirements for the B.S. degree.

Generalist Specialization

Bachelor of Science

The Generalist specialization provides an overview of human services with the opportunity to learn in all three specializations. 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.

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 (150 hours each) in a human services setting based on the students interests, experience and academic preparation. Each student meets with the program director to discuss internship placements. The student interviews at the potential internship site before the final placement is determined.

Program Requirements:
- Students must earn a minimum of a “C” in each 100-200 level Human Service 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.
### Course Requirements:

#### General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SB 120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MH 101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>SB 201</td>
<td>Multicultural Contributions</td>
<td>3</td>
</tr>
<tr>
<td>SB 120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or Debate</td>
<td>3</td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HU 361</td>
<td>Commitment and Choice</td>
<td>3</td>
</tr>
<tr>
<td>SB 375</td>
<td>Methods of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HS 499</td>
<td>Capstone Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>Computer Literacy (see pages 59-60)</td>
<td></td>
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<td></td>
<td>Leadership (see pages 58-59)</td>
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</tbody>
</table>

#### Arts and Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HU 465</td>
<td>Ethical Issues in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SB 130</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SB 323</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 335</td>
<td>Comparative Social Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SB 336</td>
<td>Social Welfare Policies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cultural Literacy</td>
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</table>

#### Career Studies Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 240</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 343</td>
<td>Intervention Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HS 475</td>
<td>Program Planning and Evaluation</td>
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<tr>
<td></td>
<td>Internships (two minimum)</td>
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</table>

#### Career Studies Distribution Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HS 121</td>
<td>Child, Youth, and Family Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 133</td>
<td>Community Mental Health Issues and Services</td>
<td></td>
</tr>
<tr>
<td>HS 134</td>
<td>Introduction to Alcohol and Substance Abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Adolescent Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alcohol and Other Drugs in Modern Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary Ethnic Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Class, Status, and Power</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Childhood Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Criminal Justice Process</td>
<td></td>
</tr>
</tbody>
</table>

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Page 94 • Degree Programs
HS 361 Therapeutic Recreation  
HS 431 Rehabilitation Services  

One of the following: ................................................................. 3  
HS 331 Group Dynamics  
HS 341 Counseling Theories  
HS 345 Counseling Families in Crisis  

Electives1  

Total Credits to Graduate  120  

1A third internship may be taken as an elective.

Social Services for Children and Youth Specialization

Bachelor of Science

The Children and Youth specialization 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.

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 (150 hours each) in social services or child-related settings based on the students interests, experience and academic preparation.

Program Requirements:

- Students must earn a minimum 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.

Course Requirements:

General Education Courses  39  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>_ 101 First Year Seminar</td>
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<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
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</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>SB 120 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 201 Multicultural Contributions</td>
<td>3</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques or Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>CM 313 Debate</td>
<td>3</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>3</td>
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<td>Cultural Literacy</td>
<td>3</td>
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</tbody>
</table>
HU 365    Ethics or
HU 361    Commitment and Choice ..............................................3
SB 375    Methods of Inquiry......................................................3
HS 499    Capstone Seminar........................................................3

Arts and Sciences Courses 27
HU 465    Ethical Issues in Organizations.........................................3
SB 121    Child Psychology or
SB 122    Adolescent 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 335    Comparative Social Institutions.........................................3
SB 336    Social Welfare Policies..................................................3

Career Studies Courses 33
HS 110    Introduction to Human Services .......................................3
HS 121    Child, Youth, and Family Services ....................................3
HS 240    Introduction to Counseling .............................................3
HS 343    Intervention Strategies ..................................................3
HS 345    Counseling Families in Crises .........................................3
HS ___    Children and Youth Services Internship.............................12
CJ 451    Criminology ..................................................................3
HS 475    Program Planning and Evaluation .....................................3

Electives1 18-21
Total Credits to Graduate 120

1HS 133, CJ 151, HS 134, and/or HS 331 are recommended but not required. A third internship may be taken.

Social Services for Children and Youth Specialization

Associate in Arts or Associate in Science degree
(Offered only through Continuing Education)
The Children and Youth specialization provides an overview of services available for children and adolescents. The curriculum addresses issues related to current social services and provides the student with a base knowledge about the systems and services.

Goals:
• Provide students with an understanding of the social services system;
• Develop basic counseling skills and approaches for children and adolescents; and
• Prepare students for a paraprofessional social service setting.

Special Features:
One internship (150 hours) in social services or child related settings based on the students interests, experience and academic preparation.

Program Requirements:
• Students must earn a minimum of “C” in each 100-200-level Human Service course;
• Students must earn a minimum grade of “C” in each 100/200-level Human Services course to be eligible for any Human Services internship;
• Students must have earned at least 30 academic hours to be eligible for internships; and
• Students must complete 6 credit hours in a Children and Youth Internship.

### Course Requirements:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>A.A.</th>
<th>A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
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<tr>
<td>_ 101</td>
<td>First Year Seminar</td>
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<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
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<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
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<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>SB 201</td>
<td>Multicultural Contributions</td>
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</tr>
<tr>
<td></td>
<td>Computer Literacy (see pages 59-60)</td>
<td></td>
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<tr>
<td></td>
<td>Leadership (see pages 58-59)</td>
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</tr>
<tr>
<td><strong>Arts and Sciences Courses</strong></td>
<td>30-32</td>
<td>21</td>
</tr>
<tr>
<td>SB 120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 121</td>
<td>Child Psychology or</td>
<td></td>
</tr>
<tr>
<td>SB 122</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SB 130</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts, Language, or Philosophy Electives</td>
<td>6</td>
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<tr>
<td></td>
<td>History/Government Elective</td>
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<td>Lab science or Mathematics Electives</td>
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<td>Literature Elective</td>
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<td>Fine Art, Language, or Humanities Electives</td>
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<tr>
<td><strong>Career Studies Courses</strong></td>
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<tr>
<td>HS 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 121</td>
<td>Child, Youth, and Family Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 240</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 282</td>
<td>Children and Youth Services Internship</td>
<td>6</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9</td>
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</tr>
<tr>
<td><strong>Total Credits to Graduate</strong></td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

1Satisfies the General Education Mathematics requirements. Students must have passed the Math proficiency exam if they elect Science electives.

2If students decide to pursue their baccalaureate degree, a Humanities Literature course and a Fine Arts (FA) course would satisfy both the Cultural Literacy and the Fine Arts General Education requirements for the B.S. degree.
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 foundations in both fine arts and the liberal arts.

**Goals:**

- Offer in-depth training in creative ideation, concept development and space planning for a wide variety of interior environments;
- Engage students in studio 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, hospitality, lighting, furniture, and residential design;
- Develop students' expertise in traditional media, such as sketching and rendering, as well as in current CAD, graphic, 3-D visualization programs and presentation methods; and
- Prepare graduates with the educational background needed to sit for the NCIDQ certification exam, an emerging professional credential.

**Special Features:**

Our classes are held in the Art & Design building, which features an innovative lighting lab, extensive materials library, and two 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. A student’s “all-college” academic experience culminates with an original Capstone research and design project. Students are taught by an integrated faculty of “master educators” and working professionals with affiliations with professional organizations such as the Americans Society of Interior Designers (ASID), Illuminating Engineering Society (IES), and the National Council for Interior Designs Qualifications (NCDQ).

**Course Requirements:**

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>_101 First Year Seminar</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>EN 101 Academic Writing I</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>CM 121 Effective Speaking</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>EN 201 Academic Writing II</strong></td>
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<tr>
<td><strong>EN 3 Communications Course</strong></td>
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<tr>
<td><strong>SM 16 Math Elective (or higher)</strong></td>
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<tr>
<td><strong>FA 131 History of Architecture &amp; Interiors I (Cultural Literacy)</strong></td>
<td>3</td>
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<tr>
<td><strong>SA 111 Drawing I (Visual Literacy)</strong></td>
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<tr>
<td><strong>ID 232 Universal Design (Diversity)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HU 36 Ethics or Commitment and Choice</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>ID 498 Senior Topics (designated Research Methods)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>ID 499 Senior Project Studio</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Scientific Literacy</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Computer Literacy (see pages 59-60)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Leadership (see pages 58-59)</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
### Arts and Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FA 132</td>
<td>History of Architecture &amp; Interiors II</td>
<td>3</td>
</tr>
<tr>
<td>FA 335</td>
<td>20th Century Architectural History</td>
<td>3</td>
</tr>
<tr>
<td>300/400</td>
<td>Elective</td>
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### Career Studies Courses

<table>
<thead>
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<tbody>
<tr>
<td>ID 111</td>
<td>Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ID 115</td>
<td>Models and Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ID 121</td>
<td>Rendering</td>
<td>3</td>
</tr>
<tr>
<td>ID 211</td>
<td>Residential Construction</td>
<td>3</td>
</tr>
<tr>
<td>ID 221</td>
<td>Residential Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 242</td>
<td>Finishes &amp; Materials I</td>
<td>3</td>
</tr>
<tr>
<td>ID 243</td>
<td>Finishes &amp; Materials II</td>
<td>3</td>
</tr>
<tr>
<td>ID 271</td>
<td>Auto-CAD I</td>
<td>3</td>
</tr>
<tr>
<td>ID 311</td>
<td>Commercial Construction</td>
<td>3</td>
</tr>
<tr>
<td>ID 318</td>
<td>Furniture Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 320</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>ID 322</td>
<td>Contract/Furniture Systems</td>
<td>3</td>
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<tr>
<td>ID 324</td>
<td>Hospitality Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>ID 365</td>
<td>Lighting I</td>
<td>3</td>
</tr>
<tr>
<td>ID 369</td>
<td>Building Codes</td>
<td>3</td>
</tr>
<tr>
<td>ID 371</td>
<td>Auto-CAD II</td>
<td>3</td>
</tr>
<tr>
<td>ID 372</td>
<td>3-D Computer Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ID 381</td>
<td>Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>ID 425</td>
<td>Retail and Exhibition Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 460</td>
<td>ID Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ID 465</td>
<td>Lighting II</td>
<td>3</td>
</tr>
<tr>
<td>SA 131</td>
<td>Design I</td>
<td>3</td>
</tr>
<tr>
<td>SA 132</td>
<td>Design II</td>
<td>3</td>
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</table>

### Electives

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0-3</td>
</tr>
</tbody>
</table>

### Total Credits to Graduate

120
Liberal Studies

Bachelor of Arts
Bachelor of Science
Associate in Arts

Each of the degree programs in Liberal Studies is structured around a core of multi- and inter-disciplinary courses. The associate in arts program is an academically oriented associate degree program that prepares graduates to go immediately into four-year degree programs, either here at Cazenovia or elsewhere. The bachelor's degree programs allow students to design their own arts and sciences major. The bachelor of arts degree program emphasizes arts and sciences courses, and works well for those with future goals such as law school, medical school, or a graduate program in one of the arts and sciences disciplines. The bachelor of science degree program allows students to design a balanced, integrative curriculum in both arts and sciences and Professional Studies education. The bachelor of science program is particularly valuable for transfer students who bring to the college a background in career or professional studies education.

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.

Bachelor’s Degree Course Requirements:

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ 101 First Year Seminar</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Diversity/Social Consciousness Course</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SM ___ Math Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SM ____ Lab Science Elective</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HU 361 Commitment and Choice</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or HU 365 Ethics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SB 375 Methods of Inquiry or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HG 375 Historical Methods</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>__ 499 Capstone Seminar</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy (see pages 59-60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership (see pages 58-59)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 100 • Degree Programs
### Arts and Sciences Courses: Lower- or Upper-Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG ___ History/Government Elective</td>
<td>6</td>
</tr>
<tr>
<td>SB ___ Social/Behavioral Sciences Elective</td>
<td>6</td>
</tr>
<tr>
<td>EN ___ Literature Elective</td>
<td>6</td>
</tr>
<tr>
<td>HU ___ Philosophy Elective</td>
<td>6</td>
</tr>
<tr>
<td>CM ___ Communications Course</td>
<td>3</td>
</tr>
</tbody>
</table>

Arts and Sciences Elective | 3

### Arts and Sciences Courses: Upper-Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SB/HG ___ Social Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU/EN ___ Humanities/English Elective</td>
<td>3</td>
</tr>
<tr>
<td>FA ___ Fine Arts Elective</td>
<td>3</td>
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</tbody>
</table>

Arts and Sciences Electives | 24

### Career Studies Concentration Courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SB 120 Introduction to Psychology or SB 130 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SB 234 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HU 465 Ethical Issues in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Studies Electives ** | 21

### Electives

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>18</td>
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</table>

### Total Credits to Graduate

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
</tr>
</tbody>
</table>

---

*In exceptional situations, with approval of the Program Director and Vice President for Academic Affairs, appropriate alternative course work leading to an equivalent, 36-credit, coherent Professional Studies concentration may be substituted. This alternative concentration must include a six-credit, upper-division internship or its equivalent. Of the total credits for graduation, at least 60 must be in Arts and Sciences course work. The purpose of this alternative is to facilitate transfer into the program from two- or four-year professional studies programs.

**May be Arts and Sciences or Major courses.

### Associate Degree Course Requirements:

#### General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Arts and Sciences Courses: Lower- or Upper-Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG ___ History/Government Elective</td>
<td>6</td>
</tr>
<tr>
<td>SB ___ Social/Behavioral Sciences Elective</td>
<td>6</td>
</tr>
<tr>
<td>SM ___ Lab Science or Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>EN ___ Literature Electives</td>
<td>6</td>
</tr>
<tr>
<td>HU ___ Philosophy Electives</td>
<td>6</td>
</tr>
<tr>
<td>FA ___ Fine/Performing Arts Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives | 12

Total Credits to Graduate | 60-61
Degree Completion for Transfer Students

Articulation agreements between Cazenovia College and selected two-year colleges make it easier for graduates of associate degree programs to transfer into the Liberal Studies program with full junior status (for a list of schools with whom Cazenovia College has articulation agreements see page 17). Students who have already completed an associate degree or who are entering the program through Cazenovia College’s Continuing Education program may also elect to enter under these guidelines. The B.S. in Liberal Studies is an interdisciplinary degree appropriate for students who have an A.A.S, A.S. or A.A. degree.

Under the provisions of the articulation agreement, students with an A.A.S., A.S. or A.A. degree can matriculate with junior standing. Students entering the Liberal Studies program through an articulation agreement must fulfill the following requirements:

An Associate Degree (A.A.S, A.S. or A.A.)

Including the following courses

EN 101 Academic Writing I
CM 121 Effective Speaking
EN 201 Academic Writing II
SB 120 Introduction to Psychology or
SB 130 Introduction to Sociology
College Level Mathematics Course

General Education

SM ___ Lab Science Elective* ...............................................................4
Diversity/Social Consciousness Course* ...........................................3
Visual Literacy* .............................................................................3
Cultural literacy* ..........................................................................3
SB 375 Methods of Inquiry or
HG 375 Historical Methods ............................................................3
CM 301 Communications Forms and Techniques................................3
HU 361 Commitment and Choice or
HU 365 Ethics ................................................................................3
_ 499 Senior Capstone ..................................................................3

Arts and Sciences Requirements

Upper Division ...................................................................................18
HG ___ History/Government Elective ..............................................3
EN ___ Literature Elective ................................................................3
HU ___ Philosophy Elective ..............................................................3
SB/HG ___ Social Sciences Elective ..................................................3
HU/EN ___ Humanities/English Elective ...........................................3
FA ___ Fine Arts Elective ..................................................................3

Professional Studies Concentration

SB 321 Psychology Applied to Interpersonal Behavior ...............3
_ 621 Internship I ...........................................................................6
HU 465 Ethical Issues in Organizations .........................................3
Professional Studies Elective .........................................................3

Total Credits to Graduate .................................................................121

* If students have satisfied these at the Associate level (as a part of the 60 credits) they become open electives
Management

The Business and Management Division of Cazenovia College received its initial accreditation by the International Assembly for Collegiate Business Education (IACBE) in June 2004. The purpose of IACBE is to promote and recognize excellence in business education in colleges and universities through specialized accreditation. IACBE standards require that all specializations within the Bachelor of Professional Studies degree (Accounting, Fashion Merchandising, Equine, Management, and Sport) follow the same Common Professional Components (CPC). The components are as follows:

- AC 331 Principles of Accounting
- AC 332 Principles of Accounting II
- BU 110 Business Organization
- BU 120 Principles of Marketing
- BU 233 Human Resource Management
- BU 263 Business Law
- BU 334 Diversity Management
- BU 411 Finance
- BU 473 Business Research
- BU 481 Business Internship
- BU 495 Senior Capstone
- IM 120 Intro to Computers
- IM 325 Data Processing Management
- SM __ Mathematics requirement
- SM 261 Statistics
- HG 131 Microeconomics
- HG 132 Macroeconomics

Accounting Specialization

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.

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.

Course requirements:

General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ 101</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or</td>
<td></td>
</tr>
<tr>
<td>CM 313</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>SM 16__</td>
<td>College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>SM 261</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
Visual Literacy
BU 334 Diversity Management
Cultural Literacy
HU 365 Ethics or
HU 361 Commitment and Choice
BU 495 Business Policy and Strategy

Computer Literacy (see pages 59-60)
Leadership (see pages 58-59)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>HG 131 Macroeconomics</td>
<td>3</td>
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<tr>
<td>HG 132 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HG 335 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>SB 120 Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Studies Courses</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 171 General Ledger Computer Programs</td>
<td>1</td>
</tr>
<tr>
<td>AC 172 Accounts Receivables Computer Programs</td>
<td>1</td>
</tr>
<tr>
<td>AC 173 Payroll Computer Programs</td>
<td>1</td>
</tr>
<tr>
<td>AC 331 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 332 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 431 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 432 Intermediate Accounting II</td>
<td>3</td>
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<tr>
<td>AC 435 Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 436 Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BU 110 Business Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 120 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BU 233 Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 263 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BU 411 Introduction to Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 431 Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU 465 Legal &amp; Ethical Environment in Business</td>
<td>3</td>
</tr>
<tr>
<td>BU 473 Business or</td>
<td></td>
</tr>
<tr>
<td>BU 475 Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BU 481 Business Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>IM 120 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>IM 220 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>IM 325 Data Processing and Information Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

| Electives | 9 |

Total Credits to Graduate 120

**Business Management Specialization**

**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 practices.

**Goals:**
- Prepare students for employment in public and private 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 Business Policy and Strategy (program 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.

**Course Requirements:**

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques or CM 313 Debate</td>
<td>3</td>
</tr>
<tr>
<td>SM 261 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Diversity/Social Consciousness Course 1</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>HU 365 Ethics or</td>
<td></td>
</tr>
<tr>
<td>HU 361 Commitment and Choice</td>
<td>3</td>
</tr>
<tr>
<td>BU 495 Business Policy &amp; Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts and Sciences Courses</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG 131 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HG 132 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HG 335 International Economics and Trade</td>
<td>3</td>
</tr>
<tr>
<td>SB 120 Introduction to Psychology</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Studies Courses</th>
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</thead>
<tbody>
<tr>
<td>AC 331 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 332 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BU 110 Business Organization &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 120 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BU 233 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 265 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BU 311 Production &amp; Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 331 Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BU 334 Diversity Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 411 Introduction to Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 431 Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU 463 Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BU 475 Marketing Research or BU 473 Business Research</td>
<td>3</td>
</tr>
<tr>
<td>BU 481 Business Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>IM 120 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>IM 220 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>IM 325 Data Processing and Information Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Accounting Elective ............................................................. 3
Business Electives ............................................................. 6

Electives 9

Total Credits to Graduate 120

---

`SB 201, HG 211, HG 223, EN 321`

**Business Management Specialization**

**Associate in Applied Science**

*(Offered only through Continuing Education)*

The associate in applied science degree in Business will prepare students to enter the workforce, start their own businesses, or transfer their education to a baccalaureate degree. This degree allows students the opportunity develop or improve skills using the latest technology available.

**Goals:**
- Develop or improve technological skills;
- Prepare students for entry level management positions; and
- Prepare students to continue their education in business by transferring to a baccalaureate degree.

**Special Features:**

The two-year business degree allows students an opportunity to explore careers and employment opportunities in general business by exposing them to current technology. Students who pursue this degree can demonstrate those skills and knowledge needed to open and maintain a small business.

**Program Requirements:**
- Students anticipating pursuing a Bachelor of Science degree should follow the requirements for an Associate in Applied Science degree.

