



# CAZENOVIA COLLEGE

2020-2021 CATALOG



REAL LIFE  
LEARNING.

*Real Life Success.*



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## **Disclaimer**

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, veteran 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 [ope.ed.gov/security/safety](https://ope.ed.gov/security/safety). Information is also available from the Director of Campus Safety, 315-655-7299. 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.

## About Cazenovia College

### Mission and Vision

#### *Mission Statement*

Cazenovia College cultivates student growth and creativity through engagement with an involved faculty and staff who provide a supportive, personalized learning environment. Cazenovia's distinct blend of liberal arts and professional studies encourages individualized academic programs enhanced by internships and applied learning activities, creating the environment for both traditional and adult learners to achieve their unique educational and career goals.

#### *Vision Statement*

Cazenovia College provides students with the knowledge, skills and support needed to ensure their future success.

### Accreditation

#### **Commission on Higher Education of the Middle States Association of Colleges and Schools**

Cazenovia College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. For more information, please contact the Director of Institutional Research and Assessment.

#### **International Accreditation Council for Business Education (IACBE)**

##### **Contact: Dr. Joe Adamo**

The Division of Business and Management at Cazenovia College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a listing of accredited programs, visit <https://iacbe.org/memberpdf/CazenoviaCollege.pdf>. All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by viewing the program's 2015-2016 IACBE Assessment Results (pdf) at <http://www.cazenovia.edu/about/institutional-research/accreditation>.

#### **Association for Advancing Quality in Educator Preparation (AAQEP)**

##### **Contact: Jessica Essary, Ph.D.**

Cazenovia College is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP). Cazenovia College is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated Quality Assurance Review in Fall 2021. The accreditation does not include individual education courses that the Education Program Provider (EPP) offers to P-12 educators for professional development, re-licensure or other purposes.

Information pertaining to the Education Programs' Claims of Student Learning can be found within the Inclusive Elementary Education (IEE) and Inclusive Early Childhood Education (IECE) program option descriptions and posted on the academic programs section of the College website ([www.cazenovia.edu/academics/programs](http://www.cazenovia.edu/academics/programs)). For

more information about the College's accreditation, visit [www.cazenovia.edu/about/institutional-research/accreditation](http://www.cazenovia.edu/about/institutional-research/accreditation). For more information and to view the most recent Annual Report, visit [www.cazenovia.edu/about/institutional-research/accreditation](http://www.cazenovia.edu/about/institutional-research/accreditation).

## History of Cazenovia College

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

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

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

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

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

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

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

When the College received accreditation in 1961 from the Middle States Association of Schools and Colleges, it dropped the "Junior" and became Cazenovia College for Women. In 1982 the trustees voted to return to coeducation, aiming for one-third male enrollment. The College's name was shortened. By 1983 there were men back on campus. In November 1988, the New York State Board of Regents awarded Cazenovia College the right to offer baccalaureate degrees. In May 2019, the State approved a change to the College's charter to include graduate programs, the first of which was introduced in June 2019, a Master of Science in Clinical Mental Health Counseling.

## **Campus Resources and Facilities**

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

### ***Academic Instruction and Support Facilities***

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

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

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

The Elsie Beebe and Charles Haynes Center for Teaching and Learning, housed in the Campus Center at Watts Hall, is the site for tutoring services, First Year Program, and the offices of the director for the Center for Teaching and Learning, Project REACH (Recognizing Excellence, Achievement, Commitment, Honor), Special Services, and the Higher Education Opportunity Program (HEOP).

The Career Services Office is located on the first floor of Coleman Hall. The Center for Adult and Continuing Education is located in Williams Hall. Faculty offices are located in all academic buildings and in Watts Hall.

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

### ***Administrative Facilities***

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

The Campus Safety Office is located in Watts Hall. Campus Services, located in Chapman Hall, includes Transportation and Buildings and Grounds offices. The Human Resources Office and the College's Business Office are located in Watts Hall.

### ***Athletics and Fitness Facilities***

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

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

### ***Cultural Facilities***

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

Art exhibitions in the Art Gallery in Reisman Hall and adjacent Sculpture Court, and the Colleen Deacon Gallery at the Jephson Campus feature work by students, faculty, alumni and showcase regional, state, national and international artists. Exhibitions are always open to the public.

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

### ***Library Resources***

#### **Mission Statement**

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

#### **About the Library**

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

### ***Student Affairs Facilities***

The Office of the Vice President for Student Affairs, our Campus Activities, Campus Safety, and Residence Life offices are all located in Watts Hall. Specifically, this facility houses offices for the Vice President for Student Affairs and their Office Manager, an Assistant Dean and two Assistant Directors for Residence Life and Conduct, the Director for Campus Activities, and the Director, Sergeant, and all Officers for our Campus Safety operations.

The J.M. McDonald Student Center in Chapman Hall serves as an additional host to a number of offices and services supporting campus life. These include the Campus Activities Board, the Student Government Association, the campus' MOSAIC Center, and the Club Resource Center. Additionally, the Flannery Recreation Room and our Zac Shack ice cream and coffee house are available in the Student Center.

### **Dining Facilities**

Cazenovia College offers a number of meal plans which are served in the Dining Hall in Hubbard Hall. The "Late Night" program in the Dining Hall, open Sunday – Thursday from 8:30 p.m. to 10:30 p.m., offers pizza, wings, paninis and weekly specials as part of the meal plan. Burgers and other options are available using Caz Cash or Dining Dollars. The Main Dining Hall hours during the academic year are Breakfast: Monday – Friday 7:00 – 10:30 a.m.; Lunch: Monday – Friday 11:00 a.m. – 2:30 p.m.; Dinner: Monday – Thursday 4:00 – 7:00 p.m., Friday 4:00 – 6:00 p.m.; Sunday Brunch: 10:00 a.m. – 2:00 p.m., Dinner 4:00 – 7:00 p.m. The J.M. McDonald Student Center in Chapman Hall houses Zac's Shack which features ice cream, shakes, sundaes, flavored coffee, bottled beverages, fruit smoothies, fresh pastries and convenience items. It operates Sunday-Thursday from 2:30 p.m. to 10:30 p.m., Friday and Saturday 7:00 p.m. – 10:00 p.m. and accepts cash or Caz Cash or Dining Dollars. In addition, a meal plan swipe option is available offering wraps and entrée salads. The Dining and Catering offices are located in the lower level of Hubbard Hall.

### **Health Services and Counseling Center**

Located in Sigety Hall, directly across the street from Hubbard Hall, the M&T Bank Health and Counseling Center provides health care services for enrolled Cazenovia College students. The Center is open Monday-Friday 8:30 a.m. - 5 p.m. when classes are in session. For more information about Health Services please visit: [www.cazenovia.edu/student-life/health-office](http://www.cazenovia.edu/student-life/health-office). For more information about the Counseling Center please visit: [www.cazenovia.edu/student-life/counseling-center](http://www.cazenovia.edu/student-life/counseling-center).

### **Residential Facilities**

While each of our residential facilities has their own unique character, all residences offer on-site laundry facilities and house at least one resident advisor. Each room is equipped with Internet access and all facilities have a wireless network connection available. In addition, Cazenovia College provides upon request, Session Initiated Protocol (SIP) telephone adaptors on loan via a loan agreement. The SIP adaptors allow access to telephone and voicemail service, upon activation by contacting the Office of Information and Communications Technologies. Residents are responsible for providing and repairing their own room telephone in the residence halls, should they want a phone. The telephone must be a single-line, touch tone phone.

Farber Hall (all-female building), Hubbard Hall, Park Hall and Shove Hall are mixed class housing. 15 Sullivan Street, 9 Sullivan Street, Shove Suites, Village Commons and Village Suites are typically reserved for upper-class students and international students. When needed, lounges in various building are converted into residential rooms that accommodate four people.



### ***Technology and Communication Facilities***

The College is committed to providing information technology services and support to prepare students for the demands of today's world. The College provides each student with an official Cazenovia College e-mail address. Students should check their official e-mail addresses on a frequent and consistent basis in order to stay current with College communications, such as information regarding course registration and messages from administrative offices. Faculty members may also use the official e-mail address in communicating course assignments and contacting student advisees. Questions about e-mail accounts are addressed by the Information and Communication Technology Office, which is located at 41 Lincklaen Street.

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

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

Cazenovia College has wireless internet on campus, enabling students and employees with portable computers to gain Internet access in select open spaces.

## Campus Life

### *Student Affairs*

The work of the Division of Student Affairs is in support and complement to the learning mission of the College, and is designed to provide seamless experiences that connect learning in and out of the classroom, generating and integrated quality of campus life.

The Division of Student Affairs includes several departments central to supporting student life, wellness, and success on campus. Included in our division are Offices of Residence Life and Student Conduct, Campus Activities, Health and Counseling, Campus Safety, and Dining Services. Formal programs also provide for learning in areas of Service and Community Engagement, Student Leadership Development, and Equity, Diversity, and Inclusion.

With over 50 clubs and organizations, an active campus and residential life events and activities portfolio, emerging and established leadership development opportunities, and a wide array of service and community engagement experiences, all situated in a campus community where safety, health, and well-being are promoted, taught, and lived, there are endless ways for Cazenovia College students to develop and enhance their connections with one another, the faculty and staff of the College. All of these areas work collaboratively to provide meaningful experiences in support of student engagement with campus and the Cazenovia community, as well as shaping thoughtful global citizens ready and able to contribute well in communities beyond the College.

### *Athletics*

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

Cazenovia College is a member of the National Collegiate Athletic Association (NCAA) Division III, participating in women's basketball, cross country, lacrosse, soccer, softball, swimming & diving, and volleyball; and men's baseball, basketball, cross country, lacrosse, soccer, and swimming & diving. In 2020, Cazenovia College joined the North Atlantic Conference (NAC). In addition to Cazenovia the NAC has 11 other member Colleges from New York State, Vermont and Maine. The College also hosts intercollegiate riding/equestrian teams that compete in the Intercollegiate Horse Show Association (IHSA) and Intercollegiate Dressage Association (IDA and eSports). The presence of intercollegiate athletics at Cazenovia contributes to the vibrancy and sense of community on campus.

The Athletics Program strives to foster lifelong learning and health, and prepares students for leadership in a dynamic and diverse society. To be eligible to participate in intercollegiate athletics, a student must be full-time, matriculated (minimum 12 credit hours per semester) and making satisfactory progress toward a baccalaureate degree.

### *Fitness and Wellness*

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

The Fitness and Wellness Department offers a wide selection of events for the campus population – students, staff and faculty. Individuals may participate in a variety of competitive and noncompetitive events. Such events can provide relief from daily academic pressure, further the social and athletic components of a Cazenovia College

student's education and enhance the professional lives of faculty and staff. The primary goal of the campus programs is to offer fun, social and safe interaction among students, faculty and administrators. When classes are in session, the Fitness Center is open for students Monday - Friday from 8:00 a.m. - 9:00 p.m., Saturday from 9 a.m. - 4 p.m. and Sunday from Noon - 4 p.m.

### ***Religious Observances***

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

### ***Campus Activities and Leadership Programs***

Campus Activities and Leadership Programs are dedicated to enhancing the Cazenovia College experience by creating and supporting a vibrant student activities and events portfolio supported with rich student development and leadership experiences. The Director of Campus Activities works in collaboration with the College's Activities Board (CAB), Athletics, Dining, the Theater, and a number of additional partners on and off the campus to provide a robust series of programs and activities. From smaller-scale day activities, to larger campus traditions like Quad Day, CazMadness, Late Night Breakfasts, and AirBands to weekend excursions exploring the local tastes and sights in our region, Campus Activities offers a menu that is designed to allow students to tailor their own meaningful campus life experience. The opportunities for involvement and entertainment on our campus are endless, and as diverse as the students who generate them.

Through planning of and involvement in these activities, as well as engagement with our clubs and organizations, students at Cazenovia gain valuable leadership skills, create and build campus traditions and learn to live and work as part of teams and in the community – both on and off campus. These opportunities are all an integral part of our College's mission to promote intellectual growth, effective communication, thoughtful self-reflection, problem-solving, and more – as we prepare individuals ready to contribute in diverse and meaningful ways to communities beyond the College upon graduation.

### ***Residence Life***

Cazenovia College is primarily a residential community, with 90% of all full-time students residing in College housing. Residence Life staff focus on promoting a positive living community that provides students with safe, comfortable and attractive residences that support academic learning, personal growth and leadership development in order to prepare students for success and service in their personal and professional lives.

Residence halls are supervised by full-time professional staff members, Head Resident Advisors and Resident Advisors, who reside in each residence hall. Head Resident Advisors and Resident Advisors (RA) are students who have demonstrated excellent leadership skills. Available 24 hours a day, the staff works to provide a welcoming and secure environment. The Office of Residence Life encourages all students to visit and talk with professional and student staff members freely about questions or concerns. We welcome the opportunity to connect with our students on any occasion.

## **Admissions**

Choosing the right college is one of life's most important decisions. The staff and faculty at Cazenovia College are available to provide assistance to prospective students throughout the college selection process.

### ***General Requirements***

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

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

### ***Application Procedure***

Prospective students must apply electronically; from our Apply to Cazenovia page, choose your preferred application from the list of choices. The application fee is waived for both options.

Cazenovia has a rolling admission policy (no closing deadline) with first priority given to applications received before March 1. It is recommended that high school students submit their applications as early as possible during their senior year.

The applicant will be notified after the Office of Admissions has received all required credentials and a decision has been made. Students must have their final high school transcript, including the graduation date, on file in the Office of Admissions before matriculating.

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

### **Application Checklist for Cazenovia College Application**

- Click the link to apply and complete the steps as prompted.
- Request your official high school transcript to be sent to us by your school counselor.
- Request one to three letters of recommendation from a teacher, counselor or employer, be sent directly to the Office of Admissions by the recommender.
- If applicable, request an official copy of all college transcripts be sent to our Office of Admissions.

### ***Application Checklist for the Common Application***

- Create, or login to your Common Application account and complete the steps as prompted.
- Request your official high school transcript to be sent to us by your school counselor.
- Request one to three letters of recommendation from a teacher, counselor or employer, be sent directly to the Office of Admissions by the recommender.
- If applicable, request an official copy of all college transcripts be sent to our Office of Admissions.

Materials that cannot be uploaded to the Common Application or sent directly to Cazenovia College at the address below:

**Mail**

Cazenovia College  
Office of Admissions (Constable Hall)  
3 Sullivan Street  
Cazenovia, NY 13035

**Email**

[admissions@cazenovia.edu](mailto:admissions@cazenovia.edu)

**Fax**

(315) 655-4860

***First Time Students***

- From our Apply to Cazenovia page, choose your preferred application from the list of choices.
- Request an official high school transcript from your school guidance counselor. (See checklists in Application Procedure section for specific instructions.) Arrange for a recommendation from your guidance counselor or one of your teachers. (See checklists in Application Procedure section for specific instructions.)
- Submitting SAT (Scholastic Aptitude Test) or ACT (American College Test) scores is optional.
- Students who have additional information which they regard as relevant and which they would like to present to the Admissions Committee, may do so by directing a letter to the Office of Admissions.
- An applicant who is accepted for admission should finalize enrollment by submitting to the Office of Admissions the Enrollment Reservation Agreement (enclosed with the letter of acceptance), together with the reservation deposit. This applies to commuting as well as residential students. Students accepted after May 1 should finalize their enrollment within 30 days of notification of acceptance.

***Homeschooled Students***

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

***Transfer Admission***

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:

- Complete the Cazenovia College Application.
- Submit official transcripts of all college level courses from all colleges attended to the Office of Admissions. Courses completed of a similar type and level with a grade of "C-" or better at a regionally accredited institution normally will be considered for credit. Please check with individual programs for acceptance. Usually, only a student who is eligible to return to his or her previous college will be considered.

- Submit an official, final copy of the high school transcript including the graduation date (or GED scores).
- Submit a letter of recommendation from a current or former instructor or employer.
- Applicants whose first language is not English are also required to take the TOEFL exam.

Transfer students should request the appropriate transfer agreement, if applicable. Cazenovia College has articulation agreements with several institutions leading to baccalaureate degrees).

### ***Transfer Credits***

- A maximum of 66 credit hours may be accepted from a regionally accredited two-year college, and a maximum of 90 credit hours may be accepted from a regionally accredited four-year college. Even though up to 90 transfer credits are accepted, it is likely the degree may need more time to complete depending on the courses transferred in and the major requirements.
- In order to be eligible for graduation honors (Cum Laude, Magna Cum Laude, Summa Cum Laude), at least 60 credit hours of letter-graded courses must be taken at Cazenovia College.

### ***Transfer of Associate Degrees***

- Transfer students who have completed an Associate in Arts (A.A.), Associate in Science (A.S.), or Associate of Applied Science (A.A.S) degree from a regionally accredited institution are normally granted 60 semester hours of transfer credit and junior class standing upon enrolling at Cazenovia College. This does not guarantee completion of the degree after 60 more credit hours, as there is no guarantee all credits awarded will satisfy specific degree requirements.
- Grades of D+ or D, or pass/fail are not accepted in transfer, unless they are situated in an A.A., A.S. or A.A.S degree already earned. Grade requirements for individual courses or programs (i.e. EN 101) are still in effect.
- While credits are transferable, grades earned at other colleges are not calculated in the grade point average at Cazenovia College.

### ***Advanced Placement Credit***

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

### ***Additional Degrees***

#### ***Second Degrees***

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

In addition:

- Students interested in pursuing a second degree must consult with the appropriate program director before taking courses applicable to that degree;
- At least 24 academic credit hours applicable to the second degree must be earned through Cazenovia College;
- If pursuit of the second degree follows continuously from the first degree (i.e. there is no break in residence between award of the first degree and work on the second degree), the student is obligated to meet all academic requirements in force in the year of beginning the second degree;
  - Where there is substantial overlap in the major requirements of the two degrees (for example, 15 or fewer credit hours of unique work to complete the second major), the student must define, with the appropriate program director, the 30 academic credits of coursework necessary to earn the second degree; and
  - If an internship is required in the second degree, it must be completed satisfactorily regardless of whether an internship was required for the first degree.

### ***Residential Requirements***

All full-time freshmen, sophomores and juniors (under 90 credits) are required to live in College residential facilities, except for those who live within commuting distance (20 mile radius) and reside with parents/legal guardians, in their primary residence, or have been granted an exemption from the Vice President of Student Affairs. Some scholarships have residency requirements.

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

### ***Commuter Students***

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

### ***Special Accommodations***

Cazenovia College has been a pioneer in its commitment to serving students with learning disabilities. As part of our Center for Teaching and Learning, the staff of the Office of Special Services provides a selection of support services to help students with disabilities learn how to function independently at the College and to advocate for themselves. For more information, see the section on Center for Teaching and Learning.

### ***International Students***

Cazenovia College welcomes inquiries and applications from international students studying abroad or in the United States.

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

All attendance fees and charges are payable in United States currency. Foreign currency will be received at the rate of exchange applicable on the day of payment. To apply:

1. Submit a completed application. There is no application fee for international students.
2. Provide all appropriate academic transcripts, recommendations, TOEFL or IELTS and other standardized test scores. World Education Service ([www.WES.org](http://www.WES.org)) will evaluate international student transcripts. Prospective students are required to send them a copy of their academic records and ask that an evaluation be sent to Cazenovia College.
3. Before a decision is made on an application, an international student must provide a bank letter or affidavit of support, demonstrating proof that financial means are available to cover the full cost of round-trip transportation from the student's homeland, as well as the cost of tuition, room, board, fees, books, supplies and personal expenses. The College requires certified proof that this amount is available for the student's exclusive use during his or her enrollment.