**Course Requirements:**

<table>
<thead>
<tr>
<th>A.S.</th>
<th>A.A.S.</th>
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</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td>18</td>
</tr>
<tr>
<td>101</td>
<td>First Year Seminar .......................................................... 3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I ......................................................... 3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking .......................................................... 3</td>
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<tr>
<td>EN 201</td>
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<td>Diversity/Social Consciousness Course ............................ 3</td>
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<td></td>
<td>Mathematics Elective ....................................................... 3</td>
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<td></td>
<td>Computer Literacy (see pages 59-60) ................................. 3</td>
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<tr>
<td></td>
<td>Leadership (see pages 58-59) ............................................ 3</td>
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<td><strong>Arts and Sciences Courses</strong></td>
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<tr>
<td>HG 131</td>
<td>Macroeconomics ......................................................... 3</td>
</tr>
<tr>
<td>HG 132</td>
<td>Microeconomics ......................................................... 3</td>
</tr>
<tr>
<td>SB 120</td>
<td>Introduction to Psychology ........................................... 3</td>
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<tr>
<td>SM 261</td>
<td>Statistics ................................................................. 3</td>
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<tr>
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<td>Fine Arts, Language or Humanities Elective ..................... 3</td>
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<td><strong>Career Studies Courses</strong></td>
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<tr>
<td>AC 331</td>
<td>Principles of Accounting I ........................................ 3</td>
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<tr>
<td>AC 332</td>
<td>Principles of Accounting II ....................................... 3</td>
</tr>
<tr>
<td>BU 110</td>
<td>Business Organization and Management ........................ 3</td>
</tr>
<tr>
<td>BU 120</td>
<td>Principles of Marketing ........................................... 3</td>
</tr>
</tbody>
</table>
Equine Business Management Specialization

**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.

**Goals:**

- Provide students with management skills necessary for success in 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 currently owns the 240-acre Equine Education Center, located less than five miles from the main campus, that is home to the Equine Business Management program and intercollegiate riding teams. It houses a herd of approximately 60 horses, including a large number of Thoroughbreds, Warmbloods and Quarter Horses, as well as Appaloosas, Arabians and Paints. 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 wired classroom.

**Program Requirements:**

Proof of medical insurance for the student is required.

Because of the sequential nature of certain required courses, students entering in January will have less flexibility in course selection.

- Students must enroll in two equitation classes (two academic credits each) during their program. Each course has a fee ($708) and is not counted as part of an overload;
- All Varsity Riding Team Students must enroll in a riding class each semester;
- An elective equine internship may be taken after the successful completion of three semesters of coursework in the program. Internships can be arranged during a semester, between semesters, or during the summer. Students interested in an internship in another state or abroad should plan on completing the internship during the summer or should plan on devoting a complete semester to the experience;
- BU 481 is the required internship for the senior capstone experience. Students can enroll in the course as early as the summer between their junior and senior years;
• Students who are required to take practicums are encouraged to attend summer college or enroll in winter session or summer session courses at some point if they plan on finishing the program within four years;

• Students intending to complete the Equine Reproductive Management Certificate should plan on using some of their elective credits to take the required courses. This sequence begins in the Fall of the Junior Year and continues through the Spring of the Junior and Senior Years;

• A wide variety of equine electives is offered each semester including courses in horse breeding, horse show management, riding instruction, equine publications, farrier science, and horse-training techniques; and

• Student who transfer credits in should be aware that their capstone experience (BU 495/498), BU 499 and BU 481 must be taken in residence at Cazenovia College.

Extracurricular Activities:

During the academic year our Intercollegiate Horse Show Association (IHSA) Riding Teams, our Intercollegiate Dressage Association (IDA) Team and our Horse Judging Team participate in a number of intercollegiate competitions. The IHSA riders compete in hunter seat and/or western shows up to 10 times per school 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. At the 2002 National Championships, which Cazenovia College hosted at its Equine Center, the Hunter Seat team finished as National Reserve Champions and our riders earned two National Championships and two National Reserve Championships. Cazenovia College, a long-time member of IHSA. Competitions are organized for both Hunter Seat and Western riders, at different proficiency levels. Everyone, from the least to the most experienced rider, has an opportunity to compete and excel. The Dressage Team competes under the auspices of the Intercollegiate Dressage Association (IDA). They too were invited to compete at the National Level in 2002, 2003, and 2004 and brought honors back to Cazenovia College. The College was proud to host the IDA National Championship in 2004 becoming the first college to have hosted both the IHSA and the IDA National Championships. Typically, the Judging Team competes during the Fall term at the American Quarter Horse Congress in Ohio and during the Spring term at the IHSA National Horse Show. In 2002, the IHSA Judging Team won the team Championship.

Positions on all teams are 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 try out dates.

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.

Course Requirements:

General Education Courses 40

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>___ 101</td>
<td>First Year Seminar</td>
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<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
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<td>CM 121</td>
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<td>EN 201</td>
<td>Academic Writing II</td>
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<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or</td>
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<tr>
<td>CM 313</td>
<td>Debate</td>
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<tr>
<td>BU 334</td>
<td>Diversity Management</td>
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<td>Cultural Literacy</td>
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<td>Math Elective</td>
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</table>
SM 112  Cellular and Organismal Biology ..............................................4
Visual Literacy ......................................................................................3
Hu 365  Ethics ..........................................................................................3
Bu 475  Marketing Research or
Bu 473  Business Research .....................................................................3
Bu 495  Business Policy & Strategy ......................................................3
Computer Literacy (see pages 59-60)
Leadership (see pages 58-59)

Arts and Sciences Courses .................................................................9
Hg 131  Macroeconomics .....................................................................3
Hg 132  Microeconomics ......................................................................3
SB 120  Introduction to Psychology ....................................................3

Major/Arts and Sciences Courses .........................................................11
Sm 215  Equine Anatomy & Physiology ...............................................4
Eq 220  Equine Nutrition .....................................................................4
Eq 321*  Equine Disease & Injury I .....................................................3

Career Studies Courses ........................................................................53
Ac 331  Principles of Accounting I .....................................................3
Ac 332  Principles of Accounting II .....................................................3
Bu 110  Business Organization and Management ................................3
Bu 120  Principles of Marketing ............................................................3
Bu 112  Business Operations for Farm and Stable Owners ................3
Bu 233  Human Resource Management ................................................3
Bu 263  Business Law ............................................................................3
Bu 411  Finance .....................................................................................3
Bu 481  Business Internship ................................................................3
Bu 499  Capstone II ................................................................................3
Sm 261  Statistics ....................................................................................3
Eq 110*  Introduction to Equine Studies ...............................................3
Eq 115*  Basic Horse Care I .................................................................2
Bu 361  Business Promotions ...............................................................1
He 110  Community Health & First Aid .............................................1
Im 120  Introduction to Computers ........................................................3
Im 325  Data Processing and Information Management ....................3
Equitation Electives ................................................................................4

*Must pass with min. grade of “C”

Electives .................................................................................................7

Total Credits to Graduate ...................................................................120

Fashion Merchandising Specialization
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.

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; and
Provide students with career-focused academic experiences through various internships and other off-campus classes and seminars and co-curricular experiences.

**Course Requirements:**

**General Education Courses** 39

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>Academic Writing I</td>
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<td>SM 261</td>
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<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or</td>
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<tr>
<td>CM 313</td>
<td>Debate</td>
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<td>BU 334</td>
<td>Diversity Management</td>
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<tr>
<td>FA 118</td>
<td>History of Fashion</td>
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<td></td>
<td>Cultural Literacy</td>
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<tr>
<td></td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics or</td>
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<tr>
<td>HU 361</td>
<td>Commitment and Choice</td>
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<tr>
<td>BU 475</td>
<td>Marketing Research</td>
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<td>BU 495</td>
<td>Business Policy and Strategy</td>
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<td>Computer Literacy (see pages 59-60)</td>
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<td>Leadership (see pages 58-59)</td>
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**Arts and Sciences Courses** 12

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td>Macroeconomics or</td>
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<tr>
<td>HG 132</td>
<td>Microeconomics</td>
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<tr>
<td>HG 335</td>
<td>International Economics &amp; Trade</td>
<td>3</td>
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<tr>
<td>SB 120</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td>Arts and Science Elective</td>
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**Career Studies Courses** 60

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>AC 332</td>
<td>Principles of Accounting II</td>
<td>3</td>
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<tr>
<td>BU 110</td>
<td>Business Organization &amp; Management or</td>
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<tr>
<td>BU 213</td>
<td>Retail Management</td>
<td>3</td>
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<tr>
<td>BU 120</td>
<td>Marketing</td>
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<td>BU 233</td>
<td>Human Resource Management</td>
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<td>BU 263</td>
<td>Business Law</td>
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<td>BU 331</td>
<td>Organizational Development</td>
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<tr>
<td>BU 401</td>
<td>International Business</td>
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<td>BU 463</td>
<td>Legal &amp; Ethical Environment in Business</td>
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<tr>
<td>FS/BU 481</td>
<td>Fashion Merchandising/Business Internship</td>
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<td>BU ____</td>
<td>Business or Fashion Studies Electives</td>
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<td>IM 120</td>
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<td>FS 270</td>
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<tr>
<td>IM 220</td>
<td>Computer Applications for Business</td>
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<td>BU 205</td>
<td>Consumer Awareness</td>
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<td>FS 213</td>
<td>Basic Textiles</td>
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<td>FS 240</td>
<td>Fashion Business</td>
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<td>FS 250</td>
<td>Fashion Merchandising</td>
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<tr>
<td>FS 261</td>
<td>Fashion Promotion</td>
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</tbody>
</table>

**Electives** 9

**Total Credits to Graduate** 120
Health Care Management Specialization*

Bachelor of Professional Studies
(Offered only through Continuing Education)

This specialization prepares students for entry-level management positions in the fields of health care. The curriculum includes a significant emphasis on managing health care facilities, health care planning, and problems and procedures found in the industry.

Goals:

• Prepare students for entry-level management positions in the health care industry; and
• Prepare students for advanced studies in business. The curriculum is designed for transfer into an accredited MBA or MPA advanced degree.

Special Features:

Students who select this major will experience management practices through health care internships. The course work is designed with special emphasis on current events in the industry where students will be expected to solve real to life examples of situations they may confront in health care management. Coursework has been carefully designed to provide students with an interactive environment.

Course Requirements:

General Education Courses 36

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>EN 201</td>
<td>Academic Writing II</td>
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<td>CM 301</td>
<td>Communications Forms and Techniques or Debate</td>
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<td>BU 334</td>
<td>Diversity Management</td>
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<tr>
<td>SM ___</td>
<td>Math Elective</td>
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<td>FA ___</td>
<td>Fine Arts</td>
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<td>HU 361</td>
<td>Commitment and Choice or Ethics</td>
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<tr>
<td>BU 473</td>
<td>Business Research or</td>
<td>3</td>
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<tr>
<td>BU 475</td>
<td>Market Research</td>
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<tr>
<td>BU 495</td>
<td>Senior Capstone</td>
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Arts and Sciences Courses 12

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<td>Microeconomics</td>
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<tr>
<td>SB 120</td>
<td>Intro to Psychology</td>
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<td>SM 261</td>
<td>Statistics</td>
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Career Studies Courses 60

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<td>Principles of Accounting I</td>
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<tr>
<td>BU 110</td>
<td>Business Organization</td>
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<tr>
<td>BU 120</td>
<td>Principles of Marketing</td>
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<td>Organizational Development</td>
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<td>BU 338</td>
<td>Problems in Supervision</td>
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BU 431 Leadership .................................................................3
BU 481 Business Internship ..................................................3
BU ___ BU Elective ...............................................................3
IM 120 Intro to Computers......................................................3
IM 325 Data Processing Management.....................................3
HC 110 Introduction to Health Care Management ..................3
HC 210 Medical Terminology ...............................................3
HC 310 Legal Aspects of Health Care .....................................3
HC 320 Long Term Health Care .............................................3
HC 410 Health Care Planning ...............................................3
HC 330 Current Trends in Health Care ....................................3

Electives 12

Total credits 120

*Health Care Management Specialization has been submitted to New York State Education Department.

Sport Management Specialization

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.

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.

Special Features:

Through a nine-credit-hour internship component, students gain a better understanding of the true responsibilities of the Sport Management professional.

Program Requirements:

In order to prepare students for internship opportunities, they must take an on-campus Practicum course (BU 366) with the Cazenovia College Athletic Department. Internships are required for all upper classmen and cannot occur before the student enters his/her junior year.

Course Requirements:

General Education Courses 36

_ 101 First Year Seminar ......................................................3
EN 101 Academic Writing I ..................................................3
CM 121 Effective Speaking ..................................................3
EN 201 Academic Writing II ...............................................3
<table>
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<td>Visual Literacy</td>
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<td>HU 361</td>
<td>Commitment and Choice or</td>
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<td>HU 365</td>
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<td>BU 495</td>
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**Arts and Sciences Courses**

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<td>Microeconomics</td>
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<tr>
<td>SB 120</td>
<td>Psychology</td>
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<td>Statistics</td>
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**Career Studies Courses**

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<tr>
<td>BU 110</td>
<td>Business Organization and Management</td>
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<tr>
<td>BU 120</td>
<td>Principles of Marketing</td>
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<tr>
<td>BU 218</td>
<td>Principles of Sport Management</td>
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<tr>
<td>BU 233</td>
<td>Human Resource Management</td>
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<td>BU 263</td>
<td>Business Law</td>
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<tr>
<td>BU 269</td>
<td>Current Issues in Sport Management</td>
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<tr>
<td>BU 328</td>
<td>Sport Marketing, Promotion, and Sales</td>
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<tr>
<td>BU 366</td>
<td>Sport Management Practicum</td>
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<tr>
<td>BU 368</td>
<td>Sport Law</td>
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<tr>
<td>BU 411</td>
<td>Introduction to Financial Management</td>
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<td>BU 473</td>
<td>Business Research</td>
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<td>BU 481</td>
<td>Business Management Internship</td>
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<td>BU 488</td>
<td>Sport Management Internship</td>
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<tr>
<td>HE 110</td>
<td>Community First Aid and Safety</td>
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<tr>
<td>IM 120</td>
<td>Introduction to Computers</td>
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<tr>
<td>IM 325</td>
<td>Data Processing and Information Management</td>
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**Electives**

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>Business/Sport Management Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits to Graduate**

| Total Credits | 121 |

*Recommended BU 325, BU 329*
Psychology

Bachelor of Science

The Psychology degree 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.

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 the lifespan;
- 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.

Course Requirements:

General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>101</td>
<td>First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communication Forms and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SB 201</td>
<td>Multi-Cultural Contributions or SB 231</td>
<td>3</td>
</tr>
<tr>
<td>SB 231</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SM 261</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HU 365</td>
<td>Ethics or</td>
<td>3</td>
</tr>
<tr>
<td>HU 361</td>
<td>Commitment and Choice</td>
<td>3</td>
</tr>
<tr>
<td>SB 377</td>
<td>Research Methods: Psychology</td>
<td>3</td>
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<tr>
<td>SB 499</td>
<td>Capstone I - Applied: Senior Project</td>
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</table>

Arts and Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SB 110</td>
<td>Introduction to Anthropology or</td>
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<tr>
<td>SB 130</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SM 112</td>
<td>Cellular and Organismal Biology</td>
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<tr>
<td>HU 465</td>
<td>Ethical Issues in Organizations</td>
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</tbody>
</table>
Career Studies Courses

SB 120 Introduction to Psychology .................................................................3
One of the following three: ........................................................................3
SB 121 Child Psychology
SB 122 Adolescent Psychology
SB 123 Adult Psychology
SB 225 Lifespan Developmental Psychology ...........................................3
SB 234 Social Psychology ..........................................................................3
Two of the following three: ......................................................................6
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 385 Internship ....................................................................................6
SB 498 Capstone II – Theory: History and Systems ..................................3
Two 300 or 400-level SB/HS Electives ....................................................6
Two SB/HS Electives ...............................................................................6

Electives ..................................................................................................24

Total Credits to Graduate ........................................................................121
Social Science

**Bachelor of Arts**  
**Bachelor of Science**

The Social Science major 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, sociology, and political science. The program is 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 school, or entering a masters of arts program in teaching in the area of social studies. 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.

**Goals:**
- Prepare students for careers such as secondary education, law, government, politics, sociology, archival and museum work; and
- Prepare students for graduate study.

**Special Features:**

The bachelor of science degree requires one 150-hour internship in placements determined by the Social Sciences Program Director, the internship instructor, and the cooperating agencies, based upon the student’s interest and educational preparation.

**Course Requirements:**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>39-40</td>
<td>39-40</td>
</tr>
<tr>
<td>__ 101 FYS ..................................................................</td>
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<tr>
<td>EN 101 Academic Writing I ........................................</td>
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<td>CM 121 Effective Speaking .......................................</td>
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<tr>
<td>Visual Literacy ......................................................</td>
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<tr>
<td>SM ___ Science ................................................................</td>
<td>3-4</td>
<td>3-4</td>
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<tr>
<td>SB 201 Multicultural Contributions to American Society ...</td>
<td>3</td>
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<tr>
<td>HU 361 Commitment and Choice or..................................</td>
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<tr>
<td>HU 365 Ethics ................................................................</td>
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<td>CM 302 Communication Concepts and Theories or</td>
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<td>CM 301 Communications Forms and Techniques ..................</td>
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<tr>
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<td>One of the following two: .........................................</td>
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<tr>
<td>SB 375 Methods of Inquiry or</td>
<td></td>
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<tr>
<td>HG 375 Historical Research Methods</td>
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<tr>
<td>SB 499 Senior Capstone ..........................................</td>
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</table>
| Computer Literacy (see pages 59-60)  
Leadership (see pages 58-59) |      |      |

**Required Arts and Sciences**  
**9-15**  **6-12**

<table>
<thead>
<tr>
<th>Course Requirements</th>
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<td>SM 261 Statistics ................................................</td>
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<td>EN Literature Elective ...........................................</td>
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<tr>
<td>LG Language (if no level III in high school) ..............</td>
<td>6*</td>
<td>6*</td>
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<tr>
<td>HG/SB Elective ....................................................</td>
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**Social Science Foundation**  
**30**  **30**

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<tr>
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<tr>
<td>SB 110 Intro to Anthropology ..................................</td>
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<tr>
<td>SB 120 Intro to Psychology ....................................</td>
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</table>
SB 130 Intro to Sociology ......................................................... 3 3
HG 141 Government & Politics of the United States ................. 3 3
HG/SB Upper level global perspectives course ...................... 3 3

Two of the following four: ............................................................. 6 6
SB/HG 301 Models of Society
SB 311 Contemporary Ethnic Families
SB/HG 401 World Cultures and Societies
SB 436 Class, Status, & Power

One of the following two: ............................................................. 3 3
HG 131 Macroeconomics
HG 132 Microeconomics

One of the following 6 credit sequences: ................................. 6 6
HG 101 World Civilization I
HG 102 World Civilization II
or
HG 121 History of the United States I
HG 122 History of the United States II

Career Core (BS only) ................................................................. 9
SB 234 Social Psychology .......................................................... 3

Electives .................................................................................. 35-42 29-36
SB 385 Internship I........................................................................ 6

Total Credits to Graduate .......................................................... 120 120

(Up to 24 credits of electives need to be upper division courses to meet the 45 credit, upper level minimum requirement)
* If needed—may be waived because of high school or testing
Studio Art
Photography Specialization
Bachelor of Fine Arts

The Photography program is professionally geared to provide students with broad knowledge and experience of photographic techniques and concepts that will prepare them for careers in photo journalism, fine art photography, and commercial photography. In addition to studio courses such as Studio Photography, Alternative Processes, Color Photo, On Assignment, and Large Format Photography, students take Digital Imaging, Portfolio Preparation, Professional Photo Practices, and complete a Photography Internship. Each student also completes a year-long senior project during which he/she works closely with a professional photographer. Many students participate in study abroad opportunities. Our curriculum encourages students to integrate their photography interests with interdisciplinary liberal arts studies. Our goal, which is unique among colleges and universities, is for students to develop comprehensive/interdisciplinary knowledge of the arts while also gaining the tools to market their skills in today’s competitive global economy. Students enjoy working in our state-of-the-art photo facilities located in our Art and Design building.