### **Grant Programs**

Cazenovia College receives state and federal funding for two programs that provide academic and personal support services to students who display intellectual promise but whose preparation places them at a disadvantage in achieving academic success.

These programs, **Higher Education Opportunity Program (HEOP)** and **Project REACH**, are made available to students through our Center for Teaching and Learning. For more information, see the section on Center for Teaching and Learning.

### **ROTC**

*Reserve Officer Training Corps (ROTC)*

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

*Air Force ROTC*

Air Force Reserve Officer Training Corps (AFROTC) AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program is currently offered at Syracuse University, but they have a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants.

For more information on AFROTC course descriptions, please review the information published online in Syracuse University's Course Catalog. For more information on the AFROTC program, please review [afrotc.syr.edu](http://afrotc.syr.edu).



## Financial Aid

Cazenovia College's Enrollment Services Center, located on the first floor of Williams Hall includes services for the area of financial aid. The Enrollment Services Center is prepared to assist prospective students, enrolled students, and parents with information concerning sources of financial assistance and application procedures. Those interested are encouraged to call the Enrollment Services Center at 1-800-654-3210 or 315-655-7888, or email financial aid questions to [finaid@cazenovia.edu](mailto:finaid@cazenovia.edu).

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

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

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

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

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

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

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

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

Support for the Cazenovia College financial aid programs is provided from both governmental and private sources. Scholarships are provided by foundations, individuals or organizations, as well as business and industry.

The College continually seeks new sources of assistance for worthy and deserving students. For those interested in contributing to Cazenovia College's Student Financial Aid Program, contact the Office of the President or the Office of Institutional Advancement.

## ***Award Programs***

### **Caz Commitment Awards**

Cazenovia College offers a comprehensive Academic Achievement Award Program for new freshmen and transfer students. 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 Office of Admissions or visit <https://www.cazenovia.edu/admissions/scholarships>.

### **Emerson Scholarships**

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

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

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

### **Cazenovia College Grant**

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

### **Student Campus Employment**

The College provides limited on-campus employment for students who need to work but who do not qualify for the Federal College Work Study Program. Placement is based on early application and availability of jobs. The pay rate is the same as that for the Federal Work Study Program. Interested students should contact the College's Human Resources Office or the 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 Associate Dean for Financial Aid for further information.

Cazenovia College employees must also complete a Tuition Remission/Exchange Form with the College's Human Resources Office.

### **Endowed Scholarships**

These scholarships were established by alumni and friends through Cazenovia College's Endowed Scholarship Program for the purpose of providing financial assistance to our students. All students are considered for the

Endowed Scholarship Program. Scholarship awards are administered by the Associate Dean of Financial Aid & Registrar and are based on eligibility criteria. Award amounts may fluctuate from year to year based on fund value. Visit the [Endowed Scholarships](http://www.cazenovia.edu/admissions/scholarships/endowed-scholarships) web page for a complete list of the scholarships we offer: [www.cazenovia.edu/admissions/scholarships/endowed-scholarships](http://www.cazenovia.edu/admissions/scholarships/endowed-scholarships).

### ***Applying for Financial Aid***

#### *New Students*

The student must complete and submit a FAFSA application in order to be considered for any need-based financial aid and/or Federal student loans. The FAFSA application can be found at [www.fafsa.gov](http://www.fafsa.gov) and is available October 1, annually, for the subsequent academic year. If the student needs assistance completing the electronic FAFSA please call the Enrollment Services Center. For New York State residents, the student's FAFSA information will be electronically sent to New York State Higher Education Services Corporation (HESC) to begin processing for the New York State Tuition Assistance Program (TAP). To complete the TAP application process (ETA) the student needs to access their information at [www.hesc.com](http://www.hesc.com).

Approximately one week after the student has filed the FAFSA the College will receive an Institutional Student Information Record (ISIR) report from the Federal processor. This report provides the Enrollment Services Center with the information necessary to determine a student's eligibility for financial aid. Once the student has been admitted to the College, the Enrollment Services Center will prepare and make available 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 Associate Dean of Financial Aid & Registrar. Every consideration will be made to enable a student who may have an exceptional situation to find assistance within the federal, state and institutional aid policies.

#### *Returning Students*

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

Any returning student who wishes to apply for aid for the next year will be sent information on the renewal process in early December. Renewal information must be completed and submitted by February 1 of each year.

#### *Financial Aid Deadlines*

The Free Application for Federal Student Aid (FAFSA) should be received by the federal processor or the Enrollment Services Center no later than February 1 of the student's current academic year. Students are encouraged to apply as soon after October 1 as possible. Those students who file prior to February 1 will receive priority funding from the College.

#### *Verification*

Verification is the process where the results of the FAFSA are reviewed by the College. The Federal Department of Education Central Processing Center chooses approximately a third of all FAFSA filers for verification. Students selected will be notified by the Enrollment Services Center regarding the additional financial documentation to the

submitted College. This documentation will then be compared to the information the student completed 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

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. Failure to submit the requested documentation may result in the loss or reduction of financial aid.

#### *Satisfactory Academic Progress*

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

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

All programs have a maximum number of terms for funding – Federal regulations allow 50% over normal length of program and the state allows a maximum of 48 points.\*\*

Federal regulations require that a student meet qualitative (grades) and quantitative (credits) academic standards established by the College. A student's success will be evaluated prior to the start of each semester.

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

	<b>Minimum Cumulative Credits</b>	<b>Minimum Cumulative Grade Point</b>
<b>First Year *</b>		
Beginning of Fall Term	0	0.0
Beginning of Spring Term	6	1.5
<b>Second Year*</b>		
Beginning of Fall Term	15	1.8
Beginning of Spring Term	27	1.8
<b>Third Year*</b>		
Beginning of Fall Term	39	2.0
Beginning of Spring Term	51	2.0
<b>Fourth Year*</b>		
Beginning of Fall Term	66	2.0
Beginning of Spring Term	81	2.0
<b>Fifth Year*</b>		
Beginning of Fall Term	96	2.0
Beginning of Spring Term	111	2.0

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

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

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

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

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

### *Satisfactory Academic Progress for part-time study*

All programs have a maximum number of terms for funding – Federal regulations allow 50% over normal length of program and the state allows a maximum of 48 points.\*\*

Federal regulations require that a student meet qualitative (grades) and quantitative (credits) academic standards established by the College. A student's success will be evaluated prior to the start of each semester.

A student must achieve a minimum cumulative grade point average to remain eligible for financial aid:

- Less than 15 credit hours earned, a 1.5 cumulative grade point average must be maintained
- 15 to 29 credit hours earned, a 1.8 cumulative grade point average must be maintained
- 30 or more credit hours earned, a 2.0 cumulative grade point average must be maintained

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

- Less than 30 credit hours earned, the student must complete 50% of credits attempted
- 30 credits hours or more earned, the student must complete 100% of credits attempted

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

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

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

### ***New York State Programs***

*(Additional information on all New York State Grant Programs is available at [www.hesc.com](http://www.hesc.com).)*

### **Tuition Assistance Program (TAP)**

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

Awards range from \$500 to \$5,165, depending on financial need, level of study and the college attended\*. The Free Application for Federal Student Aid (FAFSA) application and the Express TAP Application (ETA) must be completed in order to be considered for TAP. Note the specific questions regarding New York State taxable income on the ETA.

The Higher Education Services Corporation determines eligibility and will mail an award certificate directly to the student, indicating the grant amount. If the student's TAP award is reduced by the state following New York State income verification process (IVP) or because of legislative action, the College is not required to make up the difference. If the initial award calculation was based on incorrect income information, the student is liable to pay the difference to the College.

\*Amount submit to change based on NYS annual budget.

### **Aid for Part-time Study (APTS)**

APTS is a grant program financed by New York State in conjunction with participating educational institutions throughout the state. The program provides up to \$2,000 per year to help part-time undergraduate students meet their educational expenses.

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

### **Higher Education Opportunity Program**

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

### **Awards for Children of Deceased or Disabled Veterans**

A special application, obtainable from high school counselors, must be filed with the New York Higher Education Services Corporation, Albany, NY 12255. Documentary evidence to establish eligibility is required with the application.

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

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

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

### **State Aid to Native Americans**

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

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

### **Vocational and Educational Services for Individuals with Disabilities (VESID)**

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

### ***Federal Programs***

#### **Federal Pell Grant**

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

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

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

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

Currently, awards range \$657 from \$ to \$6,195 per academic year for full-time study\*. The amount of the award will be affected by enrollment status, cost of attendance, and financial need.

\* Amount submit to change based on approval from the Federal Government.

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

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

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

#### **Federal College Work-Study Program**

Federal College Work Study awards average \$1,500 per academic year and are awarded based on demonstrated financial need and time of application. Students work an average of seven hours per week and are placed at approved work places throughout campus. Student performance will be monitored by the Human Resources Office for a determination of continued employment. Students are paid bi-weekly only for actual hours worked. Students may use these funds to help pay personal expenses or apply the earnings to their student billing account.

The student must complete and submit the Free Application for Federal Student Aid (FAFSA) by February 1 of each year to be considered.



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

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

To be eligible for a Federal Direct Loan, a student must (1) be a United States citizen or permanent resident alien; (2) be enrolled at least as a half-time student; (3) show compliance with applicable Selective Service requirements; (4) not be in default on a Title IV (federal) loan or owe a refund on any Title IV grants; and (5) make satisfactory academic progress.

An undergraduate student may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior and senior. In addition, the Department of Education allows a student to borrow \$2,000 in an unsubsidized loan each year, in addition to the base amount. The Department of Education will deduct approximately a 1.1% origination fee from the total amount received by the student.

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

For the 2020-21 academic year, a student may borrow at a relatively low interest rate of 2.75 percent with no repayment of principal while enrolled at least half-time, and for six months after program completion or departure. Payment of principal may further be deferred (1) serving on active duty during a war or other military operation or national emergency, or performing qualifying National Guard duty during a war or other military operation or national security (this deferment is available only for Direct Loans first disbursed on or after July 1, 2011.); or (2) a period of up to three years when the student is unemployed or experiencing economic hardship. After ceasing to be at least a half-time student, the borrower must make formal arrangements with their loan servicer to begin repayment.

The following regulations apply:

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

The amount of each payment depends upon the size of the student's debt. The student should ask the Enrollment Services Center what the approximate monthly payments will be prior to processing the Federal Direct Loan promissory note. Monthly payments can also be calculated using the Repayment Estimator at <https://studentaid.gov/loan-simulator/>.

A graduate student may borrow up to \$20,500 per year in a Federal Direct Unsubsidized Loan at an interest rate of 4.30% and origination fee of 1.057% for the 2021-2022 academic year. The loan amount offered to a graduate student is subject to the cost of attendance as the total amount of all aid offered cannot exceed the cost of attendance.

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

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

The student will be required to complete an electronic Master Promissory Note and Entrance Counseling session at [www.studentaid.gov](http://www.studentaid.gov) prior to their Direct Loan funds being disbursed to the College. When the student ceases to be enrolled at least half time at the College, he/she will be required to complete an Exit Counseling session at [www.studentaid.gov](http://www.studentaid.gov) to review rights and responsibilities and repayment information.

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

### **William D. Ford Direct Parent Loan for Undergraduate Students (PLUS)**

The Direct PLUS Loan Program is for parents of dependent undergraduate students who wish to borrow funds to meet the student's postsecondary educational costs. Parents may borrow up to the full cost, less any financial aid, per year. The 2020-21 interest rate is 5.30 percent. Repayment begins 60 days after the last disbursement of the loan proceeds for that year or may be deferred until the student leaves school. All Federal Direct PLUS Loan applications are subject to a credit check by the Federal Direct Loan Servicing Center for approval.

The application and Master Promissory Note are available at [www.studentaid.gov](http://www.studentaid.gov). If approved, loan funds, less an approximately 4% origination fee, will be disbursed to the College electronically and applied to the student's account.

### ***Other Aid Programs***

#### *ROTC and Air Force ROTC*

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

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

#### *Veterans Administration (VA) Educational Benefits*

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

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

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

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

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

### ***Financial Aid Recipients Withdrawal Policy***

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

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

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

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

### ***Student Responsibilities and Rights***

It is the student's responsibility:

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

It is the student's right:

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

## **Financial Services**

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

Students are encouraged to complete a Student Release of Information (FERPA) form available in the Enrollment Services Center or online at [www.cazenovia.edu/ferpa](http://www.cazenovia.edu/ferpa).

Enrollment at Cazenovia College is conditional on meeting all financial obligations to the College within the payment terms. Billing and payment information may be found online at <http://www.cazenovia.edu/admissions/enrollment-services/>

Cazenovia College uses electronic billing as its official billing method, and therefore students are responsible for viewing and paying their student account by the scheduled due date. The student financial information is available at <https://selfservice.cazenovia.edu/Student/Account/Login/>

Cazenovia College uses College e-mail accounts as an official method of communication with students, including notifications of any payment due.

If a student's billing account is not satisfied prior to arrival on campus, they will receive notification to visit the Enrollment Services Center regarding payment arrangements. If the account cannot be resolved either by payment or an approved deferred payment agreement, enrollment for that term will be cancelled. Academic transcript and diploma, if applicable, will not be released until the account hold status is resolved. If registration and housing are canceled and later reinstated, Cazenovia College will make every effort to honor the original course selection and room assignment; however, we offer no guarantee.

Note: Deferred payment agreements consist of the CASHNet Payment Plan (<https://commerce.cashnet.com/cazenoviapay>) an approved Cazenovia College payment plan, or third-party contracts.

In the event that a student withdraws from Cazenovia College, payment arrangements for all outstanding charges must be made prior to their departure. Academic transcripts will not be issued if a student has an unpaid student billing balance. Accounts with balances remaining after withdrawal or graduation may be turned over to a third party collection agency.

For any account that must be turned over to a collection agency, the student and/or their guarantor are responsible for all collection costs. Such costs will be added to the outstanding balance due to 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 available on Self Service-Student Finance-Account Activity. The first payment, after estimated aid is applied, is due no later than August 4. Spring term billing is due no later than January 10. If payment is not received by the due date, a late payment fee of \$150 will be charged. Students are encouraged to stay informed by accessing Self Service-Student Finance on a regular basis.

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 a 10 month payment plan through CASHNet\* for families who want an alternative to lump sum payments. Additional information can be obtained by calling CASHNet at 877-821-0625 or visiting its Web site <https://commerce.cashnet.com/cashnetg/paymentportal/login.aspx> 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.

### ***Undergraduate Tuition and Fees***

Tuition for full-time and part-time students includes student support services. Please note that charges associated with academic sessions outside the fall and spring semesters are not included in the annual tuition, room and board costs.

- Full-time students, those enrolled in 12-18 credits per semester, are charged \$18,013 per semester, for a total of \$36,026 for the academic year. With permission of the Vice President for Academic Affairs, a full-time student may add additional credits beyond 18 credits for an additional overload charge of \$412 per credit hour.
- Part-time students, those enrolled in 1-11 daytime credit hours are charged as follows: 3 credit hours at \$2,283, 6 credit hours at \$4,566, 9 credit hours at \$6,849, 11 credit hours at \$8,371.

Center for Adult and Continuing Education students, those enrolled in 1-11 credit hours and attending classes that begin after 3:30 p.m., are charged \$290 per credit hour.

### ***Room***

Standard Room\*- \$8,206 for the academic year

Single Room - \$9,550 for the academic year

Suite - \$9,716 for the academic year

Apartment - \$10,046 for the academic year

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

### ***Board: Meal Plan Options***

#### **Gold Meal Plan\* - \$7,200**

- Includes up to 24 visits to the Dining Hall and Late Night Operations (in Dining Hall and Sayford Cyber Café) within a week.
- Includes \$200 in Dining Dollars per semester and ten (10) guest meals/semester.

#### **Blue Meal Plan - \$6,530**

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

#### **Commuter Meal plan\*\*- \$2,028**

- Includes up to 80 visits to the Dining Hall and Late Night Operations (in Dining Hall and Sayford Cyber Café) within a semester.
- Includes \$25.00 in Dining Dollars per semester and two (2) guest meals/semester.

\*\* *The Commuter Meal Plan is available only to off-campus and commuter students or apartment residents. Meal plans cannot be changed after the add/drop date. Meal plan elections are for the entire academic year.*

**Fees**

Activity Fee (per semester) - \$187

Graduation (mandatory) - \$196

Room Damage and Key Deposit - \$100

Key/Room damage deposits are refundable without interest.

Orientation Fee - \$196

Audit Fee - \$200 per credit

Transcript Fee - \$10 each

Technology Fee (per semester) - \$134

**Additional Fees**

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

Art and Design Fee (per semester)

Art Majors - \$136

Non-Art Majors - \$74

Division of Business & Management Fund Fee - \$40

Riding Fee for Equitation Courses - \$1,292

Overload Charges

Per credit hour (over 18 credits per semester) - \$412

Alternative Approaches to Credit Fees

Charge per 3 credits - \$325

Parking Permit (per year)

Residential Student - \$200; Commuter - \$100; Premium Permit - \$300

**Center for Adult and Continuing Education Tuition**

Adult and Continuing Education Tuition (per credit hour) - \$290

**Returning Registration Deposit**

All continuing students are required to pay a \$125 registration deposit in the spring semester.

**Special Fees**

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

## **Miscellaneous**

Optional activities or services may be offered at additional charge. Students may incur additional fees or charges not noted above such as parking fines, health services and library fines. These fees or charges are the responsibility of the student and/or the guarantor of the Financial Guarantee Statement. These additional charges will appear on a student's bill as incurred.

For any questions concerning billing, contact the Office of Enrollment Services at 315-655-7888.

### ***Caz One Card***

Cazenovia College is one of many colleges and universities in the United States that have transformed their campus ID cards (CazCard) into a debit card for use on and off campus at select merchant/vendor locations.

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

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

### ***Off-Campus Study (Internships)***

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

### ***Books and Supplies***

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

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

### ***Fire, Theft and Medical Insurance***

The College is not responsible for loss due to fire, theft, or any other cause.

Medical insurance coverage is mandatory. For those without private coverage, a student plan is available for a fee. Information regarding medical insurance may be obtained from the Health Office at 315-655-7122.

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



### ***Check Cashing Policy***

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

### ***Off-Campus Housing***

Students who qualify may receive refund checks from their financial aid funds. The Enrollment Services Center will disburse off-campus housing and refund checks only after finalization of financial aid funds. Contact the Enrollment Services Center for complete details.

### ***Withdrawal/Refund Policy***

1. All fees, including room and board charges and any other listed in the Cazenovia College Catalog, if applicable, are due and payable as of the dates specified therein and before a student may register for classes. There is no refund or abatement of any kind because of illness, withdrawal, dismissal or any other cause during a billing period, except as hereinafter stated.
2. All students are expected to observe community standards and the rules and regulations outlined in the current Cazenovia College Student Handbook.
3. There will be no refund of room and board charges to a student who is removed from College housing during the course of the semester.
4. If the student fails to complete the current year satisfactorily, the College may void this agreement.
5. The withdrawal date is the date written notice is received by the College; or in cases of unofficial withdrawals, the last documented recorded date of attendance in classes.
6. Note: Tuition, housing and board costs for any sessions distinctive from fall and spring semesters are not included in tuition, room and board, or other fees covering the fall and spring semesters. Students wishing to reside on campus during the sessions distinctive from fall and spring semesters must pay additional fees for such room and board, regardless of academic standing or distribution of credits across the academic year. Housing and board fee information for any sessions distinctive from fall and spring semesters is available from the Cazenovia College Enrollment Services Center.

### ***Refund Policy for Institutional Charges***

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

1st week (until end of Add/Drop Period): 100 percent of tuition, room and board costs

2nd week: 75 percent of tuition, room and board costs

3rd week: 50 percent of tuition, room and board costs

4th week: 25 percent of tuition, room and board costs

***Refund Policy for Financial Aid Recipients***

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

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

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

## Academic Support

### *Cazenovia College Student Learning Goals*

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

### *Transition to College*

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

Following acceptance to Cazenovia College, students are evaluated to determine their level of academic skill in the key competency areas of mathematics, and writing. Depending on the evaluation, the College may recommend that students participate in the five week summer JumpStart Program and/or take a stretch course that meets every day to gain additional skills and competency in the subject.

During a one-day summer orientation program, students meet with faculty and Student Life staff. All new students also begin their first semester with the Fall Orientation Program. During orientation, students learn more about the social and academic aspects of being a college student. Students meet with their academic advisors 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 advisors and First Year Seminar faculty. The Center for Teaching and Learning is available to any student who needs academic tutorial assistance. Student Life staff members, particularly resident assistants, resident directors, and counseling staff members are available to assist in the transition to life in a residential college setting.

### *First Year Program*

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

**Achieving the Mission:** The First Year Program accomplishes its mission of integrating students into the College's academic community by providing opportunities for close interaction with College faculty, staff, and students in a range of settings. In particular, First Year students bond with fellow students through interactions within a seminar-style learning environment, and through participation in co-curricular activities.

**A Holistic Approach:** The academic First Year Program is closely coordinated with teaching faculty, Program Directors, Academic Advisors, and Student Life. First year seminar classroom activities are frequently tied to campus events and support services.

The key element of the Program's fall term is the First Year Seminar course. In these courses First Year students will:

- Bond with the faculty as instructors and mentors, as well as with their fellow students
- Experience a set of common learning activities and assessments while studying a topic of special interest to themselves and their instructor.
- Encounter the common educational expectations set by the all-college general education competencies as well as specific disciplinary or interdisciplinary content knowledge within individual seminar sections
- Experience college-level work through an emphasis on active learning and appropriately high academic standards
- Receive support through the mentoring and modeling roles played by upper division master students.

### ***Academic Advisors***

At the beginning of the semester, new students consult with assigned academic advisors regarding their academic schedules. Advisors assist students in designing programs of study that will satisfy student interests while meeting academic requirements. During students' four years at Cazenovia, academic advisors do more than assist students in scheduling classes. Advisors 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. Advisor/advisee relationships evolve as students' needs change over the course of their years at the College.

The relationship between advisors and advisees stems from Cazenovia's declared mission of actively engaging students in learning. Advisors work with their advisees toward fulfilling the following objectives in cooperation with faculty and staff across the campus:

- Growth of students' skills and knowledge both within their chosen major and the College's general education program;
- Increased student maturity and self-confidence;
- Enhanced capacity for independent, self-sustained learning; and
- Identification and clarification of personal, educational and career goals.

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

### ***Center for Teaching and Learning***

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

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

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

**The Center for Teaching and Learning is home to:**

### **JumpStart Summer Program**

The JumpStart Summer College Program, an intensive five week summer program that prepares first year students for fall semester academic life and work. [Learn more about JumpStart Program.](#)

### **Tutoring**

The Center for Teaching and Learning provides tutoring in numerous subjects. Additional information about our [tutoring services](#) and our tutoring schedule is available at [www.cazenovia.edu/academics/center-teaching-and-learning](http://www.cazenovia.edu/academics/center-teaching-and-learning).

### **Office of Special Services**

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

### **Higher Education Opportunity Program (HEOP)**

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

### **Project REACH (Recognizing Excellence, Achievement, Commitment, and Honor)**

Project REACH is a Title IV (TRIO Student Support Services) program which is funded through a grant from the U.S. Department of Education. View additional information about [Project REACH](#).

### **Career Services Office**

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

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

For more information about services and programming, visit [www.cazenovia.edu/academics/career-services](http://www.cazenovia.edu/academics/career-services) or call [315-655-7287](tel:315-655-7287).

### **Internships**

Cazenovia College strongly believes in the value of experiential education. As such, internships are required for most Cazenovia College degree programs. Each year, more than 90% of each graduating class participates

in at least one internship. Internships connect academic study and professional experience and provide students with relevant professional experience often required by employers. Students may meet with their Program Directors and the Career Services Office to identify and evaluate internship goals and timelines. Eligibility varies by major, but students must meet the following general criteria:

- Students must meet general education and degree program prerequisites. Most academic majors require students to reach junior standing before beginning an internship.
- Because most majors have an internship requirement, students must consult with their advisors and program directors.

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

- All internships and internship sites must be approved by Cazenovia College and the students' program directors.
- Students who do not meet requirements for internships may be provided a course substitution or may discuss academic major options with their academic advisors and/or program directors.
- Cazenovia College program faculty and the Career Services Office maintain close ties with the internship sites and assist students with preparing for internship applications and securing internships.
- Students are encouraged to seek opportunities that best match their academic and career goals and will be expected to fully participate in the process of identifying, applying for and obtaining internships.

Students are responsible for costs incurred for applying and interviewing, traveling and working as an intern. Expenses vary by student choices and academic programs.

National and International Internships: Students are encouraged to identify internships that will best meet their educational and career objectives. Students may consider internships locally, nationally or internationally. There are many options for students to have internship experiences across the country and across the world. Students can maximize their internship experiences by careful and early planning. There are many national programs that offer internships to a variety of students in most majors and related careers.

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

## **Center for Adult and Continuing Education**

Cazenovia College provides lifelong learning and educational opportunities to full- and part-time students as well as non-degree students. Those interested in earning degrees on a part-time basis will find a number of degree, certificate and course work options. Part-time students enjoy an affordable tuition rate and may be eligible for financial aid.

Courses are offered in the fall and spring semesters as well as a five-week winter session and two six-week summer sessions. Our courses are offered in a variety of formats including classroom, online, and hybrid.

The Center for Adult and Continuing Education partners with several New York State community colleges to offer bachelor degree programs on community college campuses. Our partnerships include the following:

Bachelor of Science in Human Services:

- Finger Lakes Community College, Geneva, NY
- Hudson Valley Community College, Troy, NY

Bachelor of Science in Inclusive Early Childhood Education & Inclusive Elementary Education:

- Herkimer College, Herkimer, NY
- SUNY Schenectady, Schenectady, NY

Students in these programs have the convenience of earning bachelor degrees without long commutes and at comparable and competitive public university tuition rates.

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

The Center for Adult and Continuing Education offers a certificate in Alcohol and Substance Abuse Counseling which allows students to fulfill the 350 training and educational hours/coursework required by New York State's Office of Alcohol and Substance Abuse Services (OASAS) as partial completion of the Credentialed Alcohol and Substance Abuse Counselor (CASAC) credential. Students may take courses entirely online or on-campus to complete the certificate.

For further information or clarification about programs, offerings and opportunities, call 315-655-7288 or [www.cazenovia.edu/academicis/adult-and-continuing-education](http://www.cazenovia.edu/academicis/adult-and-continuing-education).

## **4+1 Articulation Agreements**

**Contact: Joni Koegel (MBA) or Anita Welych (Arts Administration)**

Cazenovia College has 4+1 articulation agreements for students interested in pursuing a Master of Business Administration (MBA) or Master of Science in Arts Administration.

To be eligible for the MBA 4+1, students must complete one of the programs of study in the Division of Business and Management. The 4+1 offerings recognize the outstanding academic preparation of our graduates and provide the ability for accepted students to waive up to six courses of the typical 17 required for the MBA. Students interested in taking advantage of the 4+1 offerings are encouraged to sign up for the pre-MBA advising track to stay abreast of program requirements and required coursework, as well as participate in graduate school preparation activities.

Cazenovia College also offers a special opportunity for Arts Management majors to be accepted into LeMoyne's Master of Science in Arts Management as an undergraduate student. Students completing their BFA in Arts Management will have up to six graduate credits waived, and maybe able to complete their graduate studies in 18 months or less.

Currently, 4+1 agreements are in place with LeMoyne College and Clarkson College.

### ***Student Success Network***

The Student Success Network (SSN) works to help students who are struggling with academic or social issues. The Network is comprised of faculty, coaches, residence life staff, learning center staff, Enrollment Services Center staff and others who have daily interactions with students. Through the SSN Report, faculty and staff identify students who have demonstrated behaviors that typically lead to academic failure. Information generated through this system will be sent to the Student Success Network (SSN) for an appropriate response. Many of these students will be referred to the Center for Teaching and Learning for help with class attendance and participation, learning styles, time management, test-taking strategies, and other college success skills. The SSN also will determine if the student needs to be referred to other campus resources such as academic advisors or the Counseling Center.

### ***International Study Opportunities***

Cazenovia College students are invited to expand their college experience by taking advantage of international study opportunities. Semester-long study abroad opportunities are available in Canterbury Christ Church University in the United Kingdom and Nagoya Gaquin University in Nagoya, Japan. Faculty-led short-term study abroad trips are offered during the spring and summer. During the 2019/20 academic year, students will have the opportunity to travel to Barcelona and Ireland. Some of these programs have a semester-long seminar required as part of the trip. Additional international study opportunities may become available during the semester. More information can be found on our website at: [www.cazenovia.edu/academics/international-study-opportunities](http://www.cazenovia.edu/academics/international-study-opportunities).



## Academic Policies

### Academic Appeal of Grade

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

- Every student has a right to receive a grade assigned upon a fair evaluation that is not arbitrary, prejudiced or based on error; and,
- Faculty has the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally.

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

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

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

- **Arbitrariness:** The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.
- **Prejudice:** The grade awarded was motivated by ill will, and is not indicative of the student's academic performance.
- **Error:** The instructor made a mistake in fact.

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

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

The Grade Appeal Procedure strives to resolve a disagreement between student and instructor concerning the assignment of a grade in a collegial manner. The intent is to provide a mechanism for the informal discussion of differences of opinion, and for the formal adjudication by faculty only when necessary. In all instances, students who believe that an appropriate grade has not been assigned must first seek to resolve the matter informally with the

instructor of record. If the matter cannot be resolved informally, the student must present his or her case in a timely fashion in the procedure outlined below.

Under normal circumstances, the student must initiate the grade appeal process within 30 days of the end of the academic term in which the disputed grade was received. If the college representative, at any step, fails to review and/or respond within the time limits provided, the student may proceed to the next step. If the student fails to respond within the time limits provided, the appeal shall be deemed to have been withdrawn.

Grade appeals will be reviewed in the following manner.

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

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

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

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

### **Academic Honesty**

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

integrity. College faculty and the Office of Academic Affairs are responsible for maintaining standards of academic honesty.

Cazenovia College expects students to maintain their commitment to academic honesty. Students are held responsible for acts such as plagiarism, cheating on assignments, or other forms of academic dishonesty, including, but not limited to:

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

## **Academic Dishonesty Sanctions**

### *General policy*

In all instances of academic dishonesty, the Vice President for Academic Affairs or his/her designate will notify a student that a faculty member has reported an offense. The instructor will send a memo to the Vice President for Academic Affairs, copied to the student, documenting the incident and including the evidence of academic dishonesty. This memo and any additional documentation will be placed in the student's permanent file in the Registrar's Office.

Within five business days, the Office of Academic Affairs will send a letter to the student formally documenting the offense and outlining the policy on Academic Honesty, including the penalties described below. The student may place a letter in his/her file responding to the charge. In addition, the student may request a meeting with the Committee on Academic Honesty to appeal the finding. This request must be made within five business days of the receipt of the memo from the Vice President for Academic Affairs.

If the student declines to appeal, the Vice President for Academic Affairs will impose the appropriate penalty. If the student chooses to appeal, the Committee on Academic Honesty will hear the appeal and make recommendations to the Vice President for Academic Affairs. In either case, the Vice President for Academic Affairs will notify the student about resulting sanctions. Penalties for academic dishonesty become more severe if repeated. Failure of the student to complete the sanction[s] will result in additional sanction[s] to be determined by the Vice President for Academic Affairs or his/her designate. These additional sanction[s] may include failure of the involved class.

#### *Penalties for acts of academic dishonesty*

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

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

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

## **Academic Standing**

### *Academic Credits*

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

### *Audit*

A student might wish to audit a course. Approval to audit a course is subject to capacity of that course. As an auditor, the student has the right to attend classes and participate in all of the activities of the class; there is no obligation to fulfill course requirements or to take examinations. Neither a grade nor credit is given for the course. There is a fee charged to audit a course.

### *Developmental Coursework*

Based on the results of high school performance, entering students may be required to take a supplemental English and/or Mathematics courses to bring their academic skills up to college level. These courses count toward full-time status for financial and athletic eligibility.

### *Academic Course Load*

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

Students receiving financial aid must maintain full-time status at all times in order to remain eligible for aid. Student athletes must maintain a minimum of 12 credit hours in order to be eligible to play.

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

### *Overloads*

Credits in excess of 18 require the approval of the Vice President for Academic Affairs. Additional overload tuition will be assessed beyond 18 credit hours.

### *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.

### *Grades*

Students receive a letter grade in each course taken. In most courses, grades of "A" (outstanding), "B" (superior), "C" (satisfactory), "D" (deficient) or "F" (failing) are given. An instructor may add a plus or minus to indicate a student's relative position. (There are no "A+" or "D-" grades.) An "I" (incomplete) indicates that the student receives additional time to complete their coursework. "W" indicates withdrawal from a course and is not calculated into grade point averages. All courses graded Pass on a Pass/Fail basis are certified to be a "D" grade or better.

Students are permitted to take up to three courses at Cazenovia College on a Pass/Fail basis. Those courses cannot be counted toward General Education requirements, and cannot count toward required courses in the student's major or minor. In other words, they must be taken for elective credit.

Offering a course on a P/F option is at the discretion of the instructor. No instructor is obligated to offer a course on a P/F option. If it is offered as a P/F option, it must be stated on the course syllabus.

The grade will not affect the student's GPA.

Students must identify classes they are taking under this option before the end of Drop/Add. The decision to take a course as P/F cannot be reversed after the class begins.

The instructor will submit a grade of "P" or "F" for the course. A "P" reflects a grade of D or above.

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

<b>A</b>	4.0	<b>C+</b>	2.3	<b>F</b>	0.0
<b>A-</b>	3.7	<b>C</b>	2.0	<b>I</b>	0.0
<b>B+</b>	3.3	<b>C-</b>	1.7	<b>W</b>	0.0
<b>B</b>	3.0	<b>D+</b>	1.3		
<b>B-</b>	2.7	<b>D</b>	1.0		

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:

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

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.

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

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

#### *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 (developmental courses do not count as academic credits) and achieve a semester grade point average of 3.5 or better for all courses attempted. Students are not eligible for the Dean's List if they receive an I, F, or W for the semester.

### *Grading Standards*

Faculty has primary responsibility for assigning grades that the students earn. Grades represent an instructor's impartial, professional evaluation of a student's work on a given assignment or in a given course. The students will receive a syllabus which includes a clear statement of the course requirements and grading standards.

### *Incomplete Grades*

When a student is not able to complete 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 faculty may give an extension of up to six weeks in the following term. If the student fails to complete the missing work by the end of this extension period, a grade of "F" is automatically recorded. Faculty will determine when the "I" needs to be complete, up to six weeks in the following term.

### *Grade Reports*

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

### *Grade Changes*

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

### **Academic Warning**

In order to be in good academic standing students must maintain a 2.0 or higher grade point average. If you are in your freshman or sophomore year at Cazenovia College and your cumulative grade point average falls below a 2.0 at the end of a semester, you will receive an academic warning letter from Academic Affairs. This warning becomes part of the student's official academic record. It will be suggested that you and your advisor work on an academic plan to achieve at least the minimum cumulative grade point average requirement.

### **Academic Dismissal**

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

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

	<b>Minimum Cumulative Credits</b>	<b>Minimum Cumulative Grade Point</b>
First Year *		
Beginning of Fall Term	0	0.0

Beginning of Spring Term	6	1.5
Second Year*		
Beginning of Fall Term	15	1.8
Beginning of Spring Term	27	1.8
Third Year*		
Beginning of Fall Term	39	2.0
Beginning of Spring Term	51	2.0
Fourth Year*		
Beginning of Fall Term	66	2.0
Beginning of Spring Term	81	2.0
Fifth Year*		
Beginning of Fall Term	96	2.0
Beginning of Spring Term	111	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.*

Dismissed students may be readmitted to the College in the subsequent term via an Academic Reinstatement Agreement which provides a plan for success customized for each student. The issuance of the Agreement is made solely by and at the discretion of the Vice President for Academic Affairs. This document supersedes the conditions for dismissal listed in this catalog. Students readmitted to the College under an Academic Reinstatement Agreement can be dismissed for non-compliance with the Agreement by the Vice President for Academic Affairs or her designated representative at any time during the semester.

Students not readmitted under an Academic Reinstatement Agreement may appeal their dismissal based on extraordinary circumstances, which include major medical issues or extended leaves from campus. Appeals are reviewed by the Vice President for Academic Affairs. Appealing students will be informed of their status by mail and email.

*Dismissal and Probationary Status for students enrolled with the Center for Adult and Continuing Education*

All matriculated students through the Center for Adult and Continuing Education are required to follow the Satisfactory Academic Progress standards set by the Center. Students are required to matriculate (declare a major) upon the completion of 30 credit hours taken at Cazenovia College.

Students are subject to dismissal if they fall below probationary standards. GPA for continuing education students is cumulative and therefore will be calculated based on all course work taken. Continuing education students are not required to meet the minimum cumulative credits earned by term. If, at the end of each semester, a student's grades fall below this minimum standard, he or she will be dismissed and will receive a letter from the Director of the Center for Adult and Continuing Education informing him or her of their status. Students will be dismissed if their minimum cumulative grade point average does not meet the minimum requirements outlined below.



Full-time students who are dismissed academically are eligible to enroll part-time through the Center for Adult and Continuing Education. Academic progress will be assessed after the student has completed 15 credits on a part-time basis.

<b>Cumulative Credits</b>	<b>Minimum Cumulative Grade Point</b>
0	0.0
6	1.5
15	1.8
27	1.8
39	2.0
51	2.0
66	2.0
81	2.0
96	2.0
111	2.0

### **Alternative Approaches to Earning Credit or Fulfilling a Degree Requirement**

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

#### *Credit for Professional Experience*

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

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

### *Credit by Examination or Challenge Examination*

Students may also apply for credit by presenting results of examinations offered through CLEP (College Learning Examination Program) or Advanced Placement (AP) Exams. Information on minimally acceptable scores on these exams may be obtained from the Enrollment Services Center. Students must provide official transcripts of test results.

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

### **Attendance**

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

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 in which they enroll;
3. Knowing there are no automatically "excused" absences to attend athletic events, field trips or any other reason. Students who face a conflict between class attendance and other needs (for example, illness, serious family crisis) must notify their faculty in advance. When advance notice is impossible, faculty must be contacted as soon as possible. There is no situation where the failure to contact professors is excusable. *No one except the faculty member in charge of a class may excuse an absence;*
4. All coursework and making arrangements any coursework missed including assignments, tests, exams, lecture notes, et cetera. Unexcused absences from announced tests, laboratories, special class projects and reports will result ordinarily in the award of an "F" for the work missed; and
5. Scheduling appointments and other responsibilities so they do not conflict with classes.
6. Absences in excess of 2 days may be reported to the Student Support Network.