Course Requirements:

General Education Courses 39

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ 101</td>
<td>First Year Seminar</td>
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<tr>
<td>EN 101</td>
<td>Academic Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CM 121</td>
<td>Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201</td>
<td>Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301</td>
<td>Communications Forms and Techniques or Debate</td>
<td>3</td>
</tr>
<tr>
<td>FA 111</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>FA 112</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>FA 401</td>
<td>Contemporary Developments in the Arts</td>
<td>3</td>
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<tr>
<td>SA 499</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SA 276</td>
<td>Computer Imaging</td>
<td>3</td>
</tr>
<tr>
<td>HU 361</td>
<td>Commitment and Choice or Ethics</td>
<td>3</td>
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<tr>
<td>SA 111</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>SA 131</td>
<td>Design I</td>
<td>3</td>
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<tr>
<td>SA 132</td>
<td>Design II</td>
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<tr>
<td>SA 161</td>
<td>Photography I</td>
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<tr>
<td>SA 162</td>
<td>Photography II</td>
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<tr>
<td>SA 261</td>
<td>Studio Photography</td>
<td>3</td>
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<tr>
<td>SA 263</td>
<td>Color Photography</td>
<td>3</td>
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<tr>
<td>SA 272</td>
<td>Studio Research: Site and Space</td>
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Arts and Sciences Courses 15

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<tr>
<td>FA 125</td>
<td>History and Contemporary Trends in Photography</td>
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<tr>
<td>FA 210</td>
<td>Art of the World</td>
<td>3</td>
</tr>
<tr>
<td>FA 371</td>
<td>Research Topics in Visual Arts I or</td>
<td>3</td>
</tr>
<tr>
<td>FA 372</td>
<td>Research Topics in Visual Arts I</td>
<td>3</td>
</tr>
<tr>
<td>FA 471</td>
<td>Research Topics in Visual Arts II</td>
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<td>FA 472</td>
<td>Research Topics in Visual Arts II</td>
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<tr>
<td>FA 408</td>
<td>Aesthetics</td>
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Career Studies Courses 55

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<th>Course Title</th>
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<tr>
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<td>Arts Management</td>
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<td>SA 111</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>SA 131</td>
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<tr>
<td>SA 263</td>
<td>Color Photography</td>
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</tr>
<tr>
<td>SA 272</td>
<td>Studio Research: Site and Space</td>
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</tr>
</tbody>
</table>
Studio Art Specialization

Bachelor of Fine Arts

The Studio Art Program’s faculty of professional artists prepares students for careers in the visual arts such as: working as a professional artist, in a gallery or museum, or as an arts administrator. We also prepare students to pursue graduate study in areas such as art education, studio art, art history or theory, arts administration, or art therapy. The bachelor of fine arts program stresses many hours of rigorous individual instruction tailored to each student’s artistic and academic goals. Students take a range of art courses including Painting, Drawing, Figure Drawing, Ceramics, and Sculpture; and courses that emphasize marketability: Arts Management, Portfolio Preparation, Computer Imaging and Studio Art Internship. Additionally, each student completes a year-long senior project during which he/she works closely with a professional artist. Many students participate in study abroad opportunities. Our curriculum encourages students to integrate their art interests with interdisciplinary liberal arts studies. Our goal, which is unique among colleges and universities, is for students to develop comprehensive/interdisciplinary knowledge of the Arts while also gaining the abilities to market their skills in today’s competitive global economy.

Special Features:

The College has a professional gallery with ongoing individual and group exhibitions, including an annual faculty and student exhibition.

Course Requirements:

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Studio Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ 101 First Year Seminar</td>
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<td>EN 101 Academic Writing I</td>
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<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
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<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CM 301 Communications Forms and Techniques or</td>
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<tr>
<td>CM 313 Debate</td>
<td>3</td>
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<tr>
<td>FA 111 Art History I</td>
<td>3</td>
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<td>FA 112 Art History II</td>
<td>3</td>
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<tr>
<td>FA 401 Contemporary Developments in the Arts</td>
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<tr>
<td>Math Elective</td>
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<tr>
<td>HU 361 Commitment and Choice or</td>
<td>3</td>
</tr>
<tr>
<td>HU 365 Ethics</td>
<td>3</td>
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<tr>
<td>SA 276 Computer Imaging</td>
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<tr>
<td>SA 499 Senior Seminar</td>
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<tr>
<td>Scientific Literacy</td>
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<td>Arts and Sciences Courses</td>
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<tr>
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<tr>
<td>FA 210</td>
<td>Arts of the World</td>
</tr>
<tr>
<td>FA 371</td>
<td>Research Topics in Visual Arts I or</td>
</tr>
<tr>
<td>FA 372</td>
<td>Research Topics in Visual Arts I</td>
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<td>Research Topics in Visual Arts II</td>
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<tr>
<td>FA 408</td>
<td>Aesthetics</td>
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</table>

<table>
<thead>
<tr>
<th>Career Studies Courses</th>
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<tbody>
<tr>
<td>BU 215</td>
<td>Arts Management</td>
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<td>VC 498</td>
<td>Senior Project</td>
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<td>SA 111</td>
<td>Drawing I</td>
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<td>SA 112</td>
<td>Drawing II</td>
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<td>SA 121</td>
<td>Painting</td>
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<td>SA 131</td>
<td>Design I</td>
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<td>Design II</td>
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<td>Photo I</td>
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<td>SA 211</td>
<td>Figure Drawing</td>
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<td>SA 241</td>
<td>Ceramics</td>
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<td>SA 242</td>
<td>Sculpture</td>
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<td>Studio Research: Site and Space</td>
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<td>SA 293</td>
<td>Internship Preparation</td>
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<td>SA 311</td>
<td>Life Drawing and 3D Forms</td>
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<td>SA 365</td>
<td>Alternative Processes</td>
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<td>SA 381</td>
<td>Internship</td>
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<td>SA 415</td>
<td>Graphic Forms</td>
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<tr>
<td>SA 493</td>
<td>Portfolio Prep.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>15</th>
</tr>
</thead>
</table>

| Total Credits to Graduate | 121 |

**Recommended Elective:**

FA 405         Arts in the Community
Visual Communications

Bachelor of Fine Arts

The Visual Communications Program is structured to prepare students to pursue careers in graphic design, web/multi-media design, and advertising design. The visual communications curriculum offers professional art and design training, conceptual approaches to visual solutions, a solid foundation in the techniques of preparing communications for an audience and a selection of classes that combine theory, process, technology and practice for a thorough education in this field of rapidly expanding career options.

Graduates of the program are prepared to enter the profession competitively with a well-developed portfolio, intern experience, and career options that include graphic design/print media, graphic design/multi-media, advertising design, web design, and motion graphics.

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 a designer, including production as a team member and project organization.

Special Features:
• Students are able to network with professionals in the field through the internship experience. They also work with mentors from all over the country whom are recognized professional designers for their senior project and senior portfolio;
• Internship placement is determined by the student’s interest, expertise, and approval by the program director or designated internship instructor; and
• The program offers experience and training in labs equipped with state-of-the-art MAC computers that have the latest versions of industry standard graphics software.

Program Requirements:
• A portfolio for admission is not required but strongly recommended; and
• Students will complete a three-credit hour internship. To take part in an internship, the student must have junior standing and must have completed a minimum of one full-time semester at Cazenovia College.

Course Requirements:

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101 Academic Writing I</td>
<td>3</td>
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<tr>
<td>CM 121 Effective Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EN 201 Academic Writing II</td>
<td>3</td>
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<tr>
<td>CM 301 Communications Forms and Techniques or Debate</td>
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</tr>
<tr>
<td>FA 111 Art History I</td>
<td>3</td>
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<tr>
<td>FA 112 Art History II</td>
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<tr>
<td>Mathematics Elective</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>HU 365</td>
<td>Ethics or</td>
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<tr>
<td>HU 361</td>
<td>Commitment and Choice</td>
</tr>
<tr>
<td>SB 120</td>
<td>Introduction to Psychology</td>
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<tr>
<td>VC 498</td>
<td>Senior Project (Research Methods)</td>
</tr>
<tr>
<td>VC 499</td>
<td>Senior Seminar</td>
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<tr>
<td></td>
<td>Computer Literacy (see pages 59-60)</td>
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<td></td>
<td>Leadership (see pages 58-59)</td>
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<tr>
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<td><strong>Arts and Sciences Courses</strong></td>
</tr>
<tr>
<td>FA 301</td>
<td>The Creative Process in the Arts</td>
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<tr>
<td>FA 321</td>
<td>History of Visual Communications</td>
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<tr>
<td>FA 408</td>
<td>Aesthetics</td>
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<tr>
<td>SB 425</td>
<td>Psychology of Advertising</td>
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<td><strong>Art Core Courses</strong></td>
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<tr>
<td>SA 111</td>
<td>Drawing I</td>
</tr>
<tr>
<td>SA 112</td>
<td>Drawing II</td>
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<tr>
<td>SA 131</td>
<td>Design I</td>
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<tr>
<td>SA 161</td>
<td>Photography I</td>
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<td>SA 305</td>
<td>Color Theory</td>
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<td><strong>Career Studies Courses</strong></td>
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<tr>
<td>VC 118</td>
<td>Computers for Designers/Artists</td>
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<tr>
<td>VC 140</td>
<td>Typography</td>
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<tr>
<td>VC 174</td>
<td>Digital Design I</td>
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<td>VC 232</td>
<td>Illustration</td>
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<td>VC 241</td>
<td>Advertising Design</td>
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<td>VC 242</td>
<td>Graphic Design</td>
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<tr>
<td>VC 274</td>
<td>Digital Design II</td>
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<tr>
<td>VC 288</td>
<td>3D Graphic Design</td>
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<tr>
<td>VC 331</td>
<td>Advanced Graphic Design</td>
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<tr>
<td>VC 374</td>
<td>Digital Design III</td>
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<tr>
<td>VC 375</td>
<td>Designing for the Web</td>
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<tr>
<td>VC 384</td>
<td>Visual Communications Internship I</td>
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<tr>
<td>VC 493</td>
<td>Professional Workshop/Portfolio Preparation</td>
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<td></td>
<td><strong>Career Electives Courses</strong></td>
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<td><strong>Electives</strong></td>
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<td></td>
<td><strong>Total Credits to Graduate</strong></td>
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</tbody>
</table>
Certificate Programs

Equine Reproductive Management: 27-28 credits
How students can earn this Certificate.

- At least 50 percent of Certificate courses must be taken at Cazenovia College.

Course Requirements:

- EQ 110* Introduction to Equine Studies
- EQ 115* Basic Horse Care
- BU 112* Business Operations for Farm and Stable Owners
- BU 120* Marketing
- SM 112* Cellular and Organismal Biology
- SM 215* Equine Anatomy & Physiology
- BU 361* Business Promotions
- EQ 323 Equine Reproductive Management
- EQ 324 Breeding Lab Design & Management
- EQ 327 Breeding & Foaling Management I
- EQ 427 Breeding & Foaling Management II

Courses with an asterisk (*) are courses that are required for the B.P.S. degree in Equine Business Management.

Management and Supervision

In order to earn a Certificate in Management and Supervision from Cazenovia College, a minimum of three courses must be completed at the College. Of these three, two must be 300- or 400-level.

Course Requirements: 18 credits

- BU 110 Business Organization and Management
- BU 233 Human Resource Management
- BU 431 Leadership

Three of the following:

- BU 263 Business Law
- BU 331 Organizational Development
- BU 333 Experiential Studies in Human Resource
- BU 338 Problems in Supervision
- BU 463 Legal & Ethical Environment in Business
- IM 120 Introduction to Computers
- IM 220 Computer Applications
- CM 121 Effective Speaking
**Purchasing Management**
In order to earn a Certificate in Purchasing Management from Cazenovia College a minimum of five courses must be completed at the College. Of these five, four must be BU 311 Production Operations, BU 346 Purchasing Management, BU 401 International Business, and BU 463 Legal and Ethical Environment in Business.

**Course Requirements: 27 credits**
- AC 331 Principles of Accounting I
- AC 332 Principles of Accounting II
- BU 233 Human Resource Management
- BU 263 Business Law
- BU 311 Production Operations
- BU 346 Purchasing Management
- BU 401 International Business
- BU 463 Legal & Ethical Environment in Business
- IM 325 Data Processing and Information Management

**Minors**

Minors are an excellent option for students who want to expand their knowledge in an area related to their major or simply to explore an area for which they have special interests. In addition, a minor can have a positive impact on the job search.

A minor must carry a minimum of 18 credit hours, with one-third of those credits at the 300/400-level.

**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 321 History of Visual Communications
- FA 335 20th Century Architectural History
- FA 401 Contemporary Developments in the Arts
- FA 405 Arts in the Community
- FA 408 Aesthetics

Students are encouraged to take at least one art or design studio course to round out their study in this area.

**Minor in Biology**
Two of the following four courses (8 credits):
- SM 111 Ecology, Evolution, and Genetics
- SM 112 Cellular and Organismal Biology
- SM 140 Environmental Science
- 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 Communication Studies**
- CM 210  Interpersonal Communication
- CM 211  Introduction to Broadcasting
- CM ___  Communication Elective
- CM 302  Communication Concepts and Theory
- CM3_/4_  Communication Elective
- CM 440  Advanced Topics in Communication

**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 Fashion Design**
Choice of three of the courses listed below (9 credits)
- FS 110  Clothing Construction
- FS 113  Fashion Drawing
- FS 213  Textiles
- FS 240  Fashion Business

Choice of one of the courses listed below (3 credits)
- FS 111  Apparel Draping
- FS 211  Flat Pattern Drafting 1
- FA 118  History of Fashion
- FS 221  Flat Pattern Drafting 2
- FS 270  CAD for Fashion
- FS 355  Fashion Illustration

Choice of six credits from the courses listed below
- FS 382  New York Fashion Tour (2 credits)
- FS 3___  Special Topic in Fashion/Elective
  (Rotating special topics course)
- FS 3___  Independent Study (1-3 credits)
- FS 365  Product Development

**Minor in History**
- HG 101  US History I
- HG 102  US History II
- HG 121  World Civilization
- HG 122  World Civilization
- SB 375  Historical Research Methods

Six credits in upper division history (HG) courses

**Minor in Journalism**
- CM 110  Introduction to Human Communication
- CM 231  Introduction to Journalism
- CM 310  Radio and Television Studies
- EN 312  Advanced Expository Writing
CM 320 Communication in the Mass Media
CM 330 Advanced Journalism

Minor in Photography
SA 161 Photography I
SA 162 Photography II
SA 276 Computer Imaging*
SA 265 Studio Photography

*VC students may substitute VC274 Digital Design II; ID students may substitute ID372 3-D Computer Modeling. Equine students may substitute EQ270 Equine Photography. Substituted courses must significantly address Photoshop.

Choose at least two courses from the following list of options—six credits must be at 300 or 400 level:

SA 365 Alternative Processes
SA 125 History of Photography
SA 263 Color Photography
SA 325 Large Format Photography and Fine Printing
SA 320 On Assignment: Location and Documentary Photography
SA 410 Professional Photography Practices
SA 309 Special Topics in the Arts (Photo related subject)
FA 371/372 Research in the Visual Arts I (stack into a Photo course)
FA 471/472 Research in the Visual Arts II (stack into a Photo course)

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 the student’s skills in areas needed for success in law school. The students will also have opportunities to work with Career Services to prepare for the LSATS.

To earn the Pre-Law Minor a student must complete at least six courses for a minimum of 18 credits. The courses are selected from a list of recommended courses under the advisement of the pre-law advisor. There are two required basic courses and one course from each of the four areas. The six courses must be distributed as shown below.

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)
CJ 251 Criminal Law and Procedure
CJ 357 Constitution Law
BU 368 Sport Law
BU 263 Business Law

Area II: Written and Spoken Communications (one course from the following)
EN 312 Advanced Expository Writing
CM 313 Debate
CM 410 Advocacy and Public Policy
CM 420 Persuasion

Area III: Economics/Accounting/Statistics (one course from the following)
AC 331 Principles of Accounting
AC 332 Principles of Accounting II  
HG 131 Macroeconomics  
HG 132 Microeconomics  
SM 261 Statistics  

**Area IV: Social Sciences (one course from the following)**  
CJ 251 Corrections  
CJ 351 Criminal Justice Process  
HG 121 History of the United States I  
HG 122 History of the United States II  
SB 231 Social Problems  
SB 321 Psychology Applied to Interpersonal Behavior  
SB 336 Social Welfare Policies  
SB 355 Criminology and Delinquency  

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  
SM 261 Statistics  
SB 375 Methods of Inquiry  

At least one course from each of the following three areas:  

**Biological/Cognitive**  
SB 327 Brain and Behavior  
SB 341 Learning  
SB 330 Sensation and Perception  
SB 364 Cognition  

**Social/Developmental**  
SB 225 Lifespan Developmental Psychology  
SB 1__ Child, Adolescent, or Adult Psychology  
SB 312 Social Psychology  

**Clinical/Applied**  
SB 325 Abnormal Psychology  
SB 326 Theories of Personality  
SB 325 Educational Psychology  

**Minor in Sociology**  
SB 130 Introduction to Sociology  
SB 231 Social Problems  
SB 430 Social Theory  
SB 2/3__ Elective  
SB 3/4__ Elective  
SB 3/4__ Elective  

**Minor in Sport Management**  
In an effort to offer students in other academic disciplines the opportunity to explore the study of Sport Management and with the support and guidance of the Division of Business and Management, the following is proposed as a way for the student to “minor” in Sport Management. It is geared toward students who wish to obtain a bachelor of professional studies degree. The total credit requirement for a minor in Sport Management is 30 credits.
Required Foundation Business Courses (12 credits):

- BU 110 Business Organization and Management
- BU 120 Principles of Marketing
- BU 233 Human Resources Management
- AC 331 Principles of Accounting I

Required Sport Management Foundation Course (3 credits):

- BU 218 Principles of Sport Management

Sport Management Core Requirement Courses (6 credits):

- BU 269 Current Issues in Sport Management
- BU 328 Sport Marketing, Promotion, and Sales

Three of the following six Sport Management (upper division) Courses (9 credits):

- BU 325 Sport Event Management
- BU 329 Sport Facility Management (3 credits)
- BU 355 Sport Business and Finance (3 credits)
- BU 366 Sport Management Practicum (3 credits)
- BU 368 Sport Law (3 credits)
- BU 488 Sport Management Internship (3 credits)

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 the student 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)

- BU 218 Principles of Sport Management

Sport Management Core Courses (6 credits)

- BU 269 Current Issues in Sport Management
- BU 328 Sport Marketing, Promotion and Sales

Three of these six upper division Sport Management Courses (9 credits)

- BU 325 Sport Event Management
- BU 329 Sport Facility Management
- BU 355 Sport Business and Finance
- BU 366 Sport Management Practicum
- BU 368 Sport Law
- BU 488 Sport Management Internship

Minor in Studio Art

- SA 111 Drawing I
- SA 131 Design I or SA 132 Design II
- SA 272 Studio Research: Site and Space
- FA 401 Contemporary Developments in the Arts

Take at least two of the following courses (six credits)—at least three credits must be at the 300-400 level

- SA 121 Painting
- SA 241 Ceramics
- SA 242 Sculpture
- SA 276 Computer Imaging
SA 415 Graphic Forms
SA 211 Figure Drawing
SA 311 Life Drawing and 3-D Forms
SA 309 Special Topics in the Arts (Studio Art related subject)
FA 371/372 Research in the Visual Arts (stack into a Studio Art—non-photo course)
FA 471/472 Research in the Visual Arts II (stack into a Studio Art—non-photo course)

*Students enrolled in the Photo Specialization must take an additional SA course from the list.

Minor in Theatre
Six courses selected from below to include at least two 300/400-level courses.

FA 161 Theatre History I
FA 162 Theatre History II
FA 165 Acting Workshop
EN 216 Shakespeare
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 3/4 Special Topic in Dramatic Literature
Course Descriptions

Cazenovia College reserves the right to alter course offerings or course content without notice. Any course with insufficient enrollment may be canceled.

Course Identification
The following abbreviations are used for course identification:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits (curriculum)</th>
<th>Description of course, including prerequisite and when offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Accounting</td>
<td>3</td>
<td>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)</td>
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<tr>
<td>BU</td>
<td>Business</td>
<td>-</td>
<td>Prerequisite: EN 201 Academic Writing II.</td>
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<td>CJ</td>
<td>Criminal Justice</td>
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<tr>
<td>CM</td>
<td>Communications</td>
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<td>Education</td>
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<td>EN</td>
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<tr>
<td>EQ</td>
<td>Equine Studies</td>
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<td>FA</td>
<td>Fine Arts</td>
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<td>HE</td>
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<td>HC</td>
<td>Health Care Management</td>
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<td>HG</td>
<td>History &amp; Government</td>
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<td>SA</td>
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<td>SB</td>
<td>Social &amp; Behavioral Sciences</td>
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<td>SM</td>
<td>Science &amp; Mathematics</td>
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<tr>
<td>VC</td>
<td>Visual Communications</td>
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</tbody>
</table>

Key:
Course Number
Course Title
Credits (curriculum)
Description of course, including prerequisite and when offered

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.

Curriculum:
AS Arts and Sciences
CS Career Studies
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. (Offered annually) May not be taken after AC 331.

AC 171
General Ledger Computer Programs
1 credit (CS)
This course introduces the student to the computerized general ledger used in most businesses. In addition to training the students on hardware, the course provides practical experience and application with components to the general ledger such as accounts, journal entries, posting, referencing and formatting. Students will gain hands-on experience.

AC 172
Accounts Receivable Computer Programs
1 credit (CS)
This course introduces the student to computerized accounts receivable module used by most businesses. The course provides practical experience and application to accounts receivable management such as account control, account set up, account use, and account schedule.

AC 173
Payroll
1 credit (CS)
This course introduces the student to computerized systems of payroll. Students will gain actual experience with rate calculations, payroll distribution, payroll forms, tax tables, and various other governmental-related reporting forms.

AC 331
Principles of Accounting I
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.

AC 332
Principles of Accounting II
3 credits (CS)
A continuation of the principles of accounting presented at the introductory level. Topics covered include global reporting, partnerships, corporate accounting, long-term liabilities, long-term investments, statement of cash flows, and financial statement analysis.
Required prerequisite: AC 331 Principles of Accounting I passed with a grade of “C” or better.

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.
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. Required prerequisites: AC 331 Principles of Accounting I, AC 332 Principles of Accounting II, and AC 411 Accounting Theory I.

AC 431
Intermediate Accounting I
3 credits (CS)
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 on a rotating basis) Required prerequisite: AC 331 Principles of Accounting I, and AC 332 Principles of Accounting II.

AC 432
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 on a rotating basis) Required prerequisite: AC 431 Intermediate Accounting 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 on a rotating basis) Required prerequisite: AC 331 Principles of Accounting I and AC 332 Principles of Accounting II.

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 on a rotating basis) Required prerequisite: AC 331 Principles of Accounting I and AC 332 Principles of Accounting II.
Business

BU 110
Business Organization and 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.

BU 112
Business Operations for Farm and Stable Owners
3 credits (CS)
The course is concerned with the design, construction and maintenance of buildings, fences and gates; the selection and maintenance of equipment; and the financial management of stables and farms, including capitalization, credit, depreciation, amortization, budgeting and cash flow. Attention is given to questions of staffing, insurance, advertising, promotion, and basic small business organization and operation. (Offered spring term) Prerequisite or co-requisite: BU 110.

BU 120
Principles of Marketing
3 credits (CS)
This is an introductory course that undertakes to 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.

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. Note: Course closed to students who have earned credit for VC 231 Copywriting. Recommended prerequisite: BU 120 Principles of Marketing.

BU 205
Consumer Awareness
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. Recommended prerequisite: BU 110 Business Organization and Management or Co-requisite: Introduction to Equine Studies.
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 on a rotating basis)

BU 215
Arts Management
3 credits (CS)
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)

BU 218
Principles of Sport Management
3 credits (CS)
The purpose of this course is to provide the student with an overview of the sports industry as well as 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.

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.

Prerequisite: BU 110

BU 241
Professional Selling
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. The selling of self is also covered as an aid to guiding students in presentation ability.

BU 263
Business Law
3 credits (CS)
A study of the American legal system with particular attention to those courts and laws that bear most immediately upon business. Topics include: contracts, sales/uniform commercial code, warranties, landlord/tenant, consumer protection, commercial paper, agency, partnership, insurance, sureties, mortgages, corporations, and wills.

BU 269
Current Issues in Sport Management
3 credits (CS)
The purpose of this course is to introduce
the student 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 is designed to be an interactive discussion with the students being responsible for presenting and researching the current material. Critical thinking and problem-solving skills will be fostered during the course. Topics include gender equity, racial issues, National Collegiate Athletic Association rules, franchise relocations, sport agency, and athlete conduct issues.

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.
Required 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.
Required prerequisites: Students must have a 2.75 grade point average and 12 academic credits. Permission of instructor required.

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.
Required prerequisites: HG 131 Macroeconomics and HG 132 Microeconomics.

BU 311
Production and Operations Management
3 credits (CS)
This course examines the strategy and control of the processes that transform resources into finished goods and services. Topics include the use of quantitative techniques for analysis and decision-making, the role of productivity and quality, and job design and human resources. (Offered spring term)
Required prerequisites: SM 261 Statistics and IM 120 Introduction to Computers.

BU 325
Sport Event Management
3 credits (CS)
The purpose of the course is to provide the student with information concerning key strategies for managing event logistics, including volunteers, facilities, uniforms, transportation, food and beverage, ticketing and admissions, etc. as well as developing critical planning techniques (meeting planning, setting benchmarks, planning for contingencies) and establishing bases for negotiating contracts, dealing with sponsors, and working with any number of sport events. (Offered spring term)
Recommended Prerequisite: BU 218 Principles of Sport Management (or permission of instructor).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Restrictions/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 328</td>
<td>Sport Marketing, Promotion and Sales</td>
<td>3</td>
<td>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 will also be explored. (Offered fall term) Prerequisite: BU 218 Principles of Sport Management.</td>
</tr>
<tr>
<td>BU 329</td>
<td>Sport Facility Management</td>
<td>3</td>
<td>The purpose of the course will be to investigate the functions of management in terms of operating and financing sport facilities. Students will gain a better understanding of what facility management is all about by examining the planning, financing, construction and operations of public and private arenas, recreational facilities, and stadiums. Facility maintenance, supervision, scheduling, planning, and renovation will be prime topics of discussion and presentation. (Offered fall term) Recommended prerequisite: BU 218 Principles of Sport Management or permission of instructor.</td>
</tr>
<tr>
<td>BU 331</td>
<td>Organizational Development</td>
<td>3</td>
<td>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. Required prerequisite: SB 120 Introduction to Psychology.</td>
</tr>
<tr>
<td>BU 334</td>
<td>Diversity Management</td>
<td>3</td>
<td>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. Recommended prerequisite: BU 110 Business Organization and Management, BU 212 Small Business Management, or BU 233 Human Resource Management.</td>
</tr>
<tr>
<td>BU 346</td>
<td>Purchasing Management</td>
<td>3</td>
<td>Purchasing Management will reflect the current issues, needs and trends in the field of purchasing management. The course will provide 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</td>
</tr>
</tbody>
</table>


raw materials. Purchasing Officers are found in most small and large businesses; e.g., manufacturing plants, hospitals, educational institutions, and government offices.

**BU 351**  
*Fortune 500 Companies*  
3 credits (CS)

This course will focus on research in the Fortune 500 companies. Both external and internal environments will be examined. The student is expected to conduct preliminary research through the use of the Internet or traditional methodologies. Students will examine the following aspects of fortune companies: accounting, finance, marketing, advertising, human resources, quality standards and general management policies.  
*Prerequisites: BU 110 Business Organization and Management, and SM 261 Statistics.*

**BU 355**  
*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 the student 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 will be emphasized through class presentations and written assignments. Leadership and interpersonal communications will be 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 fall term)  
*Prerequisite: BU 218 Principles of Sport Management*

**BU 360**  
*Advanced Principles of Equine Business Management*  
3 credits (CS)

Students will build upon basic principles learned in BU 112 and continue their study of business management. Business ethics, taxes, insurance, budgeting, financial planning and customer relations as they relate specifically to small equine businesses will be discussed. (Offered fall term)  
*Required prerequisites: BU 112 Business Operations for Farm and Stable Owners.*

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**BU 361**  
Business Promotions  
1 credit (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 263 Business Law

**BU 366**  
Sport Management Practicum  
3 credits (CS)  
This course will be conducted in conjunction with the Cazenovia College Athletic Department. The purpose of this course is for the Sport Management student to gain valuable first-hand experience and knowledge in the field of sport management while still on campus. By performing important and relevant tasks with the Athletic Department, the student will obtain a clearer understanding of what is involved in sport management and what it takes to become a good sport manager. The course will further benefit the student’s learning experience by combining work experience with periodic classroom teaching. The course will provide a supervised opportunity to gain practical experience in various programs that include sports information, operations and event management, marketing and fund raising, promotions, intramurals, and fitness and wellness. (Offered fall and spring terms)  
**Prerequisites:** BU 218 Principles of Sport Management, enrollment in Sport Management concentration and Junior standing

**BU 368**  
Sport Law  
3 credits (CS)  
This course provides an introduction to the U.S. legal system with a focus on the areas of tort, contract, constitutional, criminal, employment, labor, anti-trust, 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)

**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. **Recommended prerequisite:** BU 110 Business Organization and Management.

**BU 411**  
Introduction to 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.  
**Required prerequisites:** AC 331 Principles of Accounting I, and AC 332 Principles of Accounting II.

**BU 413**  
Entrepreneurship  
3 credits (CS)  
This course explores the opportunities to 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.
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.

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.
Required prerequisites: BU 120 Principles of Marketing and HG 335 International Trade and Economics.

BU 463
Legal & Ethical Environment in Business
3 credits (CS)
This course will provide an ethical framework and its components in modern day organizations. It will allow the student to interpret, apply, and evaluate the legal framework in business environments. Students will analyze dilemmas and apply their decision making skills in a variety of settings.
Prerequisites: BU 263 Business Law and HU 365 Ethics

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. Student must pass with a "C" or better.
Prerequisite: SM 261 Statistics or IM 120 Introduction to Computer.

BU 475
Marketing Research
3 credits (CS)
Students study various methods and application 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.
Required prerequisite: BU 120 Principles of Marketing or EQ 361 Equine Promotions, Marketing, and Sales.

BU 481
Business Management Internship
3 credits (CS)
Experimental 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, non profit 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. In order to enroll, students must have a minimum grade point average of 2.5 and have completed 90 credits toward their degree.
Recommended prerequisite courses include: BU 360 or BU 366 or permission of the Program Director.
Students must pass with a "C" or better.
BU 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, intercollegiate, 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. (Arranged)
Required prerequisite: Enrollment in Sport Management concentration and Junior standing. (Offered in blocks of 3, 6, or 9 credits when combined with BU 481).

BU 495
Business Policy & Strategy
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 Business Management specialization in the Bachelor of Professional Studies in Management program. In order to enroll in these courses students must have a minimum grade point average of 2.5, have completed 90 credits, or permission of the program director. Student must pass with a “C” or better. (Offered spring term)
Required Prerequisites: CM 301, HU 365/361, SB 120, HG 130 or higher, BU 263, BU 233, BU 120, BU 360, BU 361 BU 360 and BU 361 may be waived as prerequisites and instead be taken as corequisites if the student is able to demonstrate necessary skill and knowledge as determined by the program director and the course instructor.
Recommended Prerequisite: BU 481, math elective and SM 261.

BU 499
Senior Capstone II
3 credits (CS)
A continuation of BU 498, this seminar course is a continuum of the course described immediately before. Students continue with projects begun during the fall term, delving deeper into analysis and reflection during the spring term. This course also involves the continuation of conversations regarding each student’s personal and professional goals following graduation. Time is spent discussing skills in job searching and interviewing. Students are also engaged in a number of projects throughout the semester that can
be used in the student’s professional portfolio upon graduation. **Student must pass with a “C” or better.**

**Required prerequisites:** BU 475/473, BU 498 or 495, IM 325.

**Recommended prerequisite:** BU 481, math elective and SM 261.

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### Criminology and Criminal Justice Studies

**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, legislative mandates and the alternatives of incarceration, community diversion, probation and parole. This course will examine conflicts within the criminal justice system such as the rights of victims versus the rights of the accused.

**Prerequisite:** CJ 151 or permission of the instructor.

**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 filed of inquiry. Students will explore recent developments and trends in the field by researching contemporary issues.

**Prerequisite:** CJ 151 or permission of the instructor.

**CJ 251**

**Introduction to Corrections**

3 credits (CS)

Introduction to corrections exposes 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 in our society. Students will also explore the methods of corrections management and current corrections practices. During the course students will study the issues facing the corrections system today. These issues include: ethics, race relations, gangs, alternatives to incarceration, privatization, behavior modification, punishment, and the future of the corrections system.

**Prerequisite:** CJ 151 or permission of the instructor.

**CJ 252**

**Investigations**

3 credits (CS)

An overview of approaches to detecting and resolving crimes. This course will provide students with a mixture of theoretical and “hands on” instruction in approaches to and techniques used by the criminal investigator. Economic crime types, techniques, trends, and issues in various industries including banking, credit card, insurance, and telecommunications industries will be explored. The course will address why and how investigations are used by federal, state, and local law enforcement agencies. The course will cover such topics as laws relating to financial crimes, evidence, sources of information, tracing funds, investigative techniques, conducting investigative interviews, money laundering and asset forfeitures. With the field of investigations undergoing constant change, the course is designed for students with wide interests in the field of criminal justice. (Offered alternate years).

**Prerequisite:** CJ 151 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. Specific rules to be followed by the State when dealing with crime and criminals will also be explored. 
Prerequisite: CJ 151 or permission of the instructor.

**CJ 256**
**Probation and Parole**
*3 credits (CS)*
This course provides a thoroughly modern approach to community-based corrections. It will introduce the student to traditional correctional programs such as probation and parole. In addition it will present alternatives to the traditional programs including house arrest, electronic monitoring, day treatment, boot camps and drug courts. Student will be exposed to the humanistic aspects of this growing field. Upon completion of the course the student will understand that the development of community corrections is essential for the future of the criminal justice system. 
(Offered alternate years)
Prerequisite: CJ 151, CJ 251, or permission of 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. 
Prerequisites: CJ 151, EN 101 and one of CJ 152, CJ 251, CJ 252, CJ 253, CJ 256.

**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. 
Prerequisite: CJ 151, CJ 253 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. This course will also examine the “changing face of policing” and the future of policing in America. 
Prerequisite: CJ 151 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. 
Prerequisite: CJ 151 or permission of instructor.

**CJ 451**
**Criminology**
*3 credits (CS)*
This course will review the relationship between deviant behavior and the problems of social control. This course examines the jurisprudence of criminal law in the context of criminological theory,
analyzes the arrangements and justifications for social control, corrections, and rehabilitation. Students will explore the relationship between the rule of law and individual rights. The crimes of Domestic Violence will be examined in detail. *Prerequisite: CJ 151 or permission of the instructor.*

**CJ 498**  
**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. *Prerequisites: CJ 298 and one of: CJ 351, CJ 354, CJ 357, CJ 451.*

**CJ 499**  
**Senior Capstone**  
3 credits (CS)

The Senior Capstone project provides an opportunity for a student, in close consultation with others, to define and conduct research or a creative project appropriate to the conclusion of his/her undergraduate program of study. Appropriate projects will draw upon previous course work and other experiences at Cazenovia College. It will be a distinct effort that demonstrates student 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. Students will demonstrate an ability to use knowledge from both liberal arts and professional studies in the creation of the capstone project. *Prerequisite: students must be eligible for graduation at the end of the term in which the seminar is taken.*

**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 learn the fundamental of effective speaking through the preparation and in-class presentation of numerous short speeches. Consideration is given to general communication patterns, particularly persuasion. All-college graduation requirement. *(Offered annually)*

**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 the student can better understand themselves and others as individuals and as partners in relationships. *(Offered fall term) Prerequisite: CM 110*
CM 211  
Introduction to Broadcasting  
3 credits  
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. Fundamentals of on-air performance will be covered including consistency of format, interaction with the audience, announcing, editing, and management of the broadcast hour.  
(Offered fall term)

CM 220  
Group Communication  
3 credits (AS)  
This course examines communication and social interaction in small groups. The student will gain an understanding of group communication and improve their skills as effective group members. Topics covered 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)  
Prerequisite: CM 110

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)  
Prerequisite: CM 110

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. Related issues covered will include communications law, sexism, ethics, and accuracy. Students will learn to work on deadline, use language correctly, and will gain a sense of news style and format. Writing assignments include news releases, obituaries, campus beats, and feature articles.  
(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 the student 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)  
Prerequisite: CM 110

CM 301  
Communication Forms and Techniques  
3 credits (AS)  
The purpose of this course is to improve each student’s written and verbal communication ability with a particular focus on effective communication in the profes-
sional world. Topics covered include: oral presentation; the effective use of language; writing and research; group facilitation; interviewing; and navigation of the information highway. Emphasis throughout the course is on practical application and the empowerment of students to express themselves well and with confidence. (Offered fall and spring)  
Prerequisite: CM/EN121 Effective Speaking and EN201 Academic Writing II

**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)  
Prerequisite: EN201 Academic Writing II

**CM 310**  
Radio and Television Studies  
3 credits (AS)  
This course provides ongoing study and participation in radio and television broadcasting. Students will combine classroom discussion with hands-on experience at WITC, the Cazenovia College radio station. Station management, programming, promotion, and broadcast performance will be examined. Students will also participate in the management and operation of the college radio station. (Offered fall term)

**CM 313**  
Debate  
3 credits (AS)  
Want to be heard? Want to learn to advocate for the things you care about? This course in communication through debate will allow the participating student to feel more comfortable making their point and making things happen through both the spoken and written word. 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)

**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. We will explore the development of mass communication and the impact of television, radio, the internet, the news, popular music, and cinema on our perception of reality and our judgment of what is important. We 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: EN101 Academic Writing I

**CM 331**  
Advanced Journalism  
3 credits (AS)  
This course is designed for students who have already taken CM 230, Introduction to Journalism, and who wish to further develop their skills as journalists. Students in this course will serve as advanced writers and editors for The Quad, the Cazenovia College student newspaper. Students will build on their skills to identify newsworthy stories, pursue relevant
information, and prepare news stories, features, and editorials. Format, style, policy, and consistency will also be covered. Honors requirements will be provided upon commencement of the course. May be taken two times for credit. (Offered fall and spring terms)

Prerequisite: CM 231 Introduction to Journalism

CM 410
Advocacy and Public Communication
3 credits (AS)

This course will examine the importance of public communication for social change, participation, and the expression of power. 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 alternate fall terms)

Prerequisites: CM 110 Introduction to Human Communication and EN 201 Academic Writing II or permission of the instructor.

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 Communication and EN 201 Academic Writing II or permission of the instructor.

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 the student 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: CM 110 Introduction to Human Communication and 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. Through a combination of academic work, media analysis, and performance elements each student will deepen their understanding of core communication concepts and their ability to apply those concepts as an effective communicator in difficult realistic situations. A substantial amount of course material will be drawn from current media resources. Topics covered include: Power and Participation; Ethics; and Crisis Communication. (Offered alternate spring terms)

Prerequisites: CM 110 Introduction to Human Communication; EN 201 Academic Writing II; and CM 301 Communication Forms and Techniques or permission of the 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. The student 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 Communication Forms and Techniques or permission of the instructor.

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 and spring terms)

ED 091
Workshop in 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. This workshop will provide training in understanding the causes and effects of abuses of alcohol, tobacco, and 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 in School Violence Prevention and Intervention
0 credits (CS)
This two-hour workshop is required of all teacher candidates in New York State. Emphasis will be 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 nonviolent 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 101
The American School: Foundations and Contemporary Issues
4 credits (CS)
This introductory course examines the historical, philosophical, and social foundations of education as a profession, and the influence of these on current thinking and practice. Students explore the full spectrum of roles and responsibilities of educational professionals, as well as ideological, pedagogical, and ethical issues in working with children. Field Component—Over the course of the semester, students will be spending a
minimum of 12 hours observing in public school classrooms in two different settings: 4 sessions in a rural/suburban school followed by 4 sessions in an urban school. Students will be assigned to primary and/or intermediate grade classrooms. Students will prepare reports following each visit that contain information specific to the following aspects of the learning environment: 1) a rich description of the school; 2) a discussion of the social aspects of the classroom; 3) a discussion with regard to the curriculum, methods of instruction, and methods used to assess student learning; 4) learning in relation to the New York State Learning Standards; and, 5) general impressions of the experience. (Offered spring term)

**Prerequisites:** All developmental coursework deemed necessary in Reading and Language Arts.

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**ED 111**  
**Child Development and Observation**  
**3 credits (CS)**

This course takes a longitudinal look at children's physical, psychosocial, and cognitive development during the formative early childhood years from pre-birth to age 12. Students will examine theories and research about childhood development, learning to recognize and understand significant child behavior. Students will observe children in the College Nursery School on a weekly basis, and will learn strategies for accurately recording and summarizing these naturalistic observations. (Offered fall and spring terms)

**Prerequisites:** All developmental coursework deemed necessary in Reading and Language Arts.

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**ED 112**  
**Introduction to Early Childhood Education**  
**3 credits (CS)**

This course emphasizes planning and implementing developmentally appropriate curriculum and teaching strategies for successful work with young children. Using the constructivist theories of Piaget and Vygotsky, students will explore such topics as the importance of play in children's learning, classroom organization, guidance and communication, anti-bias curriculum approaches, and the teacher's role as planner and facilitator of learning. Students will design activities for use in an integrated early childhood curriculum within diverse and inclusive settings. (Offered fall and spring terms)

**Prerequisite:** ED 111 Child Development and Observation. Early Childhood Education majors usually take this course concurrently with ED 111.