### **Graduation**

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

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

A student who has completed all degree requirements including a minimum of 60 credits at Cazenovia College 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.

Cazenovia College recognizes academic degree completion three times a year: the May Commencement date, August 31, and December 31. We will allow students who are near the completion of their degree to walk at the May commencement ceremony. In order to qualify, a student must document that they can complete their required courses by the end of the summer session and provide an academic plan that has been approved by their advisor, by the Vice President for Academic Affairs and the Registrar. The plan must include no more than 12 credits hours that are to be finished the summer semester following the May commencement ceremony. Once all degree requirements have been satisfied the College will provide the student with an official academic transcript that indicates a May, August or December completion date. Cazenovia College only confers academic degrees once per year at the annual May commencement ceremony. Diplomas will be mailed during the summer.

### **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. A student may be permitted to complete a regular course with supervision of a faculty member if a needed course is not offered or there is a course scheduling conflict. Faculty members are limited in the number of independent studies they are allowed to supervise in an academic semester. The Academic Dean must approve all independent study contracts.

Credits are variable, depending upon the nature and scope of the course. Applications are available from the College's intranet system.

### **Leave of Absence/Medical Leave**

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

### **Privacy Rights**

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

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

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask Cazenovia College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Cazenovia College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The Act applies only to "educational records" and does not include records maintained by Alumni Association or published directory information. **Such "directory information" includes name, hometown, state, previous educational agencies or institutions attended, enrollment data, major, degree, and year of graduation, awards and degrees received, participation in officially recognized activities and photographs.** Students who want this information withheld must annually notify the Records Office in writing within the first week of classes.
5. The right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and office that administrates FERPA is:
  6. **Family Compliance Policy Office**
  7. **US Department of Education**
  8. **400 Maryland Ave, SW**
  9. **Washington DC, 20202-8520**
10. Students desiring further information or wishing to waive their right to privacy by naming authorized persons should contact the Enrollment Services Center. In order to authorize persons students must complete the form found below.

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

### **Re-admittance**

If a student ceases enrollment at Cazenovia College and is readmitted, that student is responsible for requirements in the catalog under which he or she is readmitted.

## **Policies on Records and Registration**

### *Change in Major/Double Major/Degree*

A student may change his or her major by completing a change form. This form is signed electronically by the student and his or her advisor. The Enrollment Services Center will process it once it has been received.

Students may pursue two degrees or degrees in two programs concurrently with the approval of the Vice President for Academic Affairs. Students may also declare a double major, in which students earn the same degree (B.A., B.S., B.F.A., B.P.S.) in different disciplines. (Students pursuing B.S. Criminal Justice and Homeland Security Studies and B.S. Psychology are exempt from approval.) Students may also pursue double concentrations or specializations.

Students are required to contact the Academic Program Director for each major in order to develop a path to graduation for concurrent enrollment. Students seeking double degrees/majors are required to successfully complete the degree requirements for each academic program. Students enrolled in double degrees are required to complete a Senior Capstone for each degree. Students enrolled in double majors within the same degree may be able to complete one Senior Capstone at the discretion of the Program Directors. Students may be able to decrease the number of cumulative credits required for a double degree/major by securing course waivers and/or substitutions. Waivers and/or substitutions are initiated with the students' academic advisor.

Students must submit the declaration of dual major/degree/concentration/specialization form (available from their Advisor) to Academic Affairs for approval.

### *Minors*

Minors require a minimum of 18 credits of coursework. A student may add a minor by completing a change form. This form is signed electronically by the student and his or her advisor. The Enrollment Services Center will process it once it has been received.

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

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

### *Drop/Add Period*

Normally, the first six business days of the semester are used for drop/add, where a student can drop or add any class without academic or financial penalty. Please check the academic calendar for the dates of the drop/add period.

### *Course Withdrawal*

A student who withdraws after the Drop/Add period will have the enrollment and withdrawal entered on the transcript together with the notation "W". Course withdrawals are ordinarily not permitted after the posted withdrawal deadline. For courses that are less than a full semester, please consult with Enrollment Services for the withdrawal deadline. A student who stops attending without officially withdrawing will receive an "F" for the course.

### *Repeating a Course*

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

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

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

### **Summer and Winter Courses**

Summer courses allow students an opportunity to take up to two courses during a six-week session following the end of the spring semester. Adding an additional course requires approval of the Academic Dean.

Winter courses allow students an opportunity to take one course during a five-week term following the end of the fall semester. Normally, students may enroll in only one course during the winter term. Adding an additional course requires approval of the Academic Dean.

Summer and winter coursework is charged in addition to fall and/or spring semesters.

### **Transcripts**

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

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

### **Withdrawal from the College**

Students who need to withdraw during the semester from the College for a documented medical reason must contact the Registrar for approval. The academic record for a medical withdrawal will be processed as a normal withdrawal unless the student is planning on reenrolling at Cazenovia College the following semester. A student who withdraws during a semester may be subject to the Federal Return of Title IV funds regulation if subsequent enrollment at Cazenovia College does not occur. Please refer to the Refund Policy for Financial Aid Recipients in the Financial Services section of this Catalog for details. Additional questions should be directed to the Enrollment Services Center. A student athlete who is considering a medical withdrawal should also consult with the Director of Athletics or the Faculty Athletic Representative regarding continue playing eligibility.

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

Students who withdraw for the semester after the midpoint of the term receive a grade of "W" in all courses.

## **Academic Involuntary Withdrawal from a Course or Cazenovia College**

Students enrolled at the College may voluntarily withdraw from a course before the published official withdrawal date; students may withdraw from the College before the last day of class for the semester. However, the College reserves the right to involuntarily withdraw the student from a course or Cazenovia College in order to protect the integrity of the College's learning environment when the student is not able or willing to withdraw from courses.

Any involuntary withdrawal will be determined on a case-by-case basis.

The following explanations explain in more detail the circumstances for involuntary withdrawal from a course or the College due to academic circumstances.

### *Excessive unexcused absences*

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

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

Students who have excessive absences in the majority of their courses that will prevent them from passing these courses may be involuntarily withdrawn from the College. The Vice President for Academic Affairs or designee, in consultation with the student's academic advisor, program director, SSN (Student Success Network), the Registrar, and other pertinent campus entities will make the involuntary withdrawal determination.

### *Inappropriate classroom behavior policy*

Unruly or ill-mannered behavior is inappropriate in any instructional setting, e.g. classroom, online, Blackboard, field trips, etc. When an instructor finds that the student's behavior is not conducive to an appropriate instructional environment, the instructor has the right to ask the student to leave the instructional setting.

At this point, the faculty member has the right to require the students speak to the Academic Vice President or designee to resolve instructional setting behavioral issues. The Academic Vice President, among other things, may advise the student that h/she will be dropped from the courses with a grade of "W" if the behavior does not change. This decision is final.

Students who have exhibited inappropriate behaviors in the majority of their courses may be involuntarily withdrawn from the college. The Vice President for Academic Affairs or designee, in consultation with the student's academic advisor, program director, Dean for Student Life, Athletics, SSN (Student Support Network), the Registrar, and other pertinent campus entities will make the involuntary withdrawal determination.

### **Harm or Disruption to Community**

The College may involuntarily withdraw a student when the student exhibits behavior that:

harms, or threatens to harm, the health, safety or well-being of the College community as a whole or any particular member of the College community, including the student himself or herself; or is significantly disruptive to the

educational, residential and other activities of the College community. The decision to impose a leave of absence is made by the Dean for Students on a case-by-case basis, and each student's individualized circumstances will be taken into account.

Except in emergency circumstances, the student will be given the opportunity to respond to a proposed withdrawal and to provide additional information for consideration before an involuntary leave is imposed. In the event of an emergency, the student will be given this opportunity shortly after the imposition of the leave (usually within a few days).

#### *Appeal of involuntary withdrawal*

Involuntary withdrawals from Cazenovia College may be appealed to the President who has the final decision.

#### *Readmission after involuntary withdrawal*

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

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

### **All Other Academic Policies**

#### **Athletic Participation**

Throughout the semester, members of the Cazenovia College athletic teams compete in contests necessitating travel which may result in class absences. Student athletes are required to consult with their instructors in advance of their absences. When games are rescheduled, students need to inform their instructor(s) as soon as possible. Student athletes are not permitted, per NCAA Division III policy, to miss class due to team practices.

#### **Field Trips**

Travel to away-from-campus locations is a part of many academic programs at Cazenovia College. Students must seek permission from their instructor(s) if they may miss a class due to a field trip. It is the student's responsibility to inform instructors in advance of field trips and to arrange for make-up classes, tests, examinations, etc., as appropriate.



## **All-College Honors Program**

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

### **CURRICULUM:**

Curriculum would consist of three components:

#### **Honors courses within the general education core:**

- EN 101 H Academic Writing I Honors
- EN 201 H Academic Writing II Honors
- CM 121 H Effective Speaking Honors

#### **Honors Seminars:**

- Seminar 200
- Seminar 300

#### **Contract courses within the major:**

- Students would select at least two courses in their major, above the first year level and contract with the faculty member teaching this course to complete additional work which would qualify this course as an honors course. Students would also complete an honors senior capstone project.

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

### **ADMISSION TO THE PROGRAM:**

The Honors Committee will make all admissions decisions.

#### **Incoming first year students:**

- Minimum high school cumulative GPA of 3.5 or minimum SAT score of 1100 (1650 New SAT) or minimum ACT score of 24
- A personal statement explaining the candidate's interest in the program and the importance of education
- Recommendation of the Vice President of Admissions

#### **Matriculated students are invited to apply after the first or second semester at Cazenovia College**

- Minimum 3.3 cumulative GPA earned at Cazenovia College
- Recommendation from a Cazenovia College faculty member

- A writing portfolio
- A personal statement explaining the candidate's interest in the program and the importance of education

**Students transferring** in as juniors can be accepted into the program only if they were in an Honors Program at their previous school. To qualify for an all college honors degree at Cazenovia College, transfer students will have to earn a minimum of 12 honors credits (four courses) at Cazenovia College. A junior level honors seminar and an honors senior capstone must be included among the courses completed at Cazenovia College.

#### **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.

## Honor Societies

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

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

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

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

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

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

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

*Kappa Pi:* Cazenovia College houses the Theta Psi chapter of Kappa Pi. The oldest and largest art honor society, Kappa Pi was founded in 1911 and currently counts with 71 recognized chapters nationally and internationally. Kappa Pi promotes artistic achievement at the collegiate level by recognizing students with exceptional talent, creativity and scholarship. Community service is encouraged. Students from any major with at least 12 credits of studio art (SA) or fine art (FA) credits may apply for membership if they fulfill the following requirements: 3.0 overall GPA, and a 3.5 GPA in their studio art or fine arts courses.

*Lambda Pi Eta:* Lambda Pi Eta (LPH) is the national communication honor society. LPH was founded in 1985 and is associated with the National Communication Society. Found on over 400 colleges and universities, LPH is dedicated to promoting and recognizing undergraduate achievements in the scholarship of communication. LPH seeks to develop close relationships between students and faculty and to encourage graduate education in the field. The requirements for membership include the completion of 60 credit hours (12 in Communication Studies), and a 3.0 grade point average (3.25 GPA in Communication Studies courses).

*Pi Gamma Mu:* Pi Gamma Mu encourages and recognizes superior scholarship in social-science disciplines and fosters cooperation and social service among its members. Pi Gamma Mu's constitution defines the social sciences to include the disciplines of history, political science, sociology, anthropology, economics, psychology, international relations, criminal justice, social work, social philosophy, history of education, and cultural/human geography. Membership is also extended to interdisciplinary social-science areas that build on the core social-science disciplines, such as business and society, education, minority studies, public administration, international studies, public finance, leadership studies, consumer behavior, public policy and organizational behavior. Membership requires 3.5 grade point average, and completion of at least 20 credits in the social sciences. Students are inducted annually in the fall.

*Pi Lambda Theta:* Founded in 1910, Pi Lambda Theta (PLT) is one of the most prestigious education honor societies. PLT is part of the PDK International family of education associations and is governed by the PDK International Board of Directors. PLT is open to undergraduate students who intend to pursue a career in education, have a cumulative GPA of at least 3.5 and have senior standing.

*Psi Chi:* The Psi Chi Honor Society is specifically for students in the Psychology program. The chapter at Cazenovia College recognizes academic excellence, service to the campus and community, and fosters creative development in the field of psychology.

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

*Sigma Tau Delta:* Sigma Tau Delta is the international honor society that recognizes excellence among students enrolled in the English program at Cazenovia College. The following membership criteria must be met in order to join Sigma Tau Delta: at least three English courses beyond EN 101 and EN 201, one of which must be at or above the 300-level, and at least one of which is a literature course; a B average in all EN courses taken; and a cumulative GPA of 3.0 or higher. Membership is open to students in any degree program. Members of Sigma Tau Delta are expected to promote interest in literature and the English language through activities hosted and organized by the society.

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

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

## Academic Program Summary

### Inventory of Registered Programs

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

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

### Program Offerings (HEGIS code)

#### ***Bachelor of Arts***

Biology (0401)  
Communication Studies (0601)  
English (1501)International Studies (2210)  
Liberal Studies (4901)\*  
Social Science (2201)\*

#### ***Bachelor of Fine Arts***

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

#### ***Bachelor of Science***

Business (0501)  
Criminal Justice and Homeland Security Studies (2209)  
Inclusive Early Childhood Education (0823)  
Inclusive Elementary Education (0823)  
Environmental Biology (0420)  
Finance (0504)  
History (2205)  
Human Services: Generalist (2101)\*  
Human Services: Alcohol & Substance Abuse  
Human Services: Counseling & Mental Health  
Human Services: Social Services for Children and Youth  
Human Services: Generalist  
Individual Studies (4901)  
Liberal Studies (4901)\*  
Psychology (2001)  
Social Science (2201)\*

### ***Bachelor of Professional Studies***

Equine Business Management (0599)  
Fashion Merchandising (0509)  
Finance (0504)  
Hospitality Management (0508)  
Sport Management (0599)  
Business Management (0506)  
Concentrations in Accounting\*

### ***Masters of Science***

Clinical Mental Health Counseling (2104.10)

### ***Certificate Programs***

Alcohol and Substance Abuse Counseling (2104)  
Equine Reproductive Management (5402)  
Management and Supervision\* (5004)  
Purchasing Management\* (5004)

### ***Minors***

- Aging Services
- Art History
- Arts Management
- Biology
- Business
- Communication Studies
- Criminal Justice
- Economics
- Education
- English
- Entrepreneurship
- Fashion Design
- Fashion Merchandising
- Forensic Photography
- Health Care Management
- History
- Hospitality Management
- Human Services
- Interior Decorating
- International Studies
- Marketing
- Mathematics
- Multiplatform Journalism & Production
- Philosophy
- Photography
- Pre-Art Therapy
- Pre-Law
- Psychology
- Sociology
- Sport Studies
- Studio Art (General, 2-D or 3-D)
- Theatre
- Visual Communications
- Women's & Gender Studies

### ***Program Offerings through Center for Adult and Continuing Education Only***

#### ***Associate in Arts***

Human Services: Counseling and Mental Health (5506)  
Human Services: Social Services for Children and Youth (5506)  
Liberal Studies (5649)

***Associate in Applied Science***

Business Management (5004)

Individualized Studies (5699)

***Associate in Science***

Business Management (5004)

Criminal Justice and Homeland Security Studies (5505)

Human Services: Counseling and Mental Health (5506)

Human Services: Social Services for Children and Youth (5506)

Individualized Studies (5699)

**Certificate Programs**

Alcohol and Substance Abuse Counseling

***\* Degree/Certificate programs also available through the Center for Adult and Continuing Education.***



## General Education Program

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

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

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

### The General Education Program Requirements

The General Education Program requirements are based on a set of ten All-College competencies, which include courses that initiate (First Year Seminar) and culminate (Senior Capstone) a student's college experience.

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

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

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

1. **Written Communication.** To produce writing that is appropriate to audience, context, and purpose.
2. **Spoken and Interpersonal Communication.** To communicate effectively through conversation and oral presentation in both informative and persuasive contexts.
3. **Ethics.** To understand the principles underlying ethical conduct and apply them in making life choices and workplace decisions.
4. **Quantitative Literacy.** To demonstrate proficiency in the use of mathematical or statistical reasoning.
5. **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.

6. **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.
7. **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.
8. **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.
9. **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.
10. The General Education Program also requires the completion of a **First Year Seminar and Senior Capstone course:**

### **First Year Seminar**

First Year Seminar introduces students to the essential elements of college coursework.

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

### **Senior Capstone**

Each major requires a Senior Capstone course that is the culmination of students' professional and general education studies. The Senior Capstone course marks the conclusion of students' work both within the major and the general education program. Student Senior Capstone materials, with the appropriate signed permission form, will be given to the library to be cataloged and added to the collection and, thereafter, will be made available to the campus community.

### ***General Education Curriculum Requirements***

Below is a general listing of those gateway courses that fulfill basic General Education competency requirements. 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 requirements:

#### **All-College Competency #1: Written Communication (6)**

EN 101 Academic Writing I AND

EN 201 Academic Writing II

**All-College Competency #2: Spoken and Interpersonal Communication (6)**

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

**All-College Competency #3: Ethics (3)**

- HU361 Commitment and Choice OR
- HU365 Ethics

**All-College Competency #4: Quantitative Literacy (3)**

Any college level mathematics course\*

**All-College Competency #5: Cultural Literacy (3)**

Select course from this list:

- EN 210 Approaches to Literature
- EN 216 Shakespeare and His Rivals
- EN 221 Ethnic American Literature
- EN 241 Children's Literature
- FA 111 Art History: to the Middle Ages
- FA 112 Art History: Renaissance to the Present
- HG 101 World Civilization to 1550
- HG 102 World Civilization 1550 to Present
- HG 121 U.S. History to 1877
- HG 122 U.S. History 1877 to Present
- HU 160 Introduction to Philosophy

**All-College Competency #6: Scientific Literacy (3-4 credits)**

Select course from this list:

- SB 110 Introduction to Anthropology
- PS 120 Introduction to Psychology
- SB 130 Introduction to Sociology
- SM 117 Diversity of Life
- SM 118 Cellular and Molecular Biology
- SM 121 General Chemistry I
- SM 131 Physics I
- SM 132 Physics II
- SM 140 Environmental Science

**All-College Competency #7: Diversity and Social Consciousness (3)**

Select course from this list:

- EN 221 Ethnic American Literature
- FA 401 Contemporary Developments in the Arts
- HG 211/311 History of the African Diaspora
- HG 212/312 History of Africa
- HG 223 Women in American History

- HG 261 Comparative Political Ideologies
- LG \_\_ Foreign Language course
- SB 110 Introduction to Anthropology
- SB 130 Introduction to Sociology
- SB 201 Multicultural Contributions to American Society
- SB 250 Cultural Geography

**All-College Competency #8: Visual Literacy (3)**

Select course from this list:

- FA 111 Art History: to the Middle Ages
- FA 112 Art History: Renaissance to the Present
- FA 123 Introduction to Film Analysis
- FA 125 History and Contemporary Trends in Photography
- FA 161 Theater History: Prehistory to the Jacobean Period
- FA 210 Art of the World
- FA 408 Aesthetics: Philosophy of the Arts

**All-College Competency #9: Critical Thinking, Problem Solving, and Information Literacy (3)**

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

**All-College Competency #10: First Year Seminar and Senior Capstone (6)**

**First Year Seminar (3)**

Student choice from list of available First Year Seminars

**Senior Capstone (3)**

Designated Senior Capstone course in major (see program degree requirements)

*\* Associate degree candidates need only demonstrate math proficiency by taking and passing either the math proficiency exam or SM100.*

# Undergraduate Degree Programs

## *Division of Art and Design*

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Bachelor's Degree in Interior Design.....	75
Bachelor's Degree in Studio Art.....	78
Bachelor's Degree in Studio Art: Arts Management.....	82
Bachelor's Degree in Studio Art: Commercial Photography.....	86
Bachelor's Degree in Studio Art: Fine Art Photography.....	90
Bachelor's Degree in Visual Communications: Advertising Design.....	94
Bachelor's Degree in Visual Communications: Graphic Design.....	98
Bachelor's Degree in Visual Communications: Illustration/Animation.....	101
Bachelor's Degree in Visual Communications: Web/Interactive Design.....	105

## *Division of Business and Management*

Bachelor's Degree in Business.....	108
Bachelor's Degree in Finance (BPS).....	111
Bachelor's Degree in Finance (BS).....	117
Bachelor's Degree in Management: Accounting.....	123
Bachelor's Degree in Management: Business Management (BPS).....	126
Bachelor's Degree in Management: Equine Business Management.....	129
Bachelor's Degree in Management: Fashion Merchandising.....	133
Bachelor's Degree in Management: Hospitality Management.....	137
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## *Division of Humanities and Natural Sciences*

Bachelor's Degree in Biology.....	143
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Bachelor's Degree in Environmental Biology.....	152
Bachelor's Degree in Individual Studies.....	155
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## *Division of Social and Behavioral Sciences*

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Bachelor's Degree in History.....	164
Bachelor's Degree in History and Social Science (Dual Major).....	167
Bachelor's Degree in Human Services: Alcohol/Substance Abuse.....	170
Bachelor's Degree in Human Services: Social Services for Children & Youth.....	174
Bachelor's Degree in Human Services: Counseling/Mental Health.....	177
Bachelor's Degree in Human Services: Generalist.....	180
Bachelor's Degree in Inclusive Early Childhood Education.....	183
Bachelor's Degree in Inclusive Elementary Education.....	187
Bachelor's Degree in International Studies.....	191
Bachelor's Degree in Psychology.....	194
Bachelor's Degree in Psychology/Criminal Justice & Homeland Security Studies (Dual Major).....	197

## ***Bachelor's Degree in Fashion Design***

### **Fashion Design Mission Statement**

The Bachelor of Fine Arts degree in Fashion Design prepares students for success in the fashion industry by developing technical and creative skills needed for students to cultivate fashion concepts, create patterns and construct garments, use current construction and digital technology to present their own fashion lines. Program emphasis is on technical design and product development with special focus on ready-to-wear fashions under a broad curriculum in a supportive classroom and studio environment that allows students to cultivate individual design concepts for a variety of fashion markets through studio and lecture classes with individual and team-based projects and experiential career-based opportunities including off-campus semesters and required internships. A minor in Fashion Design is available.

### **Fashion Design Minor**

Students interested in fashion may also choose to enroll in our Fashion Design minor as a complement to a different major.

> Learn more about our Fashion Design minor.

### **Student Learning Goals:**

- Students will master fashion design concepts and skills as required for the fashion industry upon successful program completion.
- Students will cultivate theoretical and practical research and creative process skills to develop innovative solutions to fashion design problems, as required in the fashion industry.
- Students will employ hand and digital design methods for garment visualization, patternmaking, development/construction, production and presentation, as required in the fashion industry.
- Students will be prepared for entry-level positions in the fashion industry upon graduation.

### **Facilities:**

The Fashion Design program is housed in the three floors of Jephson Campus B. This facility includes:

Sewing/design laboratory including:

- Industrial sewing machines
- Juki 8700 straight stitch
- Merrow/rolled hem
- Singer 831 sergers
- Union cover stitch

Pattern cutting tables

Professional dress forms

CAD lab with:

- dual platform Macintosh computers
- fashion industry software including OptiTex patternmaking and NEDGraphics presentations
- scanners

- printers
- large format printer capable of printing up to 44" fabric

Material resource room

Lecture and seminar rooms

### Special Features:

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

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

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

**New York City Semester:** This is an option for qualifying students, during which they are enrolled in Cazenovia College and taking their courses in New York City, including internship, and an elective class. Options are also available for study-abroad programs.

### Internships:

- Three credits of Internship course work are required for Fashion Design students.
- Students must complete a required number of credits in their program and demonstrate knowledge-based and social competency to qualify for internship placement.
- The **Fashion Tour class** provides students with an overview of the fashion industry and prepares them for internships.
- **Faculty and staff in the Fashion Studies Program, College Career and Internship offices** work with students to help define their goals, explore internship options, and complete the application process.
- Read more about the semester in New York City program and sample internship sites on our Fashion Internships page.

### Career Opportunities:

Assistant Designer	Technical Designer
Patternmaker	Apparel Manufacturer
Stylist	Store Management
Sales Representative	Product Development
Retail Management	Costume Designer

Sample Pattern Maker  
Quality Control Analyst  
Merchandise Manager

Design Business Owner  
Fashion Promotions Coordinator  
Assistant Buyer



## **Fashion Design Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

FD 498 Senior Project: Research and Development (3)

Senior Capstone: FD 499 Senior Project: Apparel Collection (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

FA 218 Fashion History (3)

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

Career Courses

Course (Credits)

SA 111 Drawing –Perception & Composition (3)

SA 131 Color –Design & Theory (3)

SA 132 Structuring Human Space (3)

VC 118 Digital Foundations (3)

FD 110 Clothing Construction I (3)

FD 111 Clothing Construction II (3)

FD 113 Fashion Drawing (3)

FD 131 Survey of the Global Apparel Industry (3)

FD 212 Draping Design (3)

FD 213 Textiles (3)

FD 221 Flat Pattern Design (3)

FD 255 Digital Fashion Illustration (3)

FD 321 Junior Fashion Studio (3)

FD 322 Computerized Patternmaking (CAD) (3)

FD 365 Product Development Principles (3)

FD 366 Product Development Applications (3)

FD 381 Fashion Design Internship (3)

FD 382 Fashion Tour (2)

FD 393 Internship Prep (1)

FD/FM 3\_\_ Fashion Elective (3)

FD 451 Senior Fashion Studio (3)

FD 493 Professional Practices & Portfolio (3)

**Total Career Program Credits - 63**

**TOTAL PROGRAM CREDITS - 66**

### **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (12)

300/400 level (6)

**Total Open Elective Credits - 18**

**TOTAL ELECTIVE CREDITS - 18**

**TOTAL CREDITS FOR DEGREE - 123**

### ***Bachelor's Degree in Interior Design***

The award-winning Interior Design program prepares students to be immediately productive in the professional practice of interior design through the integrated study of theoretical, functional, and aesthetic components of the industry. Our students are trained to analyze, interpret, and resolve the specific needs of various clients, user groups, and interior environments. The Bachelor of Fine Arts degree program is built on a foundation in the liberal arts.

#### **Student Learning Goals:**

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

#### **Special Features:**

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

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

## **Interior Design Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

ID 498 Senior Topics (3)

Senior Capstone: ID 499 Senior Project Studio (3)

### **TOTAL GENERAL EDUCATION CREDITS – 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

FA 131 History Architecture & Interiors I: Antiquity to the Renaissance(3)

FA 132 History Architecture & Interiors II (3): Baroque to the Present

### **Total Arts & Sciences Program Credits - 6**

Career Courses

Course (Credits)

ID 111 Drafting (3)

ID 115 Models & Drawings (3)

ID 121 Rendering (3)

ID 221 Residential Design (3)

ID 232 Universal Design (3)

ID 242 Finishes & Materials (3)

ID 243 Textiles for Interiors (3)

ID 250 Building Construction (3)

ID 271 AutoCAD (3)

ID 318 Furniture Design (3) OR ID 317 Kitchens, Baths, & Built-Ins (3)

ID 320 Professional Practice (3)

ID 322 Contract Interiors (3)

ID 324 Hospitality Design (3)

ID 365 Lighting I (3)

ID 369 Building Codes (3)

ID 372 3-D Computer Modeling (3)

ID 381 Internship (3)

ID 425 Retail & Exhibition Design (3)

ID 460 Interior Design Portfolio (3)

ID 465 Lighting II (3)

ID 300-400 Level Career Elective (3)

SA 111 Drawing: Composition and Perception (3)

SA 131 Design & Color Theory (3)

VC 118 Digital Foundations (3) OR VC 174 Digital Page Layout (3)

**Total Career Program Credits - 69**

**TOTAL PROGRAM CREDITS – 75**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (6)

300/400 level (6)

**Total Open Elective Credits - 12**

**TOTAL ELECTIVE CREDITS – 12**

**TOTAL CREDITS FOR DEGREE – 126**

## ***Bachelor's Degree in Studio Art***

Graduates with the BFA in Studio Art at Cazenovia College have careers as art therapists, art teachers, museum curators and administrators, gallery managers and owners, college professors, artisans, art business owners, professional fine artists, and ceramists, among other career paths.

### **Mission Statement**

The Studio Art program produces artists and art professionals who are technically astute, creative problem-solvers, and who are professionally prepared for careers in the arts. Through a studio-based curriculum enhanced by a foundation in the liberal arts, students in the BFA Studio Art program explore a wide range of 2-dimensional media including drawing, painting, photography and printmaking; 3-dimensional media including glass, ceramics, wood, and metal; and time-based media including video and performance art.

Courses enable students to inform their art practice with a knowledge of art history and contemporary visual culture. Throughout the curriculum professional practices, including required internships, are emphasized.

Dedicated professional faculty mentor students through a highly individualized education tailored to each student's artistic and academic goals, preparing them for graduate school and/or a wide range of careers such as art educators, arts administrators, art therapists, artisans, and professional studio artists.

Graduates of the Studio Art program leave well prepared for the competitive market, equipped with artistic skill in a range of media and driven by a strong work ethic and intellectual curiosity.

### **Facilities**

Exciting news! Jephson Campus A (JCA), the historic stone building near beautiful Cazenovia Lake, has been ***completely renovated into a state of the art facility***. JCA now houses a wood shop, metal/welding shop, painting/drawing studio, design/computer studio, and facilities for jewelry and small metals, ceramics, kiln-formed glass and sculpture.

Coleman Hall on main campus offers additional studio space and the Printmaking Studio. Reisman Hall includes a beautiful gallery and sculpture court, exhibiting the work of students, faculty and other professional artists. The computer labs and photo studio are available for student use.

### **Special Features:**

- Since 2011, the artisan business **smART (student-made ART)** has provided students interested in art/craft production, business skills and arts management with real-life experience in running and growing an art-based, sustainable business. Students re-purpose wine bottles and corks from Magnus Ridge Winery on Seneca Lake into useful, ingenious products. Profits from sales are returned to the business and provide training and employment to students interested in small business management and kiln-formed glass.
- Each student completes a professional internship, specifically selected in conjunction with the internship instructor. They explore a career area of personal interest, gain important professional experience, and form professional networks.
- Studio Art seniors have a dedicated senior studio space in the Jephson Campus A building.
- Our students benefit from a strong relationship with nearby **Stone Quarry Hill Art Park**, a nationally-recognized outdoor sculpture and nature park with a seasonal gallery, international artist-in-residency program, and sweeping views of the surrounding countryside. Students frequently exhibit their art in the gallery, work on the grounds and occasionally complete internships in its bucolic setting.

- Most Studio Art majors choose one or more minors to complement their major studies. Art History, Arts Management, Pre-Art Therapy, Photography, Fashion Design, Communications and Visual Communications are popular choices. For non-majors, the Studio Art minor is available.
- Since the fall of 2017, the Studio Art program has a newly-designed Arts Management major popular with many students.
- Students pursuing a [minor in Arts Management](#) may also be eligible to participate in the [accelerated path agreement](#).

**Student Learning Goals:**

- Offer in-depth studio training in Painting, Figure Drawing, Ceramics, Sculpture, Kiln-Formed Glass, Small Metals/Jewelry, Printmaking and Photography.
- Teach students to communicate visually across various media using the principles of design.
- Help students understand and respond to the historical and cultural influences that shape the contemporary art world.
- Prepare students for art and photo related careers by ensuring an understanding of technical, critical and professional skills.

## **Studio Art Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SA 498 Senior Project: Research and Development (3)

Senior Capstone: SA 499 Senior Project: Thesis Exhibition (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

FA 111 Art History: to the Middle Ages (3)

FA 112 Art History: Renaissance to the Present (3)

FA 210 Art of the World (3)

FA 401 Contemporary Developments in the Arts (3)

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

Career Courses

Course (Credits)

SA 111 Drawing: Perception/Observation (3)

SA 121 Painting (3)

SA 131 Design + Color Theory (3)

SA 132 Structuring Human Space (3)

SA 161 Photography I (3)

SA 168 Time, Movement and Narrative (3)

SA 214 Figure Drawing (3)

SA 241 Ceramics (3)

SA 242 Sculpture: Glass/Mixed Media (3)

SA 276/263 Computer Imaging or Digital Photography (3)



SA 302 Graphic Forms (3)  
SA 361 Site and Space (3)  
SA 311 Life Drawing & 3-D Forms (3)  
SA 365 Alternative Processes (3)  
SA 381 Internship (3)  
SA 393 Internship Preparation (1)  
SA 493 Professional Practices and Portfolio (3)  
SA 3/4XX Intermediate/Advanced SA courses (6)  
SA or FA 309 Special Topics in the Arts (3)

**Total Career Program Credits - 58**

**TOTAL PROGRAM CREDITS - 70**

## **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (9)

300/400 level (3)

**Total Open Elective Credits - 12**

**TOTAL ELECTIVE CREDITS - 12**

**TOTAL CREDITS FOR DEGREE - 121**

\* Recommended electives: BU 215 Arts Management, FA 405 Arts in the Community, SA 308 Jewelry/Small Metals, and SA 231 Printmaking.

## ***Bachelor's Degree in Studio Art: Arts Management***

**The Bachelor of Fine Arts in Studio Art: Arts Management** prepares students simultaneously for careers as both artists and arts management professionals. This unique program features the right combination of business, communications, and marketing courses alongside rigorous studio art training and a foundation in the liberal arts.

### **Mission Statement**

Our focus on business, critical-thinking and professional skills prepares students for entry-level positions in a wide range of careers in art-making and arts management, including: arts administration, development, promotion, museum studies, gallery or art center management, theater/dance/music management, festival management, arts policy, small business ownership, entrepreneurial endeavors or as fine arts and artisans. Students will additionally be well prepared for graduate school.

Dedicated, professional faculty carefully mentor students through a highly individualized approach tailored to each student's artistic, academic and career goals. As students progress through the studio art, business, and professional sequences of courses, they combine an intimate knowledge of the arts with a solid background in business and marketing. Additionally, real-life business opportunities exist through internships and two student-centered businesses on campus, providing valuable practical management, retail, artistic, and marketing experience. Students in Arts Management exit the college well-prepared to become arts management professionals or practicing artists ready to start and manage their own business.

### **Facilities**

Jephson Campus A (JCA), the historic stone building near beautiful Cazenovia Lake, has been ***completely renovated into a state of the art facility***. JCA houses a wood shop, metal/welding shop, painting/drawing studio, design/computer studio, and facilities for jewelry and small metals, ceramics, kiln-formed glass and sculpture. A fully-equipped seminar room hosts classes, guest speakers and panels. The Deacon Gallery offers students the opportunity to curate and participate in exhibits. The Catherine Cummings Theatre gives students an opportunity to work with the artist in residence **David Lowenstein** and the theatre operations manager.

Coleman Hall on the main campus offers additional studio space, including the Printmaking Studio. Reisman Hall includes a professional gallery and sculpture court, exhibiting the work of students, faculty and other professional artists. Students have multiple opportunities to work with the gallery director on exhibitions. The computer labs and photo studio are available for student use.

### **Special Features**

- A variety of arts management opportunities await Cazenovia Arts Management majors, including student-run ventures such as smART and the annual Holiday Craft Fair. Theater management opportunities, gallery assistant positions, participation in other sales venues, and internships at museums, galleries and artisan businesses round out student experiences.
- Since 2011, the student-run artisan business **smART (student-made ART)** has provided students interested in art/craft production, business skills and arts management with real-life experience in running and growing an art-based, sustainable business. Students repurpose wine bottles and corks from Magnus Ridge Winery on Seneca Lake into useful, ingenious products. Profits from sales are returned to the business and provide training and employment to students interested in art business management and kiln-formed glass.
- Each student completes one or more professional internships, specifically selected in conjunction with the internship instructor. They explore careers, gain important professional experience, and form professional networks.

- Our students benefit from a strong relationship with nearby **Stone Quarry Hill Art Park**, a nationally-recognized outdoor sculpture and nature park with a seasonal gallery, international artist-in-residency program, and sweeping views of the surrounding countryside. Students may exhibit their art in the gallery, work on the grounds and occasionally complete internships in its bucolic setting.
- Most Studio Art majors choose one or more minors to complement their major studies. Art History, Social Media Production, Photography, Fashion Design, Communications and Visual Communications are popular choices. For non-majors, the Arts Management minor is available.
- Cazenovia College offers a special opportunity for Arts Management majors to be accepted while still an undergraduate into the LeMoyne College MS in Arts Administration. Students completing their BFA in Arts Management will have 6 graduate credits waived, and be able to complete their graduate studies in 18 months or less. Learn More: [Read About the “Accelerated Path Program”](#) | [View the Memorandum of Understanding with LeMoyne College \(pdf\)](#)

### **Student Learning Goals:**

- Students will demonstrate solid business and management skills, display an understanding of the role of the arts in the public and private sectors, and apply their artistic insight to the management of the arts.
- Students will demonstrate competency with the use of visual forms and design principles in both two-dimensional and three-dimensional media.
- Students will possess the technical skills, knowledge, and experience needed to begin their careers in one or more art-related fields or to pursue graduate study.

### **Arts Management Minor**

Students interested in Arts Management may also choose to enroll in our Arts Management minor as a complement to a different major.

### **Career Options**

Museums: curator, curator of education, development, gallery manager, marketing, registrar, director of operations, etc.