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**ED 121**  
**Perspectives on Exceptionalities**  
**4 credits (CS)**

This introductory course examines the historical, social, and legal foundations of special education, including federal legislation related to education, employment, and independent living for individuals with disabilities. Students explore such issues as causes of disabilities, characteristics of learners with disabilities, strategies for assessment, program planning and intervention, instructional and testing accommodations, and working in partnership with families.

**Field Component—Students** will be assigned in pairs to spend two hours each week, for 10 weeks of the semester, with an exceptional child engaging that child in social and/or recreational activities. The students will keep journals describing their efforts at getting to know the child and his/her family, the activities that they planned and carried out, their questions, and their reflections on the whole experience in the context of the course content. (Offered spring term)

**Prerequisites:** All developmental coursework deemed necessary in Reading and Language Arts.
ED 181
Teaching Practicum I: College Nursery School
6 credits (CS)
Every Early Childhood Education student completes at least one teaching practicum in the Cazenovia College Laboratory Nursery School. The student works with a Head Teacher and an Associate Teacher in planning the curriculum, engaging in activities with the children, conducting observations, developing assessment portfolios for children, and discussing issues at weekly staff meetings. (Offered fall and spring terms)
Prerequisites: ED 111 and ED 112. A medical exam and Child Abuse Central Register clearance are required.

ED 211
Inquiry, Science, and Math with Young Children
3 credits (CS)
This course addresses young children’s active inquiry, problem-solving, and concept formation in the areas of mathematics and science, along with appropriate teaching strategies to guide and support children’s curiosity and learning. Students will examine theoretical frameworks for understanding the diverse ways in which young children think about, explore, and construct mathematical and scientific ideas. Students will also develop relevant curricula, materials, and teaching strategies with appropriate adaptations for children in diverse and inclusive settings. (Offered fall term)
Prerequisite: ED 111 Child Development and Observation.

ED 213
Expressive Arts with Young Children
3 credits (CS)
This course examines creativity and divergent thinking in young children, and appropriate teaching and assessment strategies to nurture and support these aspects of children’s development. Students will explore theoretical as well as practical frameworks for the expressive arts, including music, movement, art, and creative drama. Students will engage in curriculum planning for creative expression in young children in diverse and inclusive settings. (Offered spring term)
Prerequisite: ED 111 Child Development and Observation.

ED 282
Teaching Practicum II: College Nursery School
6 credits (CS)
Continuation of ED 181 Teaching Practicum I: College Nursery School. All Early Childhood Education students are required to complete a second teaching practicum. (Offered fall and spring terms)
Prerequisites: ED 181. A medical exam and Child Abuse Central Register clearance are required.

ED 311
Infant-Toddler Development and Care
4 credits (CS)
This course explores theories and research in infant and toddler development with an emphasis on the works of Piaget, Erikson, and Brazelton. Developmental assessment and principles of best practice guide students in developing a wide range of activities and experiences to foster the development of children from birth to age three years. Field Component—Students will be assigned to spend two hours per week for 10 weeks in an accredited program for infants and/or toddlers. They will keep a journal of their experiences and plan developmentally appropriate activities and caregiving routines for high-quality infant/toddler care. (Offered fall term)
Prerequisite: ED 111
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 in grades 1-3. The New York State Learning Standards, and the content standards developed by 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. Field Component: In preparation for Student Teaching, students will be required to participate in an inclusive classroom at the primary level. 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. Students will gradually assume responsibility for the tasks involved in teaching and classroom management. (Offered spring term)

Prerequisites: ED 101, ED 111, ED 121, ED 332.
Co-requisites: ED 341, ED 375, ED 388.

ED 321
Strategies for Teaching Students with Severe and/or Multiple Disabilities
4 credits (CS)
This course prepares students with 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 content areas. Students will also learn strategies to support literacy development and communication through assistive technology and environmental and programmatic adaptations. Field Component: Students will spend two hours per week over a 12-week period working in an inclusive elementary classroom with one student with severe and/or multiple disabilities. (Offered fall term)

Prerequisites: ED 101, ED 111, ED 121

ED 332
Literacy, Literature & the Integrated Curriculum
6 credits (CS)
This course builds on students’ knowledge of oral and written literacy development in young children. Students review language acquisition theories, the role of motivation in the learning process, and the importance of providing children with developmentally appropriate opportunities for language learning. Consistent with current research and the intent of the standards set forth by the International Reading Association, students learn that language acquisition is a complex, multifaceted dynamic that has social, cultural, and economic dimensions as well as considerations that apply to individual children, their development, and the unique impact of their prior instruction. Taking the complexity into account, students learn how to support children’s
growth as readers, writers, and users of language in the primary and intermediate classroom; apply theoretical understandings to critique various paradigms used for literacy instruction; learn about the reading and writing processes; apply the New York State Learning Standards to develop literature-based curriculum; determine effective methods of instruction; use formal and informal measures to assess student learning; and support technological literacy and content area literacy.

Field Component: Under the supervision of college faculty and classroom teachers, students will prepare and present several literature-based lessons using both narrative and expository text at the primary and intermediate levels. Another field-based project will involve preparing a miscue report on a reader who has been identified as needing some extra support. For this project, students will collect, analyze, & interpret a variety of assessment data while working with a struggling reader. Students will be required to write a report with recommendations that, if followed, would help the child become a more proficient reader. If it is determined that the report is of high quality and contains solid recommendations for improvement, the report will be shared with the student’s classroom teacher, and parent(s) and/or guardian. (Offered fall term)

Prerequisites: ED 111 or Permission of the Instructor and the Director of Education Programs.

ED 341
Guidance, Discipline, and Classroom Management
3 credits (CS)
This course examines the development of children in the elementary grades and frameworks for effective guidance, discipline, and classroom management. Students will examine theories and research about middle childhood development, learning to recognize relevant aspects of growth and behavior. Students will also examine a variety of models of guidance and discipline as well as strategies for creating successful, just, and caring classroom learning communities. It is expected that students will implement strategies learned in this course while they are in their field-based settings. (Offered spring term)

Prerequisites: ED 101, ED 111, ED 121. Co-requisites: ED 375, ED 312, and ED 388.

ED 351
Early Childhood Program Administration I
3 credits (CS)
This course examines the nature and extent of early childhood program types and the diversity of services available to and needed by children and families. The many roles of the program administrator are addressed from a variety of perspectives (such as organizational leadership, staff development and supervision, parents, advisory and governing boards, interagency collaboration, and relevant governmental agencies). Also addressed in this course is how to develop, plan, and organize an early childhood program based on community needs and characteristics, and best practices in the profession. (Offered fall term)

Prerequisite: Associate in Science degree in Early Childhood Education or Permission of the Director of Education Programs.

ED 361
Perspectives on Family, School, and Community Relations
3 credits (CS)
This course examines the primary social environments of home, school, and community as significant influences in children’s lives and learning, as well as the importance of effective collaboration among these environments for children’s education. Students will engage in a comprehensive study of the traditional and emerging roles and responsibilities of diverse families, schools, and communi-
ties, along with models for effective family-school-community relations. Additionally, students will have the opportunity to develop knowledge, skills, and strategies that teachers may use to promote vibrant working partnerships, built on a shared commitment to the well-being, development, and education of all children. (Offered fall term)  
Prerequisite: ED 111

**ED 371**  
Assessment and Intervention in Early Childhood  
3 credits (CS)  
This course focuses on uses, strategies, and tools for assessing young 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 8. Students will also examine how and why assessment is linked to curricular planning and interventions for young children in diverse and inclusive settings. Critical issues and ethical considerations in the uses of assessment with young children will also be explored. (Offered fall term)  
Prerequisites: ED 111, ED 112, and ED 311

**ED 375**  
Collaborative Planning and Assessment  
4 credits (CS)  
Today's schools are filled with diverse children who bring with them differences in learning, language, and ability. To meet the challenge posed by diverse populations and meet the demand for higher student achievement, teachers, parents, staff, and administrators have formed a variety of collaborative, problem-solving teams. Students will learn how these collective efforts can be directed to impact the learning of individual children, enhance the learning environment in the inclusive classroom, promote the well-being of the school culture, and support the school's mission within the greater community. Students will understand the necessary shift in focus from single teacher-directed classroom practices to more inclusive approaches to teaching and learning. In addition, students will examine the strengths and limitations of different methods of evaluation and learn, when appropriately applied, how these methods can be used to determine a child's knowledge, skills, and abilities. Topics such as performance standards, grades, IEP goals, and portfolio assessment will also be addressed.  
Field Component: Building upon the knowledge, understandings, and skills learned in prerequisite courses, each student will be assigned to work collaboratively with a multidisciplinary school-based team (e.g., regular education teacher, special education teacher, Chapter I teacher, physical therapist, speech therapist, psychologist). Students will participate as a team member in designing and implementing developmentally appropriate curriculum, instruction, and assessment strategies for students in inclusive classrooms. As a result of the teaming process and independent research, students will be able to prepare and present a multi-dimensional case study on a child who has been identified as having special learning needs. (Offered spring term)  
Prerequisites: ED 101, ED 111, ED 121, ED 332  
Co-requisites: ED 341, ED 312, ED 388

**ED 388**  
Student Teaching: Primary Level  
6 credits (CS)  
Student Teaching at the primary level is designed to provide candidates 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, assess-
ment 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 seven weeks in an inclusive primary public school classroom engaged in supervised student teaching. Students will spend approximately 40 hours weekly on site, which includes a weekly seminar to support their continued growth in effectively teaching to the New York State Student Learning Standards. (Offered spring term)

Prerequisites: Permission of Program Faculty and the Director of Education Programs, or ED 101, ED 111, ED 121, ED 332

Co-requisites: ED 341, ED 375, ED 312

ED 411
Curriculum and Methods for Pre-Kindergarten and Kindergarten
4 credits
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 early childhood classrooms at the pre-kindergarten and kindergarten levels. The New York State Learning Standards, and the content standards developed by the National Council for the Social Studies, the International Reading Association, the Council for Exceptional Children, the National Association for the Education of Young Children, and other appropriate groups will be incorporated into integrated thematic units. These materials will be supplemented with appropriate texts and other resources. Students will learn how to plan and implement developmentally appropriate curriculum, 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.

Field Component: In preparation for student teaching, students will be required to participate in a pre-kindergarten or kindergarten classroom. 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. Students will gradually assume responsibility for the tasks involved in teaching and classroom management. (Offered fall term)

Prerequisites: ED 101, ED 111, ED 112, ED 121, ED 181, ED 332
Co-requisites: ED 371, ED 361, ED 484

ED 412
Inclusive Intermediate Curriculum and Methods
4 credits (CS)
This course will provide the future teacher with a blending of teaching strategies and practices, content materials, curricular themes, and related processes for developing comprehensive plans for teaching children in inclusive intermediate classrooms in grades 4 to 6. The Learning Standards, developed by the New York State Department of Education, and the content area standards of the National Council of Teachers of Mathematics, the National Council of Teachers of Science, 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.

Field Component: In preparation for Student Teaching, students will be required to participate in an inclusive classroom at the intermediate level. 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. Students will gradually assume responsibility for the tasks involved in teaching and classroom management. (Offered fall term)

**ED 101, ED 111, ED 121, ED 332, ED 341, ED 375, ED 312, and ED 388**

Co-requisites: ED 421, ED 361, and ED 488

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**ED 421**

**Strategies for Teaching Students with Mild to Moderate Disabilities**

3 credits (CS)

This course provides a review of the nature and manifestations of mild disabilities including learning disabilities, speech impairments, sensory and perceptual disabilities, mild mental retardation, health impairments, emotional problems, and other mild disabilities. Students develop knowledge, understanding, and skills for assessment, curriculum modifications, 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 at the intermediate level. Students will work directly with children with disabilities, applying assessment and teaching strategies and curriculum modifications. (Offered fall term)

**Prerequisites: ED 101, ED 111, ED 121, ED 332, ED 341, ED 375, ED 312, and ED 388**

Co-requisites: ED 361, ED 412, and ED 488

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**ED 452**

**Early Childhood Program Administration II**

3 credits (CS)

This course focuses on aspects and issues external to early childhood programs but which have a major influence on them. The relation of money to quality for children and families and the unique “trilemma” in early childhood programs (e.g. quality, compensation, affordability) will be examined in depth. Legal and regulatory issues, advocacy and public policy, basic early childhood program marketing concepts, computer software, budgeting, fund-raising and grant-writing strategies, and licensing and accreditation procedures will be examined as well. (Offered spring term)

**Prerequisite: ED 351, AC 110, and BU 110**

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**ED 453**

**Early Childhood Program Administration III**

6 credits (CS)

This course focuses on the specific operational aspects of early childhood program administration, including staffing and scheduling, curriculum implementation, record-keeping and confidentiality, health and safety systems, communications systems, building and grounds management and maintenance, security, food service, purchasing systems, and policy development and implementation. Students in this course will also complete a supervised administrative field experience in an early childhood program accredited by the National Academy of Early Childhood Programs of the National Association for the Education of Young Children. (Offered fall term)

**Prerequisites: AC 110, BU 110, ED 361, ED 371, and ED 452**
ED 484
Student Teaching: Pre-Kindergarten or Kindergarten
6 credits (CS)

Student Teaching in the Early Childhood Teacher Education program is designed to provide candidates 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 seven weeks in an inclusive intermediate public school classroom engaged in supervised student teaching. Students will spend approximately 40 hours weekly on site, which includes a weekly seminar to support their continued growth in effectively teaching to the New York State Student Learning Standards. (Offered fall term)

Prerequisites: Permission of Program Faculty and the Director of Education Programs, and ED 101, ED 111, ED 121, ED 332, ED 341, ED 312, ED 321, ED 375 and ED 388

Co-requisites: ED 412, ED 421, and ED 361

ED 488
Student Teaching: Intermediate Level
6 credits (CS)

Student teaching in the Inclusive Elementary Education program is designed to provide candidates 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 seven weeks in a public school pre-kindergarten or kindergarten classroom engaged in supervised student teaching. Students will spend approximately 40 hours weekly on site, which includes a weekly seminar to support their continued growth in effectively teaching to the New York State Student Learning Standards. (Offered fall term)

Prerequisites: Permission of Program Faculty and the Director of Education Programs, and ED 101, ED 111, ED 121, ED 332, ED 341, ED 312, ED 321, ED 375 and ED 388

Co-requisites: ED 412, ED 421, and ED 361

ED 491
Continuing Issues and Perspectives in Early Childhood Education (Capstone)
3 Credits (CS)

This course examines and analyzes current critical issues in the field of childcare and early childhood education. Students will explore the trends, controversies, and challenges facing early childhood professionals in areas such as leadership, public policy, advocacy, ethical practice, legal concerns, corporate influences, and the role of government. Specific topics will vary from year to year. (Offered spring term)

Prerequisites: ED 361, ED 371, and ED 453

ED 495
The Reflective Practitioner (Capstone)
3 credits (CS)

This course will explore a framework of reflective teaching that is rooted in ethics, inquiry, and self-study. Participants will become active students of their own teaching, as they engage in a process of constructing the professional values
linked closely with sound reflective practice. Through the use of case study 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. (Offered spring term)

**Prerequisites:** Successful completion of all professional courses in the Early Childhood Teacher Education program or the Inclusive Elementary Education program, including student teaching.

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**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. 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 Pre-Freshmen Summer College Only) Required prerequisite: placement exam.

**EN 100 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. 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 writing test. Students are required to complete this course before matriculation into their second year at the College. Students who fail this course twice will be dismissed from the College. (Offered annually)

**EN 101 Academic Writing I**

*3 credits*

A required component of the College General Education Program, Academic Writing I introduces students to the basic expectations of college writing. Students will practice organizing and developing descriptive, informative, exploratory, and argumentative essays, and they will use their own lived experiences and secondary readings/research to inform their writing. A final portfolio review is required as part of student assessment. (Offered annually)

**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*

A required component of the College General Education Program, Academic Writing II emphasizes writing from research. Through their writing, students will be encouraged to link class discussion topics to the larger social arena. Students...
will produce different genres of writing that prepare them to write a research-based argument, the major project in the course. A final portfolio review is required as part of student assessment. (Offered annually)

**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 relationship 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)

*Required prerequisites:* A grade of C or better in 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, and drama. 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:* Academic Writing I; Academic Writing II is strongly recommended; English majors may enroll concurrently with EN 101.

**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. They 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.
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 fall terms)
Prerequisite: EN 101 Academic Writing I or permission of the instructor.

EN 231
Introduction to Journalism
3 credits (AS)
This course focuses on gathering information, reporting, and writing the news. Other related issues covered are communications law, sexism, ethics, and accuracy. Students will learn to use language correctly while adhering to deadlines. Some writing assignments include news releases, obituaries, campus beats, and feature articles. (Offered annually)

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.
(Offered alternate spring terms)
Prerequisite: 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 fall term)
Prerequisite: EN 201 Academic Writing II

EN 314
British Literature I
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)
Prerequisite: 200-level literature course.

EN 315
British Literature II
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)
Prerequisite: 200-level literature course.

EN 321
Literature of the United States: 1820-1914
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.
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.

Prerequisite: 200-level literature course.

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.

Prerequisite: 200-level literature course.

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.

Prerequisite: 200- or 300-level literature course.

EN 461
Studies in Literature and Culture: To 1750
3 credits (AS)

Students examine selected literary and non-literary works and locate them within their larger cultural contexts. Through class discussion and critical writing, students further develop their analytical and interpretive skills while polishing their academic prose style. The course requires a number of seminar papers and at least one larger, research-based project.

Prerequisite: 200- or 300-level literature course.

EN 462
Studies in Literature and Culture: 1750-1900
3 credits (AS)

Students examine a limited selection of primary works in order to understand the intellectual relations between these works and the culture that produced them. Students also examine the ways in which subsequent cultures have understood the works. The course emphasizes research, and, working with both primary and secondary texts, students will strengthen their analytic and interpretive skills. Writing for the course involves the interpretation of specific works and includes the compilation of an annotative bibliography.

Prerequisite: 200- or 300-level literature course.

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. (Offered alternate fall terms)

Prerequisite: 200- or 300-level literature course.

EN 471
Inquiry, Analysis, and Design
3 credits (AS)
This course prepares future teachers to become skilled researchers in their professional field. Students develop specialized knowledge and skill in conducting, analyzing, interpreting, and evaluating qualitative and quantitative studies, engaging in action research, and preparing and presenting case studies. (Offered alternate spring terms)
Prerequisites: EN 101 Academic Writing I and EN 201 Academic Writing II
While no specific computer course is required, students are expected to be computer literate and familiar with the campus computer network.

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 2005 term)
Prerequisite: One 300-level Literature course.

Equine Studies

EQ 101
Western Horsemanship
2 credits (fulfills equitation requirement)
Instruction includes schooling in the basic gaits, riding ring etiquette and safety, and development of competency and/or increasing competency in the western seat. Show ring procedures are included. Students are enrolled at their level of skill. A student may repeat this course for credit. There is an additional fee for each course. (Offered annually)
Required 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
2 credits (fulfills equitation requirement)
Instruction includes schooling in the basic gaits, riding ring etiquette and safety, and development of competency and/or increasing competency in the hunter seat. Jumping and show ring procedures are included. Students are enrolled at their level of skill. A student may repeat this course for credit. There is an additional fee for each course. (Offered annually)
Required 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
2 credits (fulfills equitation requirement)
Instruction includes schooling in dressage movements and techniques for riding effective dressage movements. Due to the nature of the course, students must
display skills appropriate to a level 3 or higher rider. There is an additional fee for each course. (Offered annually)

Required prerequisite: permission of instructor.