Art galleries: director, marketing director, sales staff, educator, development

Art centers: director, educator, director of programming, marketing, community liaison

Auction houses: appraisers, sales staff, art handlers

Theatre/dance/music management

Box office manager

Event promoter/organizer

Event planner

Artist agent

Small business owner

Self-employed artist or artisan

Government agencies: policy expert

Non-profit management: any nonprofit agency

Grantwriter

Studio Art: Arts Management Curriculum

## **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SA 498 Senior Project: Research and Development (3)

Senior Capstone: SA 499 Senior Project: Thesis Exhibition (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

## **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

FA 111 Art History I (3)

FA 112 Art History II (3)

FA 210 Art of the World (3)

FA 401 Contemporary Developments in the Arts (3)

FA 405 Arts in the Community (3)

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

Career Courses

AC 110 Fundamentals of Accounting (3)

BU 110 Principles of Management (3)

BU 215 Arts Management (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

SA 111 Drawing: Perception/Observation (3)

SA 131 Design + Color Theory (3)

SA 132 Structuring Human Space (3)

SA 161 Photography I (3)

SA 168 Time, Movement and Narrative (3)

*Choose 3 of the following:*

SA 121 Painting (3)

SA 214 Figure Drawing (3)

SA 241 Ceramics (3)

SA 242 Sculpture: Glass/Mixed Media (3)

SA 311 Life Drawing & 3-D Forms (3)

*Choose 1 of 2:*

SA 302 Graphic Forms (3)

SA 361 Site and Space (3)

FA 351 Museum as Medium (3)

SA 381 Internship (3)

SA 393 Internship Preparation (1)

SA 493 Professional Practices and Portfolio (3)

SA 3/4XX Intermediate/Advanced SA courses (6)

SA or FA 309 Special Topics in the Arts (3)

VC 174 Digital Page Layout

**Total Career Program Credits - 61**

**TOTAL PROGRAM CREDITS - 76**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (9)

300/400 level (6)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 15**

**TOTAL CREDITS FOR DEGREE - 121**

\* Recommended electives:

BU 363 Business Law (highly recommended)

212 Small Business Management/Ownership

BU 314 Event Planning

BU 361 Business Promotions

BU 413 Entrepreneurship

FA 265 Theatre Production

VC 118 Digital Foundations

VC 375 Designing for the Web

SA 276 Computer Graphics

SA studio electives

### ***Bachelor's Degree in Studio Art: Commercial Photography***

The Studio Art: Commercial Photography program produces artists who are technical masters, creative problem-solvers and professionally prepared for careers in art and photography.

Through a studio-based art curriculum and a foundation in the liberal arts, students in this Bachelor of Fine Arts degree program will explore all forms of lens-based media including digital and film photography, Photoshop manipulation, alternative processes, studio lighting, video editing and large format photography.

Interdisciplinary courses enable students to develop their photographic skills alongside skills in marketing, web design, management and critical thinking.

Dedicated, professional faculty mentor students through a highly individualized education tailored to each student's artistic and academic goals, preparing them for careers as portrait, fashion, editorial or product photographers, to open their own photography studio or to pursue graduate work in the arts.

#### **Student Learning Goals**

- Offer in-depth studio training in video, film and digital photography.
- Teach students to communicate visually in lens-based media using the elements and principles of design.
- Help students understand the conceptual, practical and aesthetic applications of commercial photography.
- Prepare students for photography related careers.

#### **Facilities**

Our photography programs are housed in the lower level of Reisman Hall. The facility includes:

- Black and white darkroom
- Alternative process darkroom
- Lighting studio (equipped with strobes, cool lights, large format cameras, backdrops, tripods, lighting accessories and props)
- Digital lab with: iMac workstations, large format Canon Printers, high resolution film scanners, Adobe CC

#### **Special Features:**

- Each student completes a professional internship. They gain experience, explore an area of personal interest, get on the job training and begin to form their network of professionals.
- In their final year, students complete a yearlong senior project, which includes both research and visual work. It culminates with an exhibition, which is mounted in the gallery in Reisman Hall. Students have a hand in the entire process, from making postcards to installing the work and presenting it to the public.
- Commercial Photography majors may choose one or more minors to complement their major. Popular choices are Visual Communications, Business, Communication Studies, Marketing and Forensic Photography.

After graduation, our photography students have found success in:

- Portrait, fashion and editorial photography
- Owning a photography studio
- Wedding and event photography
- Sports photography
- Graduate studies in such areas as art education, studio art, photography, art therapy, art history and theory

**Photography Minor**

Students interested in photography may also choose to enroll in our Photography minor as a complement to a different major.

> [Learn more about our Photography minor.](#)

## Studio Art: Commercial Photography Curriculum

### General Education Courses

Visit [www.cazenovia.edu/general-education-requirements](http://www.cazenovia.edu/general-education-requirements) for more information.

All-College Competencies #1-8 (30 or 31 credits)

All-College Competency #9: Critical Thinking, Problem Solving and Information Literacy:

SA 498 Senior Project: Research and Development (3)

All-College Competency #10:

First Year Seminar (3)

SA 499 Senior Project: Thesis Exhibition (3)

**Total General Education Credits: 39 or 40**

### Program Courses

#### Art & Sciences

FA 112 Art History II (3)

FA 125 History and Contemporary Trends in Photography (3)

FA 401 Contemporary Development in the Arts (3)

CM 410/420 Advocacy OR Persuasion (3)

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

#### Career Studies

BU 240 Principles of Marketing (3)

BU 215 Arts Management (3)

VC 118 Digital Foundations (3)

VC 375 Designing for the Web (3)

SA 131 Design + Color Theory (3)

SA 161 Photography I (3)

SA 162 Black and White Film Photography (3)

SA 168 Time, Movement and Narrative (3)

SA 263 Digital Photography (3)

SA 270 Studio Photography (3)

SA 276 Computer Imaging (3)

SA 320 On Assignment: Editorial, Location and Documentary Photography (3)

SA 325 Large Format Photo & Fine Printing (3)

SA 365 Alternative Processes (3)

SA 393 Internship Prep. (1 credit)

SA 381 Internship (3)

SA 410 Professional Photography Practices and Portfolio Prep (3)

SA 3/4XX Intermediate/Advanced SA (photo only) courses (6)

SA/FA 309 Special Topics in the Arts (3)

**Total Career Studies Credits: 58**

**Total Program Credits: 70**

#### Electives

100-400 level Open Electives (9 credits)

300/400 level Open Electives (3)



**Total Open Elective Credits: 12**  
**Total Elective Credits: 12**

**Total Credits for Degree: 120 or 121**

### ***Bachelor's Degree in Studio Art: Fine Art Photography***

The Studio Art: Fine Art Photography program produces artists who are technical masters, creative problem-solvers and professionally prepared for careers in art and photography.

Through a studio-based art curriculum and a foundation in the liberal arts, students in the Bachelor of Fine Arts degree program will explore all forms of lens-based media including digital and film photography, Photoshop manipulation, alternative processes, studio lighting, video editing and large format photography.

Interdisciplinary courses enable students to inform their photographic practice with a knowledge of art history, visual culture, drawing, design, color theory and sculpture.

Dedicated, professional faculty mentor students through a highly-individualized education tailored to each student's artistic and academic goals, preparing them for careers in the art world as exhibiting artists, photo educators and multimedia specialists or at fine-art related institutions such as museums, galleries and studios or to pursue graduate work and earn a master's degree in the arts.

#### **Student Learning Goals**

- Offer in-depth studio training in video, film and digital photography.
- Teach students to communicate visually in lens-based media using the elements and principles of design.
- Help students make informed responses to the historical and cultural forces that shape the contemporary art world.
- Prepare students for photography related careers.

#### **Facilities**

Our Photography programs are housed in the lower level of Reisman Hall. The facility includes:

- Black and white darkroom
- Alternative process darkroom
- Lighting studio (equipped with strobes, cool lights, large format cameras, backdrops, tripods, lighting accessories and props)
- Digital lab with: iMac workstations, large format Canon Printers, high resolution film scanners, Adobe CC

#### **Special Features:**

- Each student completes a professional internship. They gain experience, explore an area of personal interest, get on the job training and begin to form their network of professionals.
- In their final year, each student completes a yearlong senior project, which includes both research and visual work. It culminates with an exhibition, which is mounted in the gallery in Reisman Hall. Students have a hand in the entire process, from making postcards to installing the work and presenting it to the public.
- Most Fine Art Photography majors choose one or more minors to complement their major. Popular choices are Art History, Studio Art, Multiplatform Journalism and Production and Pre-art Therapy.

After graduation, our Photography students have found success in:

- Fine art photography—exhibiting and selling work
- Photography educators at workshops and art centers
- Photojournalism and documentary photography

- Arts administration, including directing professional galleries or other positions within galleries and museums, theaters, performing arts organizations, and other cultural agencies
- Artist residencies, writing and getting grants
- Graduate studies in such areas as art education, studio art, photography, art therapy, art history and theory

**Photography Minor**

Students interested in photography may also choose to enroll in our Photography minor as a complement to a different major.

> [Learn more about our Photography minor.](#)

## Studio Art: Fine Art Curriculum

### General Education Courses

Visit [www.cazenovia.edu/general-education-requirements](http://www.cazenovia.edu/general-education-requirements) for more information.

All-College Competencies #1-8 (30 or 31 credits)

All-College Competency #9: Critical Thinking, Problem Solving and Information Literacy:

SA 498 Senior Project: Research and Development (3)

All-College Competency #10:

First Year Seminar (3)

SA 499 Senior Project: Thesis Exhibition (3)

**Total General Education Credits: 39 or 40**

### Program Courses

#### Art & Sciences

FA 111 Art History I (3)

FA 112 Art History II (3)

FA 125 History and Contemporary Trends in Photography (3)

FA 210 Art of the World (3)

FA 401 Contemporary Development in the Arts (3)

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

#### Career Studies

SA 111 Drawing: Perception/Observation (3)

SA 131 Design + Color Theory (3)

SA 132 Structuring Human Space (3)

SA 161 Photography I (3)

SA 162 Black and White Film Photography (3)

SA 168 Time, Movement and Narrative (3)

SA 263 Digital Photography (3)

SA 270 Studio Photography (3)

SA 276 Computer Imaging (3)

SA/FA 309 Special Topics in the Arts (3)

SA 320 On Assignment: Editorial, Location and Documentary Photography (3)

SA 325 Large Format Photo & Fine Printing (3)

SA 361 Site and Space OR SA 415 Graphic Forms (3)

SA 365 Alternative Processes (3)

SA 393 Internship Prep. (1 credit)

SA 381 Internship (3)

SA 410 Professional Photography Practices and Portfolio Prep OR SA 493 Professional Practices and Portfolio (3)

SA 3/4XX Intermediate/Advanced SA (photo only) courses (6)

**Total Career Studies Credits: 55**

**Total Program Credits: 70**

**Electives**

100-400 level Open Electives (9 credits)

300/400 level Open Electives (3)

**Total Open Elective Credits: 12**

**Total Elective Credits: 12**

**Total Credits for Degree: 120 or 121**

### ***Bachelor's Degree in Visual Communications: Advertising Design***

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand.

If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program leads to a Bachelor of Fine Arts and offers concentrations in Advertising Design, Graphic Design, Web/Interactive Design, and Illustration/Animation. Students may wish to pursue more than one concentration within the program.

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

#### **Student Learning Goals:**

- Students will cultivate intellectual curiosity and practice critical thinking skills during the creative design process.
- Students will identify desired outcomes and analyze socio-cultural context as they solve visual design problems.
- Students will be prepared for professional positions in the field of visual communications or graduate school in related fields.

#### **Special Features:**

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

- Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
- Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the art dual boot computer studio labs.

**Career Opportunities:**

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

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

Positions graduates may seek include:

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

## **Visual Communications: Advertising Design Curriculum**

### **GENERAL EDUCATION COURSES**

Courses (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

VC 498 Senior Research (3)

Senior Capstone: VC 499 Senior Project (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Courses (Credits)

FA 111 Art History I, or FA210 Art of the World (3)

FA 112 Art History II (3)

CM 320 Communication in the Mass Media (3)

CM 420 Persuasion (3)

VC 221 History of Visual Communications (3)

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

Career Courses

Courses (Credits)

SA 111 Drawing: Composition & Perception (3)

SA 161 Photography I (3)

VC 111 Design & Digital Color Theory (3)

VC 112 Concepting (3)

VC 118 Digital Foundations (3)

VC 140 Typography (3)

VC 174 Digital Page Layout (3)

VC 206 Storyboarding (3)

VC 235 Commercial Video & Film Production (3)

VC 241 Advertising Design I (3)

VC 242 Graphic Design I (3)

VC 274 Imaging Graphics (3)

VC 341 Advertising Design II (3)

VC 375 Web Design I (3)

VC 384 Visual Communications Internship (3)

VC 492 Senior Portfolio I (3)



VC 493 Senior Portfolio II (3)

VC 300-400 Career Electives (6)

VC 281 Internship Preparation (1)

**Total Career Program Credits - 58**

**TOTAL PROGRAM CREDITS – 67**

**ELECTIVES**

Open Electives

Courses (Credits)

100-400 level (9)

300/400 level (6)

**Total Open Elective Credits -15**

**TOTAL ELECTIVE CREDITS – 15**

**TOTAL CREDITS FOR DEGREE - 121**

### ***Bachelor's Degree in Visual Communications: Graphic Design***

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand.

If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program leads to a Bachelor of Fine Arts and offers concentrations in Advertising Design, Graphic Design, Illustration/Animation, and Web/Interactive Design. Student may wish to pursue more than one concentration within the program.

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

#### **Student Learning Goals:**

- Students will cultivate intellectual curiosity and practice critical thinking skills during the creative design process.
- Students will identify desired outcomes and analyze socio-cultural context as they solve visual design problems.
- Students will be prepared for professional positions in the field of visual communications or graduate school in related fields.

#### **Special Features:**

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

- Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
- Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the art dual boot computer studio labs.

### **Career Opportunities:**

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

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

Positions graduates may seek include:

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

## Visual Communications: Graphic Design Curriculum

### GENERAL EDUCATION COURSES

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

Critical Thinking, Problem Solving and Information Literacy: VC 498 Senior Research (3)

Senior Capstone: VC 499 Senior Project (3)

**TOTAL GENERAL EDUCATION CREDITS – 39**

### PROGRAM COURSES

#### Art & Sciences Courses

Courses (Credits)

FA 111 Art History I, or FA210 Art of the World (3)

FA 112 Art History II (3)

CM 320 Communication in the Mass Media (3)

VC 221 History of Visual Communications (3)

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

#### Career Courses

Courses (Credits)

BU 240 Principles of Marketing (3)

SA 111 Drawing: Composition & Perception (3)

VC 111 Design & Digital Color Theory (3)

VC 112 Concepting (3)

VC 118 Digital Foundations (3)

VC 140 Typography (3)

VC 174 Digital Page Layout (3)

VC 232 Illustration I (3)

VC 241 Advertising Design I (3)

VC 242 Graphic Design I (3)

VC 274 Imaging Graphics (3)

VC 342 Graphics Design II (3)

VC 374 Interactive Graphics (3)

VC 375 Web Design I (3)

VC 384 Visual Communications Internship (3)

VC 388 Package Design (3)

VC 492 Senior Portfolio I (3)

VC 493 Senior Portfolio II (3)

VC 300-400 Career Elective (6)

VC 281 Internship Preparation (1)

**Total Career Program Credits - 61**

**TOTAL PROGRAM CREDITS - 67**

### ELECTIVES

#### Open Electives

Courses (Credits)

100-400 level (9)

300/400 level (6)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS – 15**

**TOTAL CREDITS FOR DEGREE - 121**

### ***Bachelor's Degree in Visual Communications: Illustration/Animation***

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand.

If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program leads to a Bachelor of Fine Arts and offers concentrations in Advertising Design, Graphic Design, Illustration/Animation, and Web/Interactive Design. Student may wish to pursue more than one concentration within the program.

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

#### **Student Learning Goals:**

- Students will cultivate intellectual curiosity and practice critical thinking skills during the creative design process.
- Students will identify desired outcomes and analyze socio-cultural context as they solve visual design problems.
- Students will be prepared for professional positions in the field of visual communications or graduate school in related fields.

#### **Special Features:**

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

- Students spend their entire senior year building print and online portfolios while conducting successful job searches with mentors in the field. These portfolios are widely acknowledged by local industry professionals as the best in the region, making graduates competitive on the job market regionally as well as nationally.
- Classes are small and taught in seminar/discussion/studio format by well-qualified, experienced faculty members in Reisman Hall, with state-of-the art dual boot computer studio labs.

**Career Opportunities:**

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

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

Positions graduates may seek include:

Freelance Designer Owner, partner, principal of a design business, Illustrator (book, magazine, advertising, editorial, greeting card, etc.), Visual image developer Game designer, Animator Cartoonist, Digital Artist, Visual Effects Artist/Designer, Digital Imaging Specialist Visual journalist, Broadcast Designer for film or, TV Motion Graphics Designer, or Comic Book & Graphic Novel Illustrator.

## **Visual Communications: Illustration/Animation Curriculum**

### **GENERAL EDUCATION COURSES**

Courses (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

VC 498 Senior Research (3)

Senior Capstone: VC 499 Senior Project (3)

**TOTAL GENERAL EDUCATION CREDITS – 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Courses (Credits)

FA 111 Art History I, or FA 210 Art of the World (3)

FA 112 Art History II (3)

VC 221 History of Visual Communications (3)

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

Career Courses

Courses (Credits)

SA 111 Drawing: Composition & Perception (3)

SA 214 Figure Drawing (3)

VC 111 Design & Digital Color Theory (3)

VC 112 Concepting (3)

VC 118 Digital Foundations (3)

VC 140 Typography (3)

VC 206 Storyboarding (3)

VC 232 Illustration I (3)

VC 235 Commercial Film & Video Production (3)

VC 242 Graphic Design I (3)

VC 274 Imaging Graphics (3)

VC 311 Illustration II (3)

VC 312 Illustration III (3)

VC 351 2D Animation (3)

VC 375 Web Design I (3)

VC 384 Visual Communications Internship (3)

VC 411 3D Animation (3) OR VC 412 Motion Graphics (3)

VC 492 Senior Portfolio I (3)

VC 493 Senior Portfolio II (3)

VC 300-400 Career Elective (6)

VC 281 Internship Preparation (1)

**Total Career Program Credits - 64**

**TOTAL PROGRAM CREDITS – 67**

### **ELECTIVES**

Open Electives

Courses (Credits)

100-400 level (15)

**Total Open Elective Credits – 15**

**TOTAL ELECTIVE CREDITS – 15**

**TOTAL CREDITS FOR DEGREE - 121**



### ***Bachelor's Degree in Visual Communications: Web/Interactive Design***

In recent years, demand for skilled employees in the creative professions has risen dramatically. As technology develops and its potential applications in the workplace increase, the need for Visual Communications graduates continues to grow. The Visual Communications program has a proven record of producing graduates ready to meet this ever-evolving demand.

If you are looking for a major that will prepare you for professional success in a creative field, Visual Communications at Cazenovia College is the place for you. The program leads to a Bachelor of Fine Arts and offers concentrations in Advertising Design, Graphic Design, Illustration/Animation, and Web/Interactive Design. Student may wish to pursue more than one concentration within the program.

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

#### **Student Learning Goals:**

- Students will cultivate intellectual curiosity and practice critical thinking skills during the creative design process.
- Students will identify desired outcomes and analyze socio-cultural context as they solve visual design problems.
- Students will be prepared for professional positions in the field of visual communications or graduate school in related fields.

#### **Special Features:**

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

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

### **Career Opportunities:**

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

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

Positions graduates may seek include:

Art Director, Brand Identity Designer, Brand Manager, Broadcast Designer for film or TV, Content Developer, Creative Director, Database Administrator, Digital Production, E-commerce Site Developer, Executive Producer, Flash Media Designer, Freelance Designer, Game Designer, Information Architect, Interactive Art Director, Interactive Project Manager, Interface Designer, Java Developer, Marketing Manager, Media Designer, Mobile Applications Developer, Motion Graphics Designer, Multimedia Designer, Multimedia Developer, Multimedia Producer, Multimedia Programmer, New Media Specialist, Partner of a design business, PHP Developer, Senior Producer, Server Administrator, Video production, Web Administrator, Web Applications Developer, Web Designer, Web Developer (front end/interface systems), Web Illustrator, Web Producer, Web Programmer/Developer (back end systems), Web Project Manager, Web Scripting, Webmaster, Web Programmer/Developer (back end systems), Web Project Manager, Web Scripting, Webmaster.

### **Visual Communications: Web/Interactive Curriculum**

#### **GENERAL EDUCATION COURSES**

Courses (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

VC 498 Senior Research (3)

Senior Capstone: VC 499 Senior Project (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

#### **PROGRAM COURSES**

Art & Sciences Courses

Courses (Credits)

FA 111 Art History I, or FA 210 Art of the World (3)

FA 112 Art History II (3)

SB 130 Introduction to Sociology (3) OR SB 110 Introduction to Anthropology (3)

VC 221 History of Visual Communications (3)

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

Career Courses

Courses (Credits)

SA 111 Drawing: Composition & Perception (3)

VC 111 Design & Digital Color Theory

VC 112 Concepting (3)

VC 118 Digital Foundations (3)

VC 140 Typography (3)

VC 206 Storyboarding (3) OR VC 174 Digital Page Layout  
VC 235 Commercial Film & Video Production  
VC 242 Graphic Design I (3)  
VC 274 Imaging Graphics (3)  
VC 341 Advertising Design II  
VC 351 2D Animation (3)  
VC 374 Interactive Design (3)  
VC 375 Web Design I (3)  
VC 384 Visual Communications Internship (3)  
VC 412 Motion Graphics  
VC 475 Web Design II (3)  
VC 492 Senior Portfolio I (3)  
VC 493 Senior Portfolio II (3)  
VC 300-400 Career Elective (6)  
VC 281 Internship Preparation (1)

**Total Career Program Credits - 61**

**TOTAL PROGRAM CREDITS - 67**

### **ELECTIVES**

Open Electives

Courses (Credits)

100-400 level (12)

300/400 level (3)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS – 15**

**TOTAL CREDITS FOR DEGREE - 121**

### ***Bachelor's Degree in Business***

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

This program is fully accredited through the International Accreditation Council for Business Education.

Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

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

#### **Special Features:**

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

## **Business Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473/475 Business Research Methods/Marketing Research (3)

Senior Capstone: BU 495 Senior Capstone (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SM 261 Statistics (3)

SM 265 Calculus I (3)

SB 201 Multicultural Contributions (3)

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

Career Courses

Course (Credits)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

BU 105 Global Business (3)

BU 121 Microsoft Word (1)

BU 122 Microsoft Excel (1)

BU 110 Principles of Management (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

BU 301 SPSS (1)

BU 331 Organizational Behavior (3)  
BU 363 Business Law (3)  
BU 381 Internship Preparation (1)  
BU 481 Business Management Internship (3-15)  
AC/BU Electives (6)

**Total Career Program Credits - 37**

**TOTAL PROGRAM CREDITS - 52**

**ELECTIVES**

Arts and Sciences Electives

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

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

Open Electives

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

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 30**

**TOTAL CREDITS FOR DEGREE - 121**

### ***Bachelor's Degree in Finance (BPS) – Four Year Program***

The Finance program Bachelor of Professional Studies requires completion of a business research course, a senior capstone course, and five finance courses, including fundamentals of financial management, personal financial planning, and three finance course electives. It prepares students for business careers along with providing exposure to fundamental finance subject matters. Business careers such as: business manager, administrator, analyst, consultant, or planner. The program leads to a Bachelor of Professional Studies and is designed so students can gain a proficiency in both management and finance fundamentals.

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

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

- Prepare students for entry-level employment in management related and finance oriented disciplines;
- Prepare students for graduate-level work in business and finance; and
- Prepare students for employment in management or finance oriented management.

#### **Special Feature:**

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

#### **Career Opportunities:**

Manager

Administrator

Analyst

Consultant

Planner

### **Management: Finance Curriculum**

#### **GENERAL EDUCATION COURSES**

Course (Credits)

First Year Seminar (3)

EN 101 Academic Writing 1 (3)

EN 201 Academic Writing 2 (3)

Scientific Literacy (3)

CM 121 Effective Speaking (3)

CM 301 Communication (3)

Diversity GE (3)

Visual Literacy (3)

Cultural Literacy (3)

HU 361/365 Commitment and Choice/ Ethics (3)

BU 473 Business Research (3)

BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS – 36**

**PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SM 161 College Algebra (3)

SM 261 Statistics (3)

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

Career Courses

Course (Credits)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

FI 2XX Fundamentals of Financial Management (3)

FI 385 Personal Financial Planning (3)

Select 3 of the following 10 courses:

FI 310 Investment Analysis and Portfolio Management (3)

FI 320 Corporate Financial Budgeting (3)

FI 330 Corporate Finance (3)

FI 340 Real Estate Investments (3)

FI 350 Alternative Investments (3)

FI 360 International Financial Markets (3)



FI 370 Entrepreneurial Finance (3)

FI 380 Financial Markets and Institutions (3)

FI 410 Risk Management and Derivatives (3)

FI 420 Financial Ethics (3)

BU 105 Global Business (3)

BU 110 Principles of Management (3)

BU 230 Business Communication (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

BU 301 SPSS (1)

BU 363 Business Law (3)

BU 381 Internship Preparation (1)

BU 481 Business Management Internship (3-15)

AC/BU/FI Elective 100/400 (3)

AC/BU/FI Elective 300/400 (3)

**Total Career Program Credits – 50**

**TOTAL PROGRAM CREDITS – 62**

## **ELECTIVES**

Open Electives

Course (Credits)

100/400 Level (10)

300/400 Level (12)

**TOTAL ELECTIVE CREDITS – 22**

**TOTAL CREDITS FOR DEGREE - 120**

## **Bachelor's Degree in Finance (BPS) – Three Year Accelerated Program**

The Finance program Bachelor of Professional Studies requires completion of a business research course, a senior capstone course, and five finance courses, including fundamentals of financial management, personal financial planning, and three finance course electives. It prepares students for business careers along with providing exposure to fundamental finance subject matters. Business careers such as: business manager, administrator, analyst, consultant, or planner. The program leads to a Bachelor of Professional Studies and is designed so students can gain a proficiency in both management and finance fundamentals.

This program is fully accredited through the International Accreditation Council for Business Education. Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

### **Student Learning Goals:**

- Prepare students for entry-level employment in management related and finance oriented disciplines;
- Prepare students for graduate-level work in business and finance; and
- Prepare students for employment in management or finance oriented management.

### **Special Feature:**

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

### **Career Opportunities:**

Manager

Administrator

Analyst

Consultant

Planner

## **Management: Finance Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

First Year Seminar (3)

EN 101 Academic Writing 1 (3)

EN 201 Academic Writing 2 (3)

Scientific Literacy (3)

CM 121 Effective Speaking (3)

CM 301 Communication (3)

Diversity GE (3)  
Visual Literacy (3)  
Cultural Literacy (3)  
HU 361/365 Commitment and Choice/ Ethics (3)  
BU 473 Business Research (3)  
BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS – 36**

**PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)  
HG 131 Macroeconomics (3)  
HG 132 Microeconomics (3)  
SM 161 College Algebra (3)  
SM 261 Statistics (3)

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

Career Courses

Course (Credits)  
AC 201 Financial Accounting (3)  
AC 202 Managerial Accounting (3)  
FI 2XX Fundamentals of Financial Management (3)  
FI 385 Personal Financial Planning (3)  
Select 3 of the following 10 courses:  
FI 310 Investment Analysis and Portfolio Management (3)  
FI 320 Corporate Financial Budgeting (3)  
FI 330 Corporate Finance (3)  
FI 340 Real Estate Investments (3)  
FI 350 Alternative Investments (3)  
FI 360 International Financial Markets (3)

FI 370 Entrepreneurial Finance (3)  
FI 380 Financial Markets and Institutions (3)  
FI 410 Risk Management and Derivatives (3)  
FI 420 Financial Ethics (3)  
BU 105 Global Business (3)  
BU 110 Principles of Management (3)  
BU 230 Business Communication (3)  
BU 233 Human Resources Management (3)  
BU 240 Principles of Marketing (3)  
BU 301 SPSS (1)  
BU 363 Business Law (3)  
BU 381 Internship Preparation (1)  
BU 481 Business Management Internship (3-15)  
AC/BU/FI Elective 100/400 (3)  
AC/BU/FI Elective 300/400 (3)

**Total Career Program Credits – 50**

**TOTAL PROGRAM CREDITS – 62**

## **ELECTIVES**

Open Electives

Course (Credits)

100/400 Level (10)

300/400 Level (12)

**Total Open Elective Credits – 22**

**TOTAL ELECTIVE CREDITS – 22**

**TOTAL CREDITS FOR DEGREE – 120**

### ***Bachelor's Degree in Finance (BS) - Four Year Program***

The Finance program Bachelor of Science degree requires the completion of twelve finance courses, including fundamentals of financial management, investment analysis and portfolio management, personal financial planning, entrepreneurial finance, real estate investments, finance ethics, finance internship, finance research methods, finance capstone, and three finance course electives. It prepares students for business careers that are finance-oriented, such as: financial analyst, treasurer, controller, budget director, financial consultant, financial planner, or broker. The program leads to a Bachelor of Science and is designed so students can gain a proficiency in finance.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

- Prepare students for entry-level employment in financial-related disciplines;
- Prepare students for graduate-level work in finance and business; and
- Prepare students for employment in financial management and services.

#### **Special Feature:**

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

#### **Career Opportunities:**

Portfolio Manager

Broker

Treasurer

Controller

Budget Director

Financial Consultant

Financial Planner

Financial Analyst

#### **Finance Curriculum**

##### **GENERAL EDUCATION COURSES**

Course (Credits)

First Year Seminar (3)

EN 101 Academic Writing 1 (3)

EN 201 Academic Writing 2 (3)

Scientific Literacy (3)

CM 121 Effective Speaking (3)

CM 301 Communication (3)

Diversity GE (3)

Visual Literacy (3)  
Cultural Literacy (3)  
HU 361/365 Commitment and Choice/ Ethics (3)  
BU 4XX Finance Research Methods (3)  
BU 4XX Finance Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS – 36**

**PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)  
HG 131 Macroeconomics (3)  
HG 132 Microeconomics (3)  
SM 261 Statistics (3)  
SM 265 Calculus (3)

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

Career Courses

Course (Credits)  
AC 201 Financial Accounting (3)  
AC 202 Managerial Accounting (3)  
FI 2XX Fundamentals of Financial Management (3)  
FI 310 Investment Analysis and Portfolio Management (3)  
FI 340 Real Estate Investments (3)  
FI 370 Entrepreneurial Finance (3)  
FI 385 Personal Financial Planning (3)  
FI 420 Finance Ethics (3)  
FI 4XX Finance Internship (3)  
Select 3 of the following 6 courses:  
FI 320 Corporate Financial Budgeting (3)  
FI 330 Corporate Finance (3)

FI 350 Alternative Investments (3)  
FI 360 International Financial Markets (3)  
FI 380 Financial Markets and Institutions (3)  
FI 410 Risk Management and Derivatives (3)  
BU 105 Global Business (3)  
BU 110 Principles of Management (3)  
BU 240 Principles of Marketing (3)  
BU 301 SPSS (1)  
BU 363 Business Law (3)  
BU 381 Internship Preparation (1)

**Total Career Program Credits – 50**

**TOTAL PROGRAM CREDITS – 62**

## **ELECTIVES**

Arts & Sciences Electives

Course (Credits)

100/400 Level (6)

300/400 Level (15)

**Total Arts & Sciences Electives – 21**

Open Electives

Course (Credits)

100/400 Level (1)

**Total Open Elective Credits – 1**

**TOTAL ELECTIVE CREDITS – 22**

**TOTAL CREDITS FOR DEGREE – 120**

## **Bachelor's Degree in Finance (BS) - Three Year Accelerated Program**

The Finance program Bachelor of Science degree requires the completion of twelve finance courses, including fundamentals of financial management, investment analysis and portfolio management, personal financial planning, entrepreneurial finance, real estate investments, finance ethics, finance internship, finance research methods, finance capstone, and three finance course electives. It prepares students for business careers that are finance-oriented, such as: financial analyst, treasurer, controller, budget director, financial consultant, financial planner, or broker. The program leads to a Bachelor of Science and is designed so students can gain a proficiency in finance.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

### **Student Learning Goals:**

- Prepare students for entry-level employment in financial-related disciplines;
- Prepare students for graduate-level work in finance and business; and
- Prepare students for employment in financial management and services.

### **Special Feature:**

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

### **Career Opportunities:**

Portfolio Manager  
Broker  
Treasurer  
Controller  
Budget Director  
Financial Consultant  
Financial Planner  
Financial Analyst

### **Finance Curriculum**

#### **GENERAL EDUCATION COURSES**

Course (Credits)

First Year Seminar (3)

EN 101 Academic Writing 1 (3)

EN 201 Academic Writing 2 (3)

Scientific Literacy (3)

CM 121 Effective Speaking (3)

CM 301 Communication (3)

Diversity GE (3)



Visual Literacy (3)  
Cultural Literacy (3)  
HU 361/365 Commitment and Choice/ Ethics (3)  
BU 4XX Finance Research Methods (3)  
BU 4XX Finance Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS – 36**

**PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)  
HG 131 Macroeconomics (3)  
HG 132 Microeconomics (3)  
SM 261 Statistics (3)  
SM 265 Calculus (3)

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

Career Courses

Course (Credits)  
AC 201 Financial Accounting (3)  
AC 202 Managerial Accounting (3)  
FI 2XX Fundamentals of Financial Management (3)  
FI 310 Investment Analysis and Portfolio Management (3)  
FI 340 Real Estate Investments (3)  
FI 370 Entrepreneurial Finance (3)  
FI 385 Personal Financial Planning (3)  
FI 420 Finance Ethics (3)  
FI 4XX Finance Internships (3)  
Select 3 of the follow 6 courses:  
FI 320 Corporate Financial Budgeting (3)  
FI 330 Corporate Finance (3)

FI 350 Alternative Investments (3)  
FI 360 International Financial Markets (3)  
FI 380 Financial Markets and Institutions (3)  
FI 410 Risk Management and Derivatives (3)  
BU 105 Global Business (3)  
BU 110 Principles of Management (3)  
BU 240 Principles of Marketing (3)  
BU 301 SPSS (1)  
BU 363 Business Law (3)  
BU 381 Internship Preparation (1)

**Total Career Program Credits – 50**

**TOTAL PROGRAM CREDITS – 62**

## **ELECTIVES**

Arts & Sciences Electives

Course (Credits)  
100/400 Level (12)  
300/400 Level (9)

Open Electives

Course (Credits)  
300/400 Level (1)

**TOTAL ELECTIVE CREDITS – 22**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Bachelor's Degree in Management: Accounting***

The Accounting specialization of the Management program 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 leads to a Bachelor of Professional Studies and is designed so students can gain a proficiency in both accounting and business-related courses.

This program is fully accredited through the International Accreditation Council for Business Education. Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

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

#### **Special Features:**

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

#### **Career Opportunities:**

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

## **Management: Accounting Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473/475 Business Research Methods/Marketing Research (3)

Senior Capstone:

BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SB 201 Multicultural Contributions (3)

SM 261 Statistics (3)

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

Career Courses

Course (Credits)

AC 170 Computer Programming Packages (3)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

AC 301 Intermediate Accounting I (3)

AC 302/435 Intermediate Accounting II or Tax Accounting (3)

AC 436 Cost Accounting (3)

BU 105 Global Business (3)

BU 110 Principles of Management (3)

BU 230 Business Communication (3)

BU 233 Human Resources Management (3)  
BU 240 Principles of Marketing (3)  
BU 301 SPSS (1)  
BU 363 Business Law (3)  
BU 381 Internship Preparation (1)  
BU 411 Financial Management (3)  
BU 481 Business Management Internship (3-15)  
AC/BU Electives (6)

**Total Career Program Credits - 50**

**TOTAL PROGRAM CREDITS - 62**

### **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (6)

300/400 level (15)

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 21**

**TOTAL CREDITS FOR DEGREE - 122**

### ***Bachelor's Degree in Management: Business Management (BPS)***

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

This program is fully accredited through the International Accreditation Council for Business Education. Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

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

#### **Special Features:**

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

#### **Program Requirements:**

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

#### **Career Opportunities:**

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

## **Management: Business Management Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473/475 Business Research Methods/Marketing Research (3)

Senior Capstone: BU 495 Senior Capstone (3)

### **TOTAL GENERAL EDUCATION CREDITS – 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SB 201 Multicultural Contributions (3)

SM 261 Statistics (3)

### **Total Arts & Sciences Program Credits – 12**

Career Courses

Course (Credits)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

BU 105 Global Business (3)

BU 110 Principles of Management (3)

BU 230 Business Communication (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

BU 301 SPSS (1)

BU 326 E-Commerce (3)

BU 331 Organizational Behavior (3)

BU 363 Business Law (3)

BU 381 Internship Preparation (1)

BU 385 Social Media Marketing/BU 346 Purchasing Management/BU 311 Supply Chain Management (3)

BU 411 Financial Management (3)

BU 481 Business Management Internship (3-15)

AC/BU Electives (6)

**Total Career Program Credits - 47**

**TOTAL PROGRAM CREDITS – 59**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (12)

300/400 level (12)

**Total Open Elective Credits - 24**

**TOTAL ELECTIVE CREDITS – 24**

**TOTAL CREDITS FOR DEGREE – 122-125**



### ***Bachelor's Degree in Management: Equine Business Management***

The Equine Business Management program is designed for students interested in the organizational, management, and commercial aspects of the equine industry, as well as students interested in advanced performance horse care, equine reproduction, instruction and stable management. The combination of business management courses with equine science and equine business specific courses provides students with the skills necessary to pursue either a hands-on or support sector position in the equine industry, pursue a career in business or to pursue an advanced degree.

This program is fully accredited through the International Accreditation Council for Business Education. Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation. An optional certificate in Equine Reproductive Management is also available.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

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

#### **Special Features:**

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

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

Cazenovia College has a long history of success at intercollegiate and rated competitions. Competitions are organized for Hunter Seat, Western and Dressage riders at different proficiency levels. Everyone, from the least to the most experienced rider, has an opportunity to compete and excel. Positions on all teams are earned by competitive tryouts that are scheduled at various times throughout the year. Incoming students who are interested in any team positions are urged to discuss this with the admissions counselors in order to obtain information about tryout dates. Our riders have won twelve individual National Championships (in IHSA and IDA) to date and Cazenovia was the 2002 Reserve National Championship Team. Cazenovia College has continued the winning tradition with multiple national awards since that time, including the 2007 Open Western Horsemanship National Champion, 2007 fourth place National Hunter Seat Team, 2009 Open Hunter Seat on the Flat National Champion and the 2017 Open Reining National Champion. Cazenovia College has been proud to host the National Championships for the IHSA and the IDA three times.

The Equine Ambassadors Club is also available to all interested students on campus. The club functions as an educational, social, and service organization with a variety of activities throughout the year.