EQ 104
Reining
2 credits (fulfills equitation recruitment)

Instruction includes schooling in reining movements and techniques for riding effective reining patterns. Due to the nature of the course, students must have previously enrolled in at least one western equitation course and be a level 4 rider or higher. Students are enrolled at their level of skill. A student may repeat this course for credit. There is an additional fee for each course. (Offered annually)

Required prerequisite: permission of instructor.

EQ 105
Pleasure Driving
2 credits (fulfills equitation requirement)

Instruction includes all aspects involved with equine pleasure driving, including: learning the parts of the harness, proper harnessing of the animal, safe methods of hitching and unhitching to a horse drawn vehicle, and correct methods of driving a single animal in both indoor and outdoor settings. Long-lining a horse or pony will also be taught. Instruction in both equitation and obstacle driving will be included. Safe methods of working around animals and vehicles will be stressed at all times. Participants need not have prior knowledge of equine driving, but it is necessary to have basic horsemanship knowledge and skills. There is an additional fee for each course. (Offered Fall term) Student must pass with a “C” or better.

EQ 110
Introduction to Equine Studies
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; 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. (Offered fall term) Student must pass with a “C” or better.

EQ 115
Basic Horse Care
2 credit (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 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.
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 spring term)  
Recommended prerequisite: EQ 110 Introduction to Equine Studies.

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 fall term)  
Required prerequisite: EQ 110 Introduction to Equine Studies.

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 fall and spring terms)  
Recommended prerequisite: EQ 121 Equine Selection, Improvement, Judging.

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 fall term)  
Recommended prerequisite: EQ 110 Introduction to Equine Studies and at least one riding course.

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 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)  
Required 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 Certification Program (ARICP) is studied in depth. Students are given the opportunity to become certified through the ARICP toward the end of the semester when the testing is offered at Cazenovia College (Offered spring term)
Required prerequisite: EQ 241 Theory and Methods of Equitation Instruction I.

EQ 265
The Horse Show
3 credits (CS)
Students learn the mechanics of planning and managing a horse show. They become familiar with the US 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. The class sponsors and organizes a horse show. (Offered spring term)

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 film development and mounting of final project pieces – approximate cost of $150 for film development and mounting of final prints. (Offered fall term)

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 every semester)
Required prerequisite: sophomore standing in the 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 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)
Must pass with a “C” or better
Required 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 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)  
*Required prerequisite: EQ 321 Equine Diseases and Injuries I.*

**EQ 323**  
*Equine Reproductive Management*  
3 credits (CS)  
The theoretical 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)  
*Required prerequisites: 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 alternate years)  
*Prerequisite: SM 215 Equine Anatomy and Physiology. EQ 323 Equine Reproductive Management.*

**EQ 325**  
*Farrier Science*  
3 credits (CS)  
Lecture, demonstration, and practicum related to the correction of conformation and motion through corrective trimming and shoeing. The combination of practical and theoretical knowledge allows for increased management skills in lameness and corrective shoeing for poor conformation.  
(Offered on a rotating basis)  
*Required prerequisites: EQ 110 Introduction to Equine Studies; SM 215 Equine Anatomy and Physiology.*

**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 fall term)
Required prerequisite: EQ 230 Concepts and Methods in Horse Training, and permission of instructor.

EQ 335
Companion Animal Behavior
3 credits (CS)
This course involves the study of animal behavior as it relates to training and management of all animals, but with the largest portion of time spent on horses. The emphasis is placed on herd animal patterns, behavior in natural habitat and the adaptation techniques that the horse applies in artificial conditions. In addition, behavior patterns of other domestic animals such as dogs, cats and birds are discussed. (Offered on a rotating basis.)

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 horse shows and USEF horse shows, in the Hunter, Jumper and Equitation Disciplines. Students wishing to specialize in other disciplines may likewise be accommodated. Note: Offered on an independent basis; contact the instructor for information on enrolling.
Required 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 on an independent basis.)

EQ 426
Equine Medical Management
3 credits (CS)
A practicum course, the students gain valuable hands-on experience in the application and management of treatments and medications. The student is provided with the opportunity to assist a veterinarian; therefore, some field hours in addition to class hours are necessary. (Offered on a rotating basis)
Required prerequisites: EQ 321 Equine Diseases & Injuries I, and EQ 322 Equine Diseases & Injuries II.

EQ 427
Breeding and Foaling Management II
2-3 credits (CS)
This course is a continuum 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 arrive from breeding management. (Offered spring term)
Required prerequisites: EQ 323 Equine Reproductive Management, EQ 324 Breeding Lab Design and Management, EQ 327 Breeding and Foaling Management I.
Fine Arts

FA 111
Art History I
3 credits (AS)
Lectures, discussions, and slide presenta- tions 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 II
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 118
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 spring term)

FA 125
History and Contemporary Trends in Photography
3 credits (AS)
From Daguerre’s photographic process introduced in 1839 to Robert Frank’s influential study, The Americans, published in 1950, the course explores photographs and photographers through slides and original prints. Along with a historical overview, the course focuses on contemporary issues and trends in photography. (Offered fall 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, and including, the Italian 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)
The student studies the history of architecture and interior design from the French Renaissance to the early 20th century. Specific hallmarks of the major periods of design history and culture are emphasized. (Offered spring term)
FA 161  
**Theatre History I**  
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 II**  
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)  
A course introducing the student 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 will present 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 265  
**Theatre Production**  
3 credits (AS)  
Theatre Production introduces the student 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 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)
Required prerequisites: A minimum grade of "C" in EN 101 and CM 121 plus 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 their individual interest within the arts; collectively, the students examine the nature, progress and outcomes of his/her investigations. Students analyze artistic choice by examining works of art, researching and discussing the artist and his/her context, and participating in workshops with visiting teaching artists. (Offered fall and spring terms)

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 SA and FA courses: Art and Autobiography, Art and Politics, Museum as Medium, the Landscape Tradition, Photo-based Installation Art, Mural Painting, Glass Casting, Public Art, Artist's Books, Sports Photography, Fashion Photography, Small Metals (Jewelry). Prerequisites may be necessary for certain offerings.

FA 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 dealt with, as well as its link to the social, political and economic life of various cultures. (Offered fall term) Required prerequisites: FA 111 Art History I or FA 112 Art History II.

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 fall terms) Prerequisite: EN 201 Academic Writing II.

FA 335
20th Century Architectural History
3 credits (AS)
This course introduces students to the major thoughts, ideas, concepts, and movements that changed, shaped and built 20th-century architecture and interior design. (Offered odd years, fall term) Recommended prerequisites: FA 131 History of Architecture and Interiors I, and FA 132 History of Architecture and Interiors II.

FA 371
Research Topics in the Visual Arts I
3 credits (AS)
Students choose among advanced work in painting, sculpture, ceramics,
photography, drawing, mixed media, and fashion studies. During the junior year Studio Art majors must take either FA 371 or FA 372, and students may take both. (Offered fall term)

FA 372
Research Topics in the Visual Arts II
3 credits (AS)
See FA 371 Research Topics in the Visual Arts I. (Offered spring term)

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 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. (Offered fall term)
Prerequisite: SA 111 Drawing I or SA 131 Design I, 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. (Offered spring term)

FA 408
Aesthetics
3 credits (AS)
Building on some of the basic ideas students encounter in art history and other art courses, this course surveys a variety of questions about the importance of art to individuals and society, the enjoyment and understanding of art, and the social role of the artist. Students read and evaluate theories of art offered by the Western philosophical tradition’s most prominent thinkers, as well as the evaluations of their critics. Students will learn to read and evaluate arguments and will be offered the opportunity to assess their own beliefs and standards about art and artistic production. (Offered fall term)
Prerequisite: FA 301 The Creative Process
in the Arts or VC 312 Advanced Illustration II or permission of the instructor.

**FA 471**  
Research Topics in the Visual Arts II  
3 credits (AS)  
Students choose among advanced work in painting, sculpture, ceramics, photography, drawing, and mixed media. During the senior year Studio Art majors must take either FA 471 or FA 472, and students may take both. (Offered fall term)

**FA 472**  
Research Topics in the Visual Arts II  
3 credits (AS)  
See FA 471 Research Topics in the Visual Arts II. (Offered spring term)

**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)  
_required 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 preceptorial 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.

**Fashion Studies**

**FS 110**  
Clothing Construction  
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
A series of sample exercises projects will be demonstrated and students will complete sample projects in muslin. Students will also construct garments from a commercial pattern. Students are expected to purchase their own supplies and fabric for this class.

**FS 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. They will be introduced to the ways in which these drawings are used to improve understanding and accuracy within the apparel industry. The 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 3 dimensional designs in a 2 dimensional format. Emphasis will be placed on keeping a sketch journal and developing drawing skills which are aesthetically pleasing and technically sound.

**FS 121**  
**Flat Pattern Drafting 1**  
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. Professional standards and procedures will help the student understand apparel product development and production. Students will create a sloper and will design and sew garments.  
*Prerequisite: FS 110 Clothing Construction or permission of instructor*

**FS 212**  
**Apparel 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.  
*Prerequisite: FS 110 Construction or permission of instructor.*

**FS 213**  
**Textiles**  
3 credits (CS)  
The basic characteristics and qualities of natural and manufactured fibers are studied in order to gain a better understanding of textile products. Attention is given to fiber content, yarn structure, fabric construction, color application and finishes, and their effect on the fabric’s end use. Lectures and laboratory exercises further the student’s understanding of fabric as the foundation of the fashion and furnishings industries. (Offered fall term)

**FS 221**  
**Flat Pattern Drafting 2**  
3 credits (CS)  
Advanced techniques in pattern drafting will be explored through lecture/demonstrations, practice sessions and projects. Emphasis will be on developing proper fit, comfort and quality and construction of the garment for specific designs. The student will develop an understanding of the flat pattern concept and learn to refine their skills in design and construction problems. Professional-level patterns of sample designs will be made into
finished garments. Required Prerequisite: FS 211 Flat Pattern Drafting 1

FS 240
Fashion Business
3 credits (CS)
The student learns how the fashion business works from the initial concept through the finished consumer product by understanding the process of sourcing, creating and developing a new product, and marketing that product to the consumer. Inspirations for designers are studied, together with elements that create illusions to the figure through line, proportion, color and texture. Basic elements of fabrics, trims, furs, leather, accessories, and promotion are also emphasized.

FS 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. Prerequisite: FS 240 Fashion Business.

FS 261
Fashion Promotion
3 credits (CS)
In this class students investigate the various aspects of promoting fashion through individual research, class discussion, and team-based projects. Through the study of various formats and related activities and processes, the student gains the creative knowledge and experience necessary to plan and produce a successful fashion promotion event. Individual and class projects stimulate the student’s creative ability to choose a basic theme, organize the participants and activities, and convey the theme throughout an entire production. The focus of the class is a group project that is organized and completed by student-led teams, and culminates with the annual student fashion show.

FS 270
Computer-Assisted Design for Fashion
3 credits (CS)
Applications of computer technology in the fashion industry are explored through the use of personal computers and the computer-aided design software. Computer-assisted design skills focus on the drawing commands of CAD software to create fashion sketches, surface pattern designs, spec sheets, markers, and draft flat patterns. Final garments will be sewn from the patterns created. Fashion industry software replicates the use of computer-assisted design in a fashion design or manufacturing environment. (Offered spring term)

FS 355
Fashion Illustration
3 credits (CS)
Students will explore fashion illustration as it is used in the apparel industry today. They will visually communicate design ideas, finished garments, construction, product details and to a lesser degree, illustrate for sales and promotion. The students will employ a variety of media and techniques to illustrate fashions and accessories which show an understanding of the various customers, categories and price points in the industry. Students will create finished fashion layouts suitable for presentation in both boards and digital images. Emphasis will be placed on developing a personal style for the final portfolio, which embraces the fashion illustrator’s values of clarity, elegance,
FS365
Product Development
3 credits (CS)
Students will gain an understanding of the product development cycle as it pertains to specific target markets. This will be accomplished through a series of lectures and projects. Students will develop the ability to forecast, plan, conceptualize, source, spec, construct, grade and price for a defined user group. Students will produce garments that are marketable for their defined user group. Finished garments will be completed and presented in a showroom/market format. Successful design projects will be produced for retail sale.
Prerequisite: FS221 Flat Pattern Drafting .2

FS 381
Fashion Internship
6 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 Design 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. Required Prerequisite: Junior level standing in Fashion Design or Fashion Merchandising and permission of instructor.

FS 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 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 January term)
Prerequisite: Sophomore-level standing in Fashion Design or Fashion Merchandising or permission of instructor.

FS 493
Fashion 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 a fashion student 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: FS 498 Senior Collection 1: Research and Planning or permission of instructor.
FS 498
Senior Collection 1: Research and Planning
3 credits (CS)

This course is the first of a two-class sequence that constitutes the senior capstone experience that is 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 process 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 documented research paper. Research will also be required for reflective and analytic papers, trend reporting/forecasting, color story, story board and sketches which are part of the process of creating a line of garments.

FS 499
Senior Collection 2: Line Development
3 credits (CS)

This course will be a continuation of Senior Collection 1 course, in which students will create patterns, first samples, story boards and conduct fittings and construct final garments for their senior collection. They will also plan and present the showing of their line as part of the annual student fashion show. During this course each student will complete a fashion collection of garments and presentation pieces that ties their academic experiences to their future endeavors and related conceptually to their research paper. During the last three weeks of the term, each student will have an oral defense. This requires that students present both their written and creative work and discuss the relationship between these two aspects of their Senior Collection to a specially selected committee.

Prerequisite: FS 409 Senior Collection 1: Research and Planning.

Health

HE 110
Community First Aid and Safety
1 credit (CS)

The goal of this course is to provide 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)

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)
The structure, meaning, and use of medical terms with emphasis on those relating to disease, and operations performed on the human body. Study will include 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. Included in this course is 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 will focus on topics related to current issues and research as related to the health care profession. Emphasis will be placed on consumer, professional, and societal impact of current trends observed, documented, and researched.

HC 410
Health Care Planning
3 credits (CS)
This course will focus 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/Government
HG 101
World Civilization I
3 credits (AS)
This course covers the period from the origin of human civilizations to the Renaissance. 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 annually)

HG 102
World Civilization II
3 credits (AS)
This course covers the history of civilizations around the world from the
Renaissance to the present day with particular attention paid to non-western peoples and issues. (Offered annually)

*Recommended prerequisite: HG 101 World Civilization I.*

**HG 121**

**History of the United States I**

3 credits (AS)

Through an examination of the New World’s development from the coming of the Norsemen to the Civil War, the student is expected to develop a more complete understanding of the factors that have made us what we are today.

(Offered alternate years)

**HG 122**

**History of the United States II**

3 credits (AS)

Through an examination of America’s past, from the Civil War 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 alternate years)

*Recommended prerequisite: HG 121 History of the United States I.*

**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 annually)

**HG 141**

**Government and Politics of the United States**

3 credits (AS)

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/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

HG 208/308
History of Mexico
This course introduces students to the people and history of Mexico from its ancient past through the present day. This course seeks to develop students’ understanding of our “distant neighbor” and to enhance 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)
Prerequisites: EN 101 for 200 level and EN 201 for 300 level or permission of the instructor

HG 211
Africa and the African Diaspora
3 credits (AS)
This course is one of the World Civilizations courses in which students are introduced to selected non-Western civilizations that have influenced the development of the entire human community. The course is an interdisciplinary introduction to historical and contemporary patterns of social organization, economic activity, and cultural behaviors within sub-Saharan Africa and the African Diaspora. Students develop a perspective of Africa and the African Diaspora as parts of human society with a common heritage and cultural linkages despite historical upheaval and disruption.

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 will study historical themes central to explaining our country’s history from the perspective of women.
Required prerequisites: Students enrolling in this course must have completed at least one college-level course in American history with a minimum grade of “C+” or obtain permission from the instructor.

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, including the United States, Russia, Europe, and the Third World nations. After studying the basic principles of liberal democracy, communism and fascism, the course focuses on the successes and failures of these ideologies in selected case studies. The latter part of the course concentrates on the political changes at the end of the 20th century and the political challenges facing both developed and developing nations.

HG 301/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. Initially, students develop an understanding of the various aspects of geography and how geography is used to analyze important historic, geographic, economic, and environmental issues; develop an understanding of economic concepts and systems and how the principles of economic decision-making impacts economic systems throughout the world; and develop an understanding of political systems and examine the differing assumptions held by people regarding power and authority. Models are then examined that seek to explain significant social issues or topics such as the impact of residential segregation on American society, generational politics, or economic development strategies for the Third World. (Offered alternate years)
Prerequisite: SB 110 or SB 130 or permission of the instructor.

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)
Prerequisites: EN 101 and EN 201 or permission of the instructor.

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. This is an intense reading and writing course.
Prerequisites: Academic Writing I and a history course, or permission of the instructor.

HG 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)

Prerequisites: HG 122 or Advanced Placement High School American History or permission of the 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)

Required prerequisite: HG 131
Macroeconomics and HG 132
Microeconomics.

HG 375
Historical Methods
3 credits (AS)
Designed for the advanced Social Science student in history, political science, or pre-law. The course centers around 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 Academic Writing I and 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 commu-
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.

**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.

**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)
*Required Prerequisites: SB 120 Introduction to Psychology and one Human Services course.*

**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)
*Required prerequisites:* A minimum grade of "C" must be earned in each 100/200 level Human Services course to qualify for an internship opportunity. 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), CS 151 Introduction to Criminal Justice Functions and Processes (for HS 285), HS 240 Introduction to Counseling. Students must have earned 30 academic hours to be eligible for internships. The permission of the Human Services director is also required for the internship experience.

**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 285**
**Criminal Justice Studies 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 alternate years)
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 will explore 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 program, 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.
Required prerequisite: 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.
Required 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

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)

Required prerequisites: A minimum grade of “C” must be earned in each 100/200 level Human Services course. Either HS Internship I or II, and 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 Human Services 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)

Required prerequisites: A minimum grade of “C” must be earned in each 100/200 level Human Services course. Either HS Internship I or II, and 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 Human Services 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 groups 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)

**Required prerequisites:** A minimum grade of “C” must be earned in each 100/200 level Human Services course. Either HS Internship I or II and HS 240 Introduction to Counseling and HS 344 Intervention Strategies for Alcohol and Substance Abuse. The permission of the Human Services Director is also required for the internship experience.

### HS 431
**Rehabilitation Services**
3 credits (CS)

This course will examine specific techniques in the rehabilitation process. Emphasis will be 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 annually)

**Recommended prerequisites:** HS 133 Community Mental Health Issues and Services or HS 343 Intervention Strategies or permission of instructor.

### HS 475
**Program Planning and Evaluation**
3 credits (CS)

This course will provide 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 will address, and the political and social pressures affecting policy formation will be identified. (Offered spring term)

**Prerequisite:** EN 201 Academic Writing II and HS 240 Introduction to Counseling.

### 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 spring term)

**Required prerequisites:** HS 343 Intervention Strategies, and 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 Pre-Freshmen Summer College Only)

#### HU 100
**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. Students are required to complete this course before matriculation into their second year at the College. Students who fail this course twice will be dismissed from the College. (Offered annually)

HU 160
Introduction to Philosophy
3 credits (AS)
In this course the students consider basic philosophic ideas and their application to our lives. They examine issues of racism, sexual equality, the effects of language on our understanding of our world, abortion, and multi-culturalism as philosophic issues. The students work to integrate these ideas into their world views. (Offered fall term)

HU 165
Critical Thinking: Language and Logic
3 credits (AS)
In this course students develop their abilities to judge the asserted claims, both supported and unsupported, with which life confronts them. Students learn methods, techniques, and precautions to aid them in making wise decisions. Critical thinking and reading skills developed in this course are of particular importance in the business and corporate environment. (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 Liberal Studies 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) Required prerequisites: A minimum grade of "C" in EN 101 and CM 121 plus 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)
Students identify interests, skills, and personal values in order to form a foundation for conflict resolution and decision-making. Through a critical examination of their own values, students learn to recognize ethical and moral situations, identify relevant facts and moral reasons, and use these facts and reasons to make important life decisions. Conflicts and options affecting personal and family life, education, the workplace, and the community
HU 365
Ethics
3 credits (AS)
Students are introduced to the perceptions and explanations of human values as expressed by major philosophers throughout history. Concepts, discoveries and ideas that have significantly changed the course of history are analyzed. The course helps students learn to interpret and evaluate contemporary moral issues and leads them to explore how their own values shape their interpretation of personal experiences. (Offered fall and spring)
Prerequisite: EN 201 Academic Writing II.