## **Management: Equine Business Management Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473/475 Business Research Methods/Marketing Research (3)

Senior Capstone: BU 495 Senior Capstone (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

EQ 220 Equine Nutrition (4)

EQ 321 Equine Diseases & Injuries I (3)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SM 117 Diversity of Life OR SM 118 Cellular & Molecular Biology (4)

SM 215 Equine Anatomy & Physiology (4)

SM 261 Statistics (3)

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

### **Career Courses**

Course (Credits)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

BU 110 Principles of Management (3)

BU 112 Business Operations for Farm and Stable Owners (3)

BU 230 Business Communication (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

BU 301 SPSS (1)  
BU 363 Business Law (3)  
BU 360 Advanced Equine Business Management (3)  
BU 399 Equine Business Junior Seminar (1)  
BU 411 Financial Management (3)  
BU 481 Business Management Internship (3-15)  
BU 499 Equine Business Senior Seminar (1)  
EQ 10\_ Equitation Courses (4)  
EQ 110 Introduction to Equine Management (3)  
EQ 115 Equine Care Techniques (2)  
HE 110 Health and First Aid (1)  
AC/BU electives 300/400 level (3)

**Total Career Program Credits - 46**

**TOTAL PROGRAM CREDITS - 69**

### **ELECTIVES**

Open Electives

Course (Credits)

300/400 level (12)

**Total Open Elective Credits - 12**

**TOTAL ELECTIVE CREDITS - 12**

**TOTAL CREDITS FOR DEGREE – 121**

### ***Bachelor's Degree in Management: Fashion Merchandising***

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

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

This program is fully accredited through the International Accreditation Council for Business Education. Visit [www.cazenovia.edu/iacbe](http://www.cazenovia.edu/iacbe) to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals**

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

#### **Facilities**

The Fashion Merchandising program is housed in Jephson Campus B. This facility includes:

- Merchandising display areas
- Sewing/design laboratory including:
  - industrial sewing machines
  - pattern cutting tables
  - professional dress forms
- CAD lab with:
  - dual platform Macintosh computers
  - fashion industry software including OptiTex patternmaking and NEDGraphics presentations
  - scanners
  - printers
  - large format printer capable of printing up to 44" fabric
- A material resource room
- Lecture and seminar rooms

#### **Special Features:**

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

**Fashion Show:** Each April the Fashion Studies Department sponsors a professional caliber juried fashion show that captures the energy and excitement of the fashion industry. Fashion Merchandising students may participate in the planning and production of all aspects of the show through the Fashion Promotion class. The show is the culmination of an entire year of illustrating, patternmaking and construction of garments, and show planning by all fashion students.

**New York City Semester:** This is an option for qualifying students, during which they are enrolled in Cazenovia College and taking courses in New York City, including internship and elective classes. Options are also available for study-abroad programs.

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

**Internships:**

- Three credits of Internship course work are required for Fashion Merchandising students. Students must complete a required number of credits in their program and demonstrate knowledge-based and social competency to qualify for internship placement.
- The **Fashion Tour class** provides students with an overview of the fashion industry and prepares them for internships.
- **Faculty and staff in the Fashion Studies Program, College Career and Internship offices** work with students to help define their goals, explore internship options, and complete the application process.
- [Read more about the semester in New York City program and sample internship sites on our Fashion Internships page.](#)

**Career Opportunities:**

Stylist  
Sales Representative  
Product Development  
Retail Management

Costume Designer  
Fashion Business Owner  
Quality Control Analyst  
Fashion Promotions Coordinator

Merchandise Manager  
Assistant Buyer  
Events Coordinator

## **Management: Fashion Merchandising Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473 Business Research Methods (3)

Senior Capstone: BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 131 Macroeconomics OR HG 132 Microeconomics (3)

SM 261 Statistics (3)

FA 218 Fashion History (3)

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

Career Courses

Course (Credits)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

BU 110 Principles of Management (3)

BU 230 Business Communication (3)

BU 240 Principles of Marketing (3)

BU 233 Human Resources Management (3)

BU 301 SPSS (1)

BU 326 E-Commerce (3)

BU 363 Business Law (3)

BU 401 International Business (3)

BU 411 Financial Management (3)

BU 451 Fashion Buying & Merchandise Planning (3)

BU 481 Business Management Internship (emphasis on fashion merchandising) (3-15)

FM 131 Survey of the Global Apparel Industry (3)

FM 213 Textiles (3)

FM 250 Fashion Merchandising (3)

FM 361 Fashion Promotion (3)

FM 365 Product Development Principles (3)

FM 366 Product Development Applications (3)

FM 382 Fashion Tour (2)

FM 393 Internship Preparation (1)

FM, FD, BU, AC \_\_\_\_ Fashion or Business Elective (3)

**Total Career Program Credits - 61**

**TOTAL PROGRAM CREDITS – 70**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (15)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS – 15**

**TOTAL CREDITS FOR DEGREE – 124**



### ***Bachelor's Degree in Management: Hospitality Management***

The Management: Hospitality Management program leads to the Bachelor of Professional Study degree (BPS) and includes an even distribution of management, hospitality and liberal arts courses. This concentration will prepare the young professional for an entry level into the exciting realm of hospitality. This concentration offers students ample opportunity to receive “hands-on” experience in travel, tourism, casino, hotel, motel, restaurant, and event management. The degree is flexible in that students may begin employment upon graduation or transfer to a Master of Business Administration degree (MBA).

The Hospitality program is fully accredited through the International Accreditation Council for Business Education. Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

#### **Student Learning Goals:**

- Prepares students for entry level positions in the hospitality industry
- Prepares students for advanced studies in Business or Hospitality, primarily a Master of Business Administration or Master of Science degree
- Provides students with “hands on” experience in the hospitality industry

#### **Special Features:**

The Hospitality concentration allows students to jump start their career by participating in internship or externship opportunities. Students can select from a wide range of opportunities by working or shadowing restaurant managers, hotel and casino operations, or plan and execute actual events.

#### **Program Requirements:**

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

#### **Career Options:**

Restaurant Manager

Hospitality Sales Manager

Event Planner

Event Coordinator

Event Specialist

Wedding Coordinator

Member and Guest Manager

Hotel Manager

Motel Manager

Casino Trainer

Casino Floor Manager

Hospitality Call Center Manager

Beer and Wine Specialist

Beer and Wine Manager

Catering Manager

Banquet Supervisor

Dining Room Manager

Meeting and Convention Manager

Gaming Supervisor

Reservation Ticket Manager

Resort Manager

Bed and Breakfast Entrepreneur

Club Manager

## **Management: Hospitality Management Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473/475 Business Research Methods/Marketing Research (3)

Senior Capstone: BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SB 201 Multicultural Contributions (3)

SM 261 Statistics (3)

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

Career Courses

Course (Credits)

AC 201 Financial Accounting or AC 222 Hospitality Accounting (3)

AC 202 Managerial Accounting (3)

HP 124 Travel & Tourism (3)

BU 109 Introduction to Hospitality (3)

BU 110 Principles of Management (3)

BU 230 Business Communication (3)

HP 225 Bed and Breakfast Management (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

BU 301 SPSS (1)

HP 314 Event Management (3)

HP 316 Casino Management (3)

BU 331 Organizational Behavior (3)

BU 363 Business Law (3)

BU 381 Internship Preparation (1)

HP 404 Cost Control (3)

BU 411 Financial Management (3)

BU 481 Business Management Internship (3-15)

AC/BU Electives (6)

**Total Career Program Credits - 56**

**TOTAL PROGRAM CREDITS - 68**

### **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (12)

300/400 level (12)

**Total Open Elective Credits - 24**

**TOTAL ELECTIVE CREDITS - 24**

**TOTAL CREDITS FOR DEGREE – 131**

## ***Bachelor's Degree in Management: Sport Management***

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The Bachelor of Professional Studies degree in Management: Sport Management at Cazenovia College develops and reinforces the business management competencies of the students in alignment with the outcomes of the International Accreditation Council for Business Education (IACBE). A generalist sport curriculum supplements management courses to help students acquire a breadth of industry-specific knowledge. Students can customize their experience through a variety of internships, minors, and electives to better position themselves to compete for sport-related jobs in their communities.

This program is fully accredited through the International Accreditation Council for Business Education. Visit <https://www.cazenovia.edu/about/institutional-research/accreditation> to learn more about our accreditation status and to review the Annual Report to IACBE.

All students who pursue a BS degree in Business or Finance or a BPS degree in Management and all specializations must take a competency exam usually administered in the fall semester of their senior year.

### **Student Learning Goals:**

- 
- Express accurate and meaningful information to sport stakeholders using a variety of technology-driven platforms.
- Reflect upon observations and experiences in relation to global sport phenomena.
- Practice oral and written communication skills useful in accomplishing sport projects with and through various stakeholders.

Utilize problem-solving skills to address needs for a variety of sport stakeholders. To create a professional environment and foster self-reflection as a habit to continuously assess and refine their professional practices.

### **Special Features:**

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

## **Management: Sport Management Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

BU 473 Business Research Methods (3)

Senior Capstone: BU 495 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

#### **Art & Sciences Courses**

Course (Credits)

HG 131 Macroeconomics (3)

HG 132 Microeconomics (3)

SB 130 Introduction to Sociology (3)

SB 358/SP 364 Sport in Society (3)

SM 261 Statistics (3)

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

#### **Career Courses**

Course (Credits)

AC 201 Financial Accounting (3)

AC 202 Managerial Accounting (3)

BU 110 Principles of Management (3)

BU 230 Business Communication (3)

BU 233 Human Resources Management (3)

BU 240 Principles of Marketing (3)

BU 301 SPSS (1)

BU 363 Business Law (3)

BU 411 Financial Management (3)

BU 481 Business Management Internship (3-15)  
SP 101 Sport Management Practicum (1)  
SP 118 Introduction to Sport Management (3)  
SP 230 Sport Arena and Facility Management  
SP 328 Sport Marketing/Promotions/Sales (3)  
SP 357 Organization and Administration of Sport (3)

SP 370 Sport Event Management (3)  
SP 455 Financing Sport Operations (3)  
SP 488 Sport Management Internship (6)

**Total Career Program Credits - 53**

**TOTAL PROGRAM CREDITS - 68**

## **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (12)

300/400 level (3)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 15**

**TOTAL CREDITS FOR DEGREE - 122**

### ***Bachelor's Degree in Biology***

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

#### **Student Learning Goals:**

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

#### **Special Features:**

- Small class sizes equal a more interesting and interactive education. Professors get to know you as an individual and understand your particular career interests. Every lecture and laboratory is taught by a full-time faculty member who has earned a doctorate degree and been published in their field of expertise.
- Students who meet membership criteria have the opportunity to join the college's chapter of Beta Beta Beta, a national biological honor society.
- Opportunity to help organize and run the annual *Science is Fun!* night event for local community
- Students have the option to join the student-run Health Care Club or any of the many other clubs on campus. Visit the Student clubs and Organizations web page for more information.

#### **Careers**

Biological researcher

Lab technician

Health professional

Educator

Science journalist

Management in biologically-based business or industry

If you are interested in field work, ecology, and the environment you may be interested in our B.S. in Environmental Biology degree. [Please click here for more information.](#)

## **Biology Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

HU 375 Methods of Inquiry (3)

Senior Capstone: SM/HU 499 Senior Capstone (3)

**Total General Education Credits - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

SM 117 Diversity of Life (4)

SM 118 Cellular and Molecular Biology (4)

SM 121 General Chemistry I (4)

SM 122 General Chemistry II (4)

SM 211 Investigating Biology (3)

SM 221 Organic Chemistry I (4)

SM 231 Comparative Vertebrate Anatomy (4)

SM 243/343 Biotopics (3)

SM 261 Statistics (3)

SM 315 Genetics and Evolution (4)

SM 331 Animal Physiology (4)

SM 342 Principles of Ecology (3)

SM 411 Cell Biology and Physiology (4)

SM 200/300/400 level Biology elective (3)

**Total Arts & Sciences Program Credits - 51**

**TOTAL PROGRAM CREDITS - 51**



**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (11)

300/400 level (19)

**Total Open Elective Credits - 30**

**TOTAL ELECTIVE CREDITS - 30**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Bachelor's Degree in Communication Studies***

The Bachelor of Arts degree in Communication Studies is focused on human communication in spoken, written, and audio-visual forms, and the exploration of why people communicate as they do in various contexts. This field of study encompasses interpersonal, group, and organizational communication; multicultural communication; journalism; broadcasting; media studies; persuasion; advocacy and debate; and effective speaking. The program includes course work in each of these areas along with opportunities for application of skills in journalism, multi-platform media production, independent academic research, and related internships. Our objective is to provide a flexible degree option for students who seek a range of career opportunities, as well as an excellent foundation for graduate student in communication, media, public policy and law.

#### **Student Learning Goals:**

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

- Speak, listen and demonstrate empathy well in a variety of communication contexts.
- Produce excellent written work.
- Advocate in an effective and informed manner before both large and small groups.
- Understand and apply human communication theory to interpersonal, group, organizational, and public settings.
- Be competent to produce a variety of mass-media forms.
- Be critical, thoughtful, and ethically engaged consumers of communication and media content.

### **Communication Studies Curriculum**

#### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

HU/SB 375 Methods of Inquiry (3)

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

**Total General Education Credits - 39**

#### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

CM 110 Introduction to Human Communication (3)

HU 165 Critical Thinking: Language and Logic (3)

CM 210 Interpersonal Communication (3)

CM 220/230/240 Small Group Communication OR Nonverbal Communication OR  
Multicultural Communication (3)

CM 231 Introduction to Journalism (3)

CM 302 Communication Theory (3)

EN 312 Advanced Expository Writing (3) OR a literature course at the 300/400 level

CM 313 Debate (3)

CM 320 Communication in the Mass Media (3)

CM 3\_\_/4\_\_ electives (9)\*

CM 440 Advanced Topics in Communication (3)

HU 465 Ethical Issues in Organizations (3)

**Total Arts & Sciences Program Credits - 42**

Career Courses

Course (Credits)

CM 211 Introduction to Broadcasting (3)

CM 331/341 Feature Writing and Editing/  
Intermediate Broadcast Production (3)

CM 441 Media Management (3)

**Total Career Program Credits – 9**

**TOTAL PROGRAM CREDITS - 51**

**ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (15)

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

Open Electives

Course (Credits)

100-400 level (15)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 30**

**TOTAL CREDITS FOR DEGREE -120**

\*Three of these credits may be taken as a 300/400 level career studies CM course.

## ***Bachelor's Degree in English***

The English Program at Cazenovia College enables students to develop a thorough background in interdisciplinary practices of literary and cultural analysis; clear and effective communications skills; an appreciation of scholarly and creative endeavors; as well as an engaged awareness of social and cultural diversity. Students work closely with faculty to construct a personal path of study, which can include opportunities for internships and minor(s) in professional and/or academic fields, guiding them toward academic, professional, and personal success.

### **Student Learning Goals:**

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

### **Special Features:**

- Small classes taught in seminar/discussion format by well-qualified, full-time faculty members;
- Opportunities from year one to contribute to the student newspaper, "The Quad";
- Opportunities from year one to go on stage (or backstage) with theatrical productions in the College's historic Catherine Cummings Theatre;
- Semester abroad opportunities in Canterbury, England.
- Opportunities to visit area theatrical sites to see live theatre at discount rates; and
- Flexibility: although graduation from the College requires 120 credit hours, the English program requires at most 36 credit hours in English, many of those elected from program options.

## **English Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

HU 375 Methods of Inquiry (3)

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

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

EN 210 Approaches to Literature (3)

EN 216 Shakespeare and His Rivals (3)

Two 100/200-Level Literature Electives (6)

EN 312 Advanced Expository Writing (3)

One of the Following Two (3)

EN 221 Ethnic American Literature

EN 351 Postcolonial Literature

Two 300/400-Level Literature Electives (6)

EN 475 Theoretical Approaches to Literature (3)

Two EN Cognate 1XX/2XX)- Level in Arts & Science (6)

Two EN Cognate 3XX/4XX - Level in Arts & Science (6)

\*With the approval of the Program Director, courses in Communication

Studies or film may also be selected.

**Total Arts & Sciences Program Credits - 39**

**TOTAL PROGRAM CREDITS - 39**

### **ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (12)

300/400 level (9)

**Total Arts & Sciences Elective Credits - 21**

Open Electives

Course (Credits)

100-400 level (12)

300/400 level (9)

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 42**

**TOTAL CREDITS FOR DEGREE – 120**

### ***Bachelor's Degree in English & Communication Studies (Dual Major)***

The dual major in English and Communication Studies offers students an interdisciplinary perspective on human communication across a wide range of personal, professional, cultural, and artistic dimensions. This program leads to a bachelor of arts degree and a foundation of knowledge for lifelong success in a broad range of careers, including journalism, multi-platform media production, content creation, information studies, public policy, management, and the law. Furthermore, the interdisciplinary nature of the program will give students the ability to adapt to the ever-changing needs and opportunities of the future.

#### **Coursework and co-curricular experiences of this dual major include:**

- Internships that offer students a thorough understanding of the principles of interpersonal, group, cultural, and multicultural communication;
- An appreciation of literary forms, genres, periods, and criticism;
- Hands-on experience in journalism, broadcasting, and media-studies;
- An examination of theoretical concepts of textual and cultural analysis;
- Experience in effective spoken and written communication in a broad range of forms, including persuasion, advocacy, debate, and creative writing.

#### **Student Learning Goals**

Our goal is for all graduates with a dual major in English and Communication Studies to:

- Speak, listen and demonstrate empathy well in a variety of communication contexts;
- Be competent to produce a variety of mass-media forms;
- Become lifelong learners in both their professional and personal lives;
- Demonstrate intellectual, social, and ethical growth through the critical examination of literature, theatre, film, popular culture, media content, and communication;
- Develop the more specific skills associated with the disciplines: written and spoken communication, literary appreciation, theory application, and critical, analytical thinking; and
- Be successful citizens and leaders in a global community with an emphasis on advocacy strategies and skills.

#### **Special Features**

- Small class sizes;
- Media production courses taught by experts in the broadcast field;
- Opportunities from year one to contribute to the student newspaper, "The Quad";
- Opportunities from year one to go on stage (or backstage) with theatrical productions in the College's historic Catherine Cummings Theatre;
- Semester abroad opportunities in Canterbury, England and Nagoya, Japan.

#### **Career Possibilities**

Students will be prepared to enter career fields and/or graduate studies including journalism, public policy, multi-platform media production, information and library studies, editing and publishing, theater production and management, secondary and higher education, and the law.

### **English & Communication Studies Curriculum**

Course (Credits)

#### **General Education** (*See Degree Requirements*)

General Education Courses (*includes Capstone & Research Methods*) (39)

***Total General Education Credits: 39***

#### **English Program**

EN 210 Approaches to Literature (3)  
EN 216 Shakespeare & His Rivals (3)  
200-Level Literature Electives (two courses) (6)  
EN 312 Advanced Expository Writing (3)  
EN 221 Ethnic American Literature **or** EN 351 Postcolonial Literature (3)  
300/400 Literature Electives (two courses) (6)  
EN 475 Theoretical Approaches to Literature & Culture (3)  
**Total English Program Credits: 27**

### **Communication Studies Program**

#### Arts and Sciences Courses

CM 110 Introduction to Human Communication (3)  
HU 165 Critical Thinking: Language and Logic (3)  
CM 210 Interpersonal Communication (3)  
CM 220/CM 230/ CM 240 200-Level Elective (3)  
CM 231 Introduction to Journalism (3)  
CM 302 Communication Theory (3)  
CM 313 Debate (3)  
CM 320 Communication in the Mass Media (3)  
CM 440 Advanced Topics in Communication (3)  
HU 465 Ethical Issues in Organizations (3)  
300/400 Arts and Sciences CM Elective (3)

#### Career Courses

300/400 Arts and Sciences or Career Studies CM Elective (3)

CM 211 Introduction to Broadcasting (3)  
CM 331 Feature Writing and Editing **or** CM 341 Intermediate Broadcast Production (3)  
CM 441 Media Management (3)  
Dual Major