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)
Required prerequisites: CM 301 Communications Forms and Techniques, SB 234 Social Psychology.

HU 461
Values in the Modern World
3 credits (AS)
Employing a case-studies approach, this course features an intensive exploration of a single, contemporary, values-related issue. The precise issue varies from section to section. Topics featured in the past include censorship, environmental ethics, technology, and biomedical ethics. (Offered alternate spring terms)
Prerequisites: 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)
Required 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)
Required 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 preceptorial 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)
Prerequisite: Student must be eligible for graduation at the end of the term in which seminar is taken.

ID 121
Rendering
3 credits (CS)
The student learns techniques for rendering the elements of interior spaces in detail, including finishes, fabric, drapery, furniture and accessories. The course introduces the student to the use of varied media in the representation of lights, shadow, texture, color, and form. This course also includes the study of perspective drawings. The student will develop one-point and two-point grids from which three-dimensional drawings are created. (Offered spring term)
Required prerequisite: ID 111 Drafting.

ID 211
Residential Construction
3 credits (CS)
The course examines contemporary residential construction techniques including materials and systems in order to provide the student with an appreciation of the architectural environments within which the interior designer must work. The student becomes familiar with residential wood frame construction terminology and learns how to create working drawings. (Offered spring term)
Required prerequisite: ID 111 Drafting.

ID 111
Drafting
3 credits (CS)
This course introduces the student to basic manual drafting techniques. 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 explores mechanical and free-hand perspective drawings and model making, as they apply to interior design and architecture. This course also includes sketching of interior spaces. The ability to sketch is a critical skill for the development of conceptual drawings. (Offered spring term)
Prerequisite: ID 111 Drafting

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. In this course they learn to use the principles and elements of design such as line, shape, color, etc., as well as the phases of design such as programming, schematics, etc. Students make formal class presentations,
which may include floor plans and renderings, materials selections, and furniture specifications. (Offered spring term)

Prerequisite: ID 111 Drafting; recommended prerequisite ID 121 Rendering.

ID 232
Universal Design
3 credits (CS)
Students develop projects based on their background in interior design subject matter. There is a focus on implementing ADA/ANSI standards to provide improved access for mobility-challenged users as well as others. During the second half of the term a health care project is developed concurrently with course work in ID 271 Auto-CAD I in order to use Auto-Cad as a design and presentation tool. Please note that this course coordinates with ID 271 Auto-CAD I.

(Offered fall term)
Required prerequisite: ID 111 Drafting; recommended prerequisite ID 121 Rendering. Recommended corequisite: ID 271.

ID 242
Finishes and Materials I
3 credits (CS)
This course is concerned with the proper selection of architectural finishes and materials for use in both residential and commercial interiors. Specific areas examined include floor coverings, wall coverings, building and industrial materials used in the design and construction of furniture, ceilings, and accessories. The students are encouraged to develop innovative uses of materials within the context of fire, safety and building codes. Classes are primarily in a lecture/studio format. However field trips are taken to distributors or product showrooms and guest speakers are often incorporated into the classroom format. (Offered fall term)
Prerequisites: ID 111 Drafting

ID 243
Finishes and Materials II
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)
Recommended prerequisites: ID 111 Drafting.

ID 271
Auto-CAD I
3 credits (CS)
This course focuses on the basic drawing commands and menu structure of the Auto-CAD program of computer-aided drafting, including many basic commands, such as line, point, circle, ellipse, array, offset, and text. The student learns to set up and plot 2-dimensional floor plans and elevations. This course provides basic skills the student needs to operate the Auto-CAD program. Please note that this course coordinates with ID 232 Universal Design.

(Offered fall term)
Required prerequisite: ID 111 Drafting.
Recommended corequisite: ID 232.

ID 311
Commercial Construction
3 credits (CS)
Contemporary theory and technique in the design and construction of small commercial buildings is 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 fall term)
Required prerequisite: ID 111 Drafting; recommended prerequisite ID 211 Residential Construction.
ID 318  
Furniture Design  
3 credits (CS)  
The details, drawings, and furniture designs developed in this course often augment the projects generated in ID 324 Hospitality Design Studio or in ID 425 Retail and Exhibition Design. These include cabinetry details, drawings, and documents. A chair or table is designed and constructed with basic materials during this course.  
(Offered even years, fall term)  
Required prerequisite: ID 111 Drafting.

ID 320  
Professional Orientation  
3 credits (CS)  
The course studies the professional practice of interior design, including its purpose and goals, structure and procedures, trade and client relations, fee structure, accounting practices, and professional ethics.  
(Offered spring or fall term each year)

ID 322  
Contract/Furniture Systems  
3 credits (CS)  
This course develops the understanding of design considerations for contract/furniture systems and functional work environments. Special emphasis is given to the understanding of systems furniture products. ID 371 Auto-CAD II usually is taken concurrently, incorporating Auto-CAD and computer furniture catalog systems into projects. (Offered spring term)  
Required prerequisites: ID 111 Drafting and ID 271 Auto-CAD I  
Recommended prerequisite: Junior standing in the ID program or permission of instructor. Recommended corequisite: ID 371 Auto-CAD II.

ID 324  
Hospitality Design Studio  
3 credits (CS)  
This course introduces students to designing for the hospitality industry. It exposes students to the concepts of hotel, lodging, and restaurant design. Projects often include the development of design “concept,” site, interior space planning, and selection of materials and finishes. Formal class presentations are required. (Offered spring term)  
Required prerequisites: ID 111 Drafting, and ID 121 Rendering.

ID 365  
Lighting I  
3 credits (CS)  
Topics covered include a history of and orientation to electric lighting, basic principles of electricity, color and lighting, architectural and theatrical controls and instruments, light sources, light measurement, brightness relationships, luminaries, 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 the 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. (Offered even years, spring term)

ID 371  
Auto-CAD II  
3 credits (CS)  
This course introduces the student to third-party software applications using the Auto-CAD environment. An intermediate-level understanding of computer-aided design is developed. The course focuses on furniture systems applications such as those provided by various contract furniture manufacturers. This course is usually taken concurrently with ID 322 Contract/Furniture Systems.
Prerequisite: ID 271 Auto-CAD I, or permission of the instructor.
Recommended corequisite: ID 322 Contract/Furniture Systems.

ID 372
3-D Computer Modeling
3 credits (CS)
This course explores three-dimensional applications of computer-aided design and advanced level third-party software integration. The course focuses specifically on automated applications currently used in the field of interior design.

(Offered spring term)
Required prerequisite: ID 371 Auto-CAD II.

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 internship site. A verbal presentation, summarizing the internship experience, including examples of projects and learning outcomes, is required.

(Offered fall term)
Prerequisite: Student must have Senior standing.

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.

Prerequisite: ID 311 Commercial Construction

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 the career-related portfolio. Students and faculty critique the work for professional standards necessary for job interviews. Students prepare resumes and cover letters. Guest speakers cover placement, informational interviews, internet search and Web site portfolio options. Other topics include ethics, contracts, professional networking, billing, income and how to read a financial statement. Field trips, videotapes and professional periodicals will also be used as resources.

(Offered spring term)
Prerequisite: Student must have Senior standing.

ID 465
Lighting II
3 credits (CS)
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), luminaries, 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, II or theatrical students with permission of instructor.

ID 498
Senior Topics
3 credits (CS)
Seniors undertake advanced work focusing on historic preservation and other interior design topics. Students choose individual topics, perform research, and develop both written and visual components.

(Offered fall term)

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ID 499
Senior Project Studio
3 credits (CS)
Students develop project drawing, revise a research paper, and prepare a final project presentation to an audience. Students employ the competencies fostered in the general core and their career curriculum through development and delivery of their culminating or capstone presentation. This experience serves to demonstrate the students’ capacity for independent critical thought.
(Offered spring term)
Prerequisite: ID 498 Senior Topics.

Information Management

IM 120
Introduction to Computers
3 credits (CS)
This course is a comprehensive overview of the field including a survey of topics in data processing, an introduction to the applications of computers in business, and the impact of computers on all aspects of society. In addition to acquainting the students with computer hardware and computer systems, the course requires proficiency with a variety of software packages in the microcomputer lab. The software packages include word processing, databases, and spreadsheets.
(Offered fall and spring terms)

IM 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.

IM 220
Business Computer Applications
3 credits (CS)
This course is designed as an application course and will explore applications of the software taught in IM 120. Topics include: word processing, spreadsheet, and database software. These software programs 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. Students must pass with a "C" or better.

IM 325
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 annually).
Required prerequisite:
IM 120 Introduction to Computers with a minimum grade of "C."

Languages

LG 111
Beginning Spanish I
3 credits (AS)
This course introduces students to the fundamental skills necessary to communicate and function 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 spring 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)

**LG 211**  
**Intermediate Spanish I**  
3 credits (AS)
This course is intended to be 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. Continued improvement in reading, writing, and grammar skills, accompanied by broadened understanding of Spanish culture (both European and Latin American), will require greater concentration.
(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. 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 carried out in LG 221 Intermediate French I. (Offered spring term)

Military Science
(Offered through the ROTC Program at Syracuse University)

MS 101
Introduction to Military Science  
1 credit (CS)

MS 102
Introduction to Military Leadership and Professionalism  
1 credit (CS)
Duties and responsibilities of junior officers; activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations, and basic marksmanship. Learn fundamental concepts of leadership in both classroom and outdoor laboratory environments. Learn/apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate ethical values to the effectiveness of a leader. One-hour classroom instruction and a mandatory leadership lab, plus participation in one physical-fitness test. Participation in a weekend exercise is optional, but highly encouraged.

MS 201
Military Leadership and Professionalism I  
1 credit (CS)

MS 202
Military Leadership and Professionalism II  
1 credit (CS)
Advanced-level instruction expanding on first-year military science courses. Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communication, making safety assessments, movement techniques, planning for team safety/security and conducting pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. One hour of classroom instruction and a mandatory leadership lab, plus participation in one physical fitness test. Participation in weekend exercise is optional, but highly encouraged.

Studio Art

SA 111
Drawing I  
3 credits (CS)
Students are introduced to drawing concepts and techniques through work in various media and by exploring concepts of line, value, texture, composition, and color. While this course emphasizes observational drawing, projects introduce a range of traditional and innovative approaches to drawing. (Offered fall and spring terms)
SA 112
Drawing II
3 credits (CS)
Drawing II introduces more complex conceptual and aesthetic approaches to drawing. Students use a wide range of media, with emphasis on color and an introduction to the figure. 
(Offered fall and spring terms)
Required prerequisite: SA 111 Drawing I, or permission of the instructor.

SA 121
Painting
3 credits (CS)
The 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 I
3 credits (CS)
The basic two-dimensional design elements (line, shape, form, pattern, color and value) are explored, as they relate to composition and concept. A segment of the course also deals with principles of perspective. Projects employing various mixed media explore concepts of color, composition, and problem solving in the design process. 
(Offered fall and spring terms)

SA 132
Design II
3 credits (CS)
Concepts of three dimensionality and construction techniques constitute the main emphasis of this course. The student applies design principles to a series of complex problems dealing with three-dimensional space. 
(Offered fall and spring terms)

SA 161
Photography I
3 credits (CS)
Students acquire basic photographic skills including darkroom procedures and techniques. Students provide their own cameras with manual option. Focusing, aperture and shutter speed adjustments must be set manually; no fully automatic cameras are allowed. 
(Offered fall and spring terms)

SA 162
Photography II
3 credits (CS)
This photography course begins with advanced black and white techniques. Students spend a significant portion of the class learning about photojournalism. They complete the course with an introduction to color photography.
Required prerequisite: SA 161 Photography I, or portfolio review by the instructor.

SA 211
Figure Drawing
3 credits (CS)
Stressing both proportion and anatomy, instruction is geared toward representing and responding to the nude figure as subject matter using a wide range of drawing media. The creation of form through line, tone and shading is emphasized and experimental approaches to using the figure in art are also explored. Composition of the total page is practiced by relating the figure to its surroundings. 
(Offered fall and spring terms)
Required prerequisite: SA 112 Drawing II or permission of the instructor.

SA 231
Printmaking
3 credits (CS)
Students are exposed to various printmaking techniques such as: infaglo, relief and a range of experimental applications. These media enable students to experi-
ence new drawing techniques and to gain an understanding of the art of multiples.

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
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 casting, carving, and welding techniques. Students will study the work of contemporary and historically significant sculptors.
(Offered fall and spring terms)

SA 261
Studio Photography
3 credits (CS)
Students work in a fully equipped studio using strobe lighting systems and both large- and medium-format cameras. A variety of lighting techniques are studied. Portraiture, full-figure and product photography under controlled lighting situations are emphasized in this course.
(Offered fall term)
Prerequisite: SA 161 Photography I and SA 162 Photography II.

SA 263
Color Photography
3 credits (CS)
This is an introductory color course. Students will use both color transparen-cies and color negative film. They will study how to achieve a proper color balance, when to use filters, and study the differences between hue, value, and saturation of color.
(Offered fall term)
Required Prerequisite: SA 161 Photography I or permission of the instructor.

SA 272
Studio Research: 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.
(Offered spring term)
Required prerequisite: Design I or Drawing I or permission of the instructor.

SA 276
Computer Imaging
3 credits (CS)
This course offers an overview of how digital media are used with photographic and other images. Topics include an overview of image-based computer applications, hardware and software requirements, scanning and printing images, combining images, combining texts and images, service bureaus and copyright issues regarding manipulated images.
(Offered fall term)

SA 293
Internship Preparation
1 credit (CS)
This course, taken at the end of the sophomore year, readies students for interviewing for and getting the most out of their junior year internships.
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 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 SA and FA courses: Art and Autobiography, Art and Politics, Museum as Medium, the Landscape Tradition, Photo-based Installation Art, Mural Painting, Glass Casting, Public Art, Artist's Books, Sports Photography, Fashion Photography, Small Metals (Jewelry). 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 fall or spring term)
Required prerequisite: SA 211 Figure Drawing.

SA 320
On Assignment: Location and Documentary Photography
3 credits (CS)
This course deals with photo journalism and documentary photography. While particularly tuned to the commercial aspects of photography (i.e. newspaper and magazine work) it will also help the fine art photographer deal with narrative and the idea of the “decisive moment.” Additionally, the course covers location lighting and file management.

SA 325
Large Format Photography and Fine Printing
3 credits (CS)
In this course, students study the history, theory and use of large format cameras and learn fine printing technologies.

SA 365
Alternative Processes
3 credits (CS)
This course introduces students to a wide range of alternative, experimental and historic photographic processes. They 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/her choice.
Required Prerequisite: SA 161 Photography I

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 field work 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)

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 ethics topics.
like First Amendment issues, libel and misappropriation of images, intellectual property and copyright laws, contracts, pricing, estimates, and model releases.

SA 415
Graphic Forms
3 credits (CS)
This course is an exploration of design, graphic form and drawing concentrating on formal and conceptual concerns. Students work with abstract concepts and the basic elements of edge, line, mass, form and composition are encountered at a new level of complexity. (Offered spring term)
Prerequisite: SA 111 Drawing I.

SA 493
Portfolio Preparation
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 Studio Art.

SA 499
Senior Seminar
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/her work and career plans. (Offered spring term)
Required prerequisite: SA 498 Senior Project.

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.
Required 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 in this course.
Required 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.

Required 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 socialization, culture, institutions, race and ethnicity, social stratification, and group behavior, as well as contemporary issues. (Offered fall and spring terms)

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 will be examined from the perspective of the minority peoples themselves. Contemporary multicultural issues will also be examined within the context of their historical framework. Students are expected to contribute to the production of the Multicultural Festival. (Offered spring term)
Required prerequisite: EN 101 Academic Writing I and one SB or HG course; or permission of the instructor.

SB 206/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 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.

Required 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

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)

Required prerequisite: SB 130
Introduction to Sociology.

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 the 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 alternate fall terms)

Required 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 will learn basic issues and methodologies prevalent in Social Psychology. They will also evaluate social problems and examine their own beliefs and behaviors from a Social Psychology perspective.
(Offered annually)

Required 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 on a rotating basis)

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)
Required 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.
Required 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 Liberal Studies 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)
Required prerequisites: A minimum grade of "C" in EN 101 and CM 121 plus sophomore status and permission of instructor.

SB 301/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. Initially, students develop an understanding of the various aspects of geography and how geography is used to analyze important historic, geographic, economic, and environmental issues; develop an understanding of economic concepts and systems and how the principles of
economic decision-making impacts economic systems throughout the world; and develop an understanding of political systems and examine the differing assumptions held by people regarding power and authority. Models are then examined that seek to explain significant social issues or topics such as the impact of residential segregation on American society, generational politics, or economic development strategies for the Third World. (Offered alternate years) 

**Recommended prerequisite:** SB 110 Introduction to Anthropology or SB 130 Introduction to Sociology.

### SB 311
**Contemporary Ethnic Families**
3 credits (AS)

This course examines the manner by 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 its 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) 

**Required prerequisite:** SB 110 Introduction to Anthropology or SB 130 Introduction to Sociology or 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. 

**Required prerequisite:** SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.

### SB 323
**Abnormal Psychology**
3 credits (AS)

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) 

**Required prerequisite:** SB 120 Introduction to Psychology.

### SB 324
**Childhood Disorders**
3 credits (AS)

This course will consider 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 will examine possible short-term and long-term consequences of these disorders for both the child and his/her family. 

**Required prerequisites:** SB 120 Introduction to Psychology and SB 121 Child Psychology or SB 122 Adolescent Psychology.

### SB 325
**Educational Psychology**
3 credits (AS)

This 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.

Required prerequisite: SB 120 Introduction to Psychology; recommended prerequisite: SB 234 Social Psychology.

SB 326
Personality Theories
3 credits (AS)
This course will provide 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 will be considered. Students will examine theories concerning the nature and development of human personality and the factors producing integration or disorientation. This course will also examine personality dynamics in relationship to stress, frustration, and conflict.
(Offered spring term)
Required prerequisite: SB 120 Introduction to Psychology

SB 327
Brain and Behavior
3 credits (CS)
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: SM 112 Cellular and Organismal Biology

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 will be compared with women in newly and advanced industrialized countries. Students will have the opportunity to research gender issues in a particular culture or country of their choice.
(Offered on a rotating basis)
Prerequisites: EN 101, EN201 and CM 121.

SB 330
Sensation and Perception
3 credits (AS)
How do we see and hear? How does the brain make sense of all the sensory inputs it gets to produce the rich perceptual world you experience? Through lectures, in-class demonstrations, and discussions, we will 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

SB 333
Human Rights and Genocide
3 credits (AS)
This course will examine the United Nation's Universal Declaration of Human Rights. It will then consider violations of human rights in the form of genocidal atrocities. This course is designed to introduce students to the major debates surrounding the study of genocide: how should genocide be defined? Is genocide primarily an international crime belonging to courts and tribunals or is it macro-social event, comparable to a social revolution? What are the major theories explaining genocide and how effective are these theories? Is every case unique or do all the cases demonstrate consistent patterns? Finally, how might genocide be prevented? This course will focus on the Sudan, the Holocaust, Rwanda, Cambodia, the former Yugoslavia, and the experience of Native Americans in this country.
(Offered on a rotating basis)
Prerequisites: EN101 and EN201 and one SB or HG course 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)
Recommended prerequisite: SB 110 Introduction to Anthropology, or SB 130 Introduction to Sociology.

SB 336
Social Welfare Policies
3 credits (AS)
The purpose of this course is to introduce 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)
Recommended prerequisite: SB 335 Comparative Social Institutions in the United States.

SB 355
Criminology and Delinquency
3 credits (AS)
An examination of crime and delinquency causation. Topics include the extent of, types of, and societal reactions to crime and delinquency. This course will review the problems in measuring the incidence of crime and delinquency.
Required 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 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.
Recommended prerequisites: SB 110 Introduction to Anthropology, SB 120 Introduction to Psychology or SB 130 Introduction to Sociology.
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 will include perception, attention, memory, language, concept formation, and decision-making. As well as covering relevant theories and research findings, the course will relate 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 drugs of abuse.
Required prerequisite: SB 120 Introduction to Psychology.

SB 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/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)
Recommended prerequisites: SM 161 College Algebra or SM 261 Statistics or equivalent course.

SB 377
Research Methods:
Psychology
3 credits (AS)
This class is designed to give students first-hand experience with empirical data. Students will gain knowledge of scientific methodology and gain experience in organizing and interpreting observations from psychological experiments. They will 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. Prerequisite: SB 120, SM261.

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 that 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)
Prerequisites: Academic Writing I and II and one SB or HG course 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)

*Required prerequisites: CM 301 Communications Forms and Techniques, 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.

*Required prerequisites: SB 130 Introduction to Sociology or SB 110 Introduction to Anthropology.*

**SB 425**
*Psychology of Advertising*  
3 credits (AS)
The role of mass media and effects of advertising on cultural value systems are examined. Behavioral, psychological and physiological reactions in consumer behavior are explored. The course focuses on understanding the impact of media and advertising on both the individual and on society.

*Required 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 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 will be reading contemporary material that focuses on the broader questions of society.

*(Offered on a rotating basis)*

*Prerequisite: Minimum of four SB/HG 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 and focuses 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 its impact on individuals and American society. International case studies of social stratification are also analyzed.

*(Offered alternate years in the fall)*

*Recommended prerequisites: Two SB or HG courses.*
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)
Required 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 how 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.
Required prerequisites: SB 130 or SB 110.

SB 498
Capstone II
Theory: History and Systems
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. Prerequisite: SB 120, SB 326, and senior standing.

SB 499
Capstone I – Applied: Senior Project
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. Each year at least one section of the Capstone Seminar will be devoted to individual research and creative projects, and one to team-based projects. Additional sections of either format may be offered based on need, student interest, and availability. (Offered fall and spring terms)
Prerequisite: CM 301 Communication Forms and Techniques, 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.
Science and Mathematics

SM 100
Fundamentals of College Mathematics
3 non-degree credits
This course prepares students for SM161 or SM163 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. Students are required to complete this course before matriculation into their second year at the College. Students who fail this course twice will be dismissed from the College. (Offered annually)

SM 111
Evolution, Ecology and Genetics
4 credits (AS)
The major topics included are plant and animal ecology, population biology, evolution, and genetics. Environmental and evolutionary relationships are emphasized. Laboratory and field work are integrated with class material and incorporate experimental design, data gathering techniques, demonstrations, and computer simulations. Three lectures and a lab every week. Fulfills the lab science requirement. (Offered annually)

SM 112
Cellular and Organismal Biology
4 credits (AS)
Cellular biology, energy transformations, animal behavior, and the physiological systems of animals and plants are studied. Systems include digestion and nutrition, circulation, respiration, defense, nervous and endocrine. The laboratory is integrated with class material, and incorporates experimental design, student demonstrations, observations, and computer simulations. Fulfills the lab science requirement. (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 fall term)
Prerequisite: SM 161 College Algebra or equivalent.

SM 121
General Chemistry I
4 credits (AS)
A 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)
Required prerequisite: SM 161 College Algebra or equivalent and one year of high school chemistry.
SM 122  
General Chemistry II  
4 credits (AS)  
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 annually)  
Required prerequisite: SM 121 General Chemistry I.

SM 140  
Environmental Science  
4 credits (AS)  
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/discussion material is combined with field work conducted at local natural areas. Fulfills the lab science requirement. (Offered annually)

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 term)  
Prerequisite: SM 099 or equivalent through placement testing or permission of the instructor.

SM 163  
Contemporary Mathematics  
3 credits (AS)  
Developed to provide a practical alternative to traditional mathematics. The emphasis will be 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 165  
Pre-Calculus  
3 credits (AS)  
Designed to provide students with a thorough understanding of the mathematical concepts and skills needed as prerequisite for Calculus I. Emphasis is 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)  
Required prerequisite: SM 161 College Algebra.

SM 215  
Equine Anatomy and Physiology  
4 credits (CS/AS)  
The course familiarizes the student with the skeletal structure, musculature and internal systems of the horse, including the nervous, circulatory, respiratory, digestive, integumentary, special senses and reproductive systems. The structure includes three lectures and one laboratory session every week. This course fulfills the lab science requirement in the general
education core. (Offered fall term)
Prerequisite: SM 112 General Biology II.

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, 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. Three lectures and a lab every week. Fulfills the lab science requirement. Required prerequisites: SM 111 Biology I or SM 112 Biology II.

SM 221
Organic Chemistry I
4 credits
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 upon need) Prerequisite: SM 121 and SM 122

SM 222
Organic Chemistry II
4 credits
This course is a continuation of Organic Chemistry I with emphasis on monofunctional and polyfunctional organic compounds and multi-step methods of synthesis. There are three lectures and a lab every week. Fulfills the lab science requirement. (Offered upon need) Prerequisite: SM 221

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 development and physiology. Lab exercises compare these relationships among diverse taxonomic groups. Fulfills the lab science requirement.

SM 250/350
Service Learning
1-2 credits (AS)
An added component to any of several specified courses (Field Natural History, Environmental Science, Aquatic Biology, Environmental Interpretation, and Field Botany), this class provides students with public outreach experience while reinforcing concepts learned in these courses. A contractual agreement between the instructor and student(s) will outline the objectives of the project and the credits to be received at the completion of the project. May be repeated for credit if associated with a different topic. Prerequisite: Be taking one of the courses and permission of the instructor.

SM 261
Statistics
3 credits (AS)
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 or SM 165 ("C"

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grade or better strongly recommended) or permission of the instructor.

SM 265
Calculus I
3 credits (AS)
Relations and functions, inequalities, limits and continuity, derivatives and applications. Introduction to integration. (Offered annually)
Required prerequisite: SM 165 Pre-Calculus or equivalent

SM 266
Calculus II
3 credits (AS)
A continuation of SM 265 Calculus I. Definite and indefinite integrals, the law of the mean, techniques and applications of integration, differentiation and integration of logarithmic, exponential and trigonometric functions. (Offered annually)
Required prerequisite: SM 265 Calculus I

SM 301
Scientific and Technological Literacy
3 credits (AS)
Students examine the methods of science, the differences between science and pseudoscience, major scientific and technological advances, and the controversies and risks associated with these advances in the context of society and our environment. Does not fulfill the lab science requirement. (Offered annually)

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)

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, and experience using digital video equipment and the computer programs associated with it. There are three lectures and a lab every week. Fulfills the lab science requirement.
Recommended prerequisites: SM 111 or SM 112

SM 315
Genetics
4 credits (AS)
This course is an introduction to classical genetics, modern developments and evolutionary trends in genetics. Major contemporary problems of importance to a student’s general education are considered. The laboratory is integrated with classroom topics and incorporates DNA techniques, computer simulations, recitation/discussions and demonstrations using living organisms. There are three lectures and a lab every week. Fulfills the lab science requirement.
Prerequisite: SM 111 Evolution, Ecology, and Genetics.

SM 372
Junior Research
1 credit (AS)
This is part of a linked set of courses with senior research and senior capstone. In this first course, students focus on developing a specific topic to research either in the field, laboratory or library as part of their senior research. By the end of the
semester, the students will produce a formal research proposal for approval by the Environmental Studies faculty. 

Pre-requisite: Junior standing in the ES program.

SM 385  
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  
Communications Forms and Techniques

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)  

Prerequisites: One year of SM laboratory science courses or permission of the instructor.

SM 441  
Seeds of Change  
3 credits (AS)  

Students explore the biological and cultural exchanges between the new and old worlds during the 500 years since the onset of European exploration of Americas. Discussion of early Native American cultures in the New World is followed by investigation of the changes resulting from the introduction of animals, crops and diseases. The cultural changes paralleling biological exchange are covered as well.

SM 470  
Environmental Interpretation  
4 credits (AS)  

Building on concepts learned in the core of the Environmental Biology Concentration of the Environmental Studies program, this course integrates these concepts with the practical approach of communicating and interpreting nature for the general public. We will further our 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. 

Prerequisites: Field Natural History and junior/senior standing.

SM 472  
Senior Research  
2-3 credits (AS)  

Students conduct the research on their project and meet regularly to present and discuss progress reports. By the end of the course, students will produce a final project report. The credits and project will be outlined via a contractual agreement between the student(s) and instructor(s) at the beginning of the course. 

Prerequisites: Junior Research or permission of the instructor.
SM 495
Environmental Issues and Public Policy
3 credits (AS)
Students investigate the infrastructure that supports scientific research and development, policy decision-making that determines the direction of scientific inquiry, and problems that emerge from applied technologies. Issues may include medicine and biological sciences, information systems, space policy, and environmental issues such as population, energy and pollution.
Required prerequisite: SM 301 Scientific and Technological Literacy.

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. Each year at least one section of the Capstone Seminar will be devoted to individual research and creative projects, and one to team-based projects. Additional sections of either format may be offered based on need, student interest, and availability.
Recommended prerequisite: student eligible for graduation at end of term in which seminar is taken.

Visual Communications
VC 118
Computers for Designers/Artists
3 credits (CS)
This course is an introduction to the understanding, use, and care of computers as a design tool. It emphasizes important technical computer concepts that are central to the creative digital designer/artist, while considering aesthetics and the principles of design within the digital environment. Students will experience and develop working knowledge of the Macintosh computer labs at Cazenovia College in order to better function as a student and future professional. Some competencies that will be addressed include basic computer terminology, the major components of a system, how to work with files and folders, how to access programs, and rules for the care and basic troubleshooting of a system. Topics will include interactive and print production techniques, pre-press file preparation, digital file organization, utility applications, setting up and installing peripherals and drivers, choosing the right type of software, new media, and font organization. This course is intended to provide students with the competencies needed for digitally based design courses.

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. The student becomes 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 Design I**  
**3 credits (CS)**

This course provides an introduction to a number of software packages as appropriate tools for the graphic designer. Current industry standard computer applications such as QuarkXpress, Adobe Illustrator and PhotoShop will be 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. These applications will be used for problem-solving and visual communication. Projects will 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.

*Recommended prerequisite: VC 140 Typography.*

**VC 241**  
**Advertising Design**  
**3 credits (CS)**

Students are required to apply the skills and principles that 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 they are designing advertising for and present comprehensive layouts to clients for mass communication.

*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*

*Recommend prerequisite: SA 131 Design I and VC 140 Typography.*

**VC 274**  
**Digital Design II**  
**3 credits (CS)**

This course is designed as a continuation of skills acquired in Digital Design I. 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*
Recommended prerequisites: VC 140 Typography and VC 174 Digital Design I, or by special permission of the instructor.

VC 288
3D Graphic Design
3 credits (CS)
This course offers the students the opportunity to progress from determining 2D design solutions to planning, analyzing, and evaluating solutions for 3D graphic design problems. It requires students to create handmade 3D prototypes that emphasize 3D 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. Required prerequisite: Design I.

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/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 are featured from a variety of businesses that use artists. (Offered spring term) Prerequisite: Completion of the core career courses in Visual Communications.

VC 301
Special Topics
3 credits (CS)
This rotation of courses covers the 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 in color that are suitable for reproduction in a publication. (Offered fall term) Required 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. Students explore concepts such as elements of graphic design, union of word and picture, and sequential art. (Offered spring term) Required prerequisite: non-Visual Communications students need the permission of the instructor.

VC 331
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) Prerequisite: VC 242 Graphic Design and VC 174 Digital Design I
VC 371
Digital Illustration
3 credits (CS)
This course brings to focus the creation, use, and versatility of computer-drawn images and type as a means to translate and interpret objects and environments into visual forms for communication. An overview of several software packages is presented to investigate, synthesize, and describe and narrate.
(Offered spring term)
Prerequisite: VC 274 Digital Design II

VC 374
Digital Design III
3 credits (CS)
This course will introduce non-linear, interactive, time-based software packages such as After Affects and Director 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, QuarkXpress and Illustrator.
(Offered fall term)
Required prerequisite: VC 174 Digital Design I and VC 274 Digital Design II.

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)
Required prerequisite: VC 274 Digital Design II

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 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 493
Professional Workshop/
Portfolio Preparation
3 credits (CS)
Students build and refine their portfolios to a professional level in preparation for career placement. They explore employ-
ment 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 together 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)  
Required 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 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 Visual Communications. This professional contact provides valuable and appropriate feedback for the student toward his/her work and career plans.  
(Offered spring term)  
Required prerequisite: VC 498 Senior Project.
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Writer/Editor (1991)

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Development Assistant (2005)

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Alumni/Parent Relations Assistant (2003)

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Reference/Catalog Librarian (1992)

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Director, Cazenovia College Laboratory Nursery School (2001)

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Assistant Director of CSTEP (1994)

Patricia A. Dellas, B.A.
Writing/Study Skills Coordinator, Academic Counselor, Project REACH (1993) Instructor, English

Audrey Dreier-Morrison, M.S.
Associate Director of Project REACH (2001)
Heather Elia, B.S.  
Administrative Assistant, Student Assessment Coordinator, Project REACH (2005)

Virginia Felleman, M.S.  
Chair, Division of Continuing Education and Professional Studies (1986)

Mia Hourigan, B.S.  
Mathematics Specialist, Academic Counselor (1992)

Betty H. Jones, M.Ed.  
Head Teacher, Cazenovia College Laboratory Nursery School (1998)

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Director of Career Services and Internship Programs (2006)

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Faculty Secretary (1992)

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Director, Academic Learning Center, CSTEP/HEOP Project REACH (1982)  
Instructor, Psychology

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Associate Director, HEOP (1993)

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Reference Librarian (2005)

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Director, Office of Special Services (1989)

Jeanette Rees  
Administrative Assistant, Continuing Education (1989)

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Applications Processor (1998)

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Information Specialist for Records and Registration

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  Director, Financial Aid (1991)

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Yva-Marie Scheid
  Inquiry Coordinator (2002)

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  Receptionist/Campus Visit Coordinator (2002)

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  Assistant Bursar (1990)

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  Vice President for Student Development and Dean for Student Life (2000)

Nancy M. Adamy, M.S.W.
  Counseling/Therapist (1982)

Pam A. Borsellino, B.S.
  Fitness and Wellness Director (1998)

Ted H. Chase, Ph.D.
  Associate Dean for Student Development (2003)

Tammy L. Erwin, A.A.S., F.N.P.
  Nurse Practitioner (2003)

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  Administrative Assistant, Intercollegiate Athletic Department (1993)

William J. Houser, M.S.
  Aquatics Director (2004)

Lynne E. Joncas, A.A.S.
  Medical Secretary/Administrative Assistant (1999)

Rob F. Kenna, M.S.
  Interim Athletics Director and Men’s Soccer Coach (2000)

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  Certified Athletic Trainer (2001)

Karen M. McDonough
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Kathryn O’Brien, M.P.A.
  Associate Dean for Co-Curricular and Leadership Programs (2001)

Kendra Reichert, B.A.
  Assistant Athletics Director (2006)

Sally A. Ryan, RN
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  Head Coach Women’s Soccer, Women’s Lacrosse (2002)

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  Sports Information Director (2005)

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  Director of Counseling Services (1998)

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Office of Business and Finance

Mark H. Edwards, B.B.A., CPA
Vice President for Financial Affairs and Chief Financial Officer (2002)

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Executive Assistant to the Vice President Business Office (1963)

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James L. VanDusen, A.S.
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(1963)  
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B.A., M.A., Ph.D., University of Georgia
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Associate Professor, Business Management (1984)
B.A., SUNY Albany, M.S., SUNY Potsdam, M.S., SUNY Oswego

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Assistant Professor, Social Science (2004)
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Thad E. Yorks
Assistant Professor, Environmental Science (2004)
B.S., Pennsylvania State University, M.S., Frostburg State University, Ph.D., SUNY College of Environmental Science and Forestry
Faculty Emeriti

John Aistars
Professor Emeritus, Studio Art 1965-2003

Carol Long
Associate Professor Emerita, Office Technologies 1982-1996

Sandra Palmer
Professor Emerita, Biology 1968-2000

D. Jean Sidaras
Associate Professor Emerita, Physical Education 1958-1994

Emilie Schwartz
Associate Professor Emerita, Child Studies 1981-1992

Dolores Weiss
Professor Emerita, Psychology 1966-1996

Norma Weitman
Professor Emerita, Human Services 1978-2000

Frederic Williams
Professor Emeritus, History/Government 1966-1993

Recipients of the Distinguished Faculty Achievement Award

1986 – Frederic M. Williams
Professor, History/Government

1987 – Dolores Weiss
Professor, Psychology

1988 – Margery Pinet
Professor, English

1989 – Norma Weitman
Professor, Human Services

1990 – Donald Roy
Professor, Biology

1991 – John Aistars
Professor, Art

1992 – Dr. Margaret Stafford
Professor, Sociology

1993 – Dr. John Robert Greene
Professor, History/Speech

1994 – D. Jean Sidaras
Associate Professor, Physical Education

1995 – Harwant K. Dosanjh
Professor, Chemistry/Mathematics

1996 – Dr. Sandra Palmer
Professor, Biology

1997 – Charles (Corky) Goss
Associate Professor, Art

1998 – Dr. Timothy McLaughlin
Professor, History

1999 – Dr. Kathryn Barbour
Associate Professor, English

2000 – Josef Ritter
Professor, Art

2001 – Jennifer Ferguson
Associate Professor, English

2002 – Dr. Eric Boyer
Professor, English

2003 – Dr. Stephanie Leeds
Professor, Education & Child Studies

2004 – Lillian (Scotty) Ottaviano
Professor, Interior Design

2005 – Dr. Maryrose Eannace
Associate Professor, English

2006 – Dr. Bruce Roig
Professor, Philosophy
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3. Joy Hall, offices of the President, Executive Vice President, Institutional Research, Institutional Advancement, Development, and Communications (22 Sullivan Street)
4. Farber Hall, student residence
5. Shove Hall, student residence
6. Shove Suites, student residence
7. Faculty Offices, Humanities (13 Nickerson Street)
8. Future home of Student Development Offices
9. Student Center, student center, student organization offices, co-curricular and leadership programs and student activities offices
10. Hubbard Hall, main floor: Hubbard Dining Hall, Hubbard II, Security Office, Student Development, Student Life, Judicial Affairs, Residence Life and Inter-Faith offices. Lower level: technology offices, computer lab, audio-visual services and WITC Radio, the Harden Room, Campus Services, Morgan Student Center. Second and third floors: student residence
11. Eddy Hall, computer labs, classrooms, studios and faculty offices
12. Coleman Union, first floor: lounge, mailroom, offices of Academic Affairs, second floor: Coleman A, B and C classrooms
13. Williams Hall, first floor: Enrollment Services - Financial Aid, Registrar, Student Accounts, second and third floors: classrooms and faculty offices
14. Eckel Hall, McDonald Lecture Hall, classrooms, natural and physical science laboratories and the greenhouse, Human Services counseling lab
15. Witherill Library (Witherill Learning Center), Daniel W. Terry Library, conference rooms, computer lab, the Frederic and Jean Williams Archives and Wason Family Reading Room
16. Academic Learning Center at 41 Lincklaen St., Learning Center, Student Support Services
17. Academic Learning Center at 43 Lincklaen St., Offices of Special Services, the Higher Education Opportunity Program (HEOP), and Collegiate Science and Technology Entry Program (CSTEP)
18. Cazenovia College Laboratory Nursery School (45 Lincklaen Street)
19. Watts Hall, student residence
20. Continuing Education & Career Services, staff & faculty offices (7 Nickerson Street)
21. Carriage House (1 Liberty Street)
22. Alumni House, Office of Alumni and Parent Relations (1 Liberty Street)
23. Human Resources Office (12 Liberty Street)
Gymnasium (the lower gymnasium), upper gymnasium, fitness center, swimming pool, athletic training room, racquetball court, classrooms, offices, locker rooms, concession area. Outdoor facilities: tennis courts, multipurpose athletic fields and parking

25. **Art and Design Building, Gallery and Sculpture Court**, art & design studios, computer labs, photography labs, darkrooms, faculty offices and art gallery (Seminary Street)

26. **M&T Bank Health and Counseling Center** (10 Seminary Street)

27. **Cazenovia College Theatre** (Lincklaen Street)

28. **Business Office** (95 Albany Street)

29A. **South Campus A**, studio art studios, faculty offices (Albany Street)

29B. **South Campus B**, fashion design and ceramics studios, faculty offices (Albany Street)

30. **College Bookstore, Copy Shop, Student Residences in the Village Commons** (8 Sullivan Street)

31. **Student Residence** (15 Sullivan Street)

32. **The Farm and Equine Education Center**, (Woodfield Road) - not on map. A 5-minute drive from the main campus. The Sigety Family Greatroom, The Haynes Arena, the Gatehouse, Cazenovia College Challenge Course.
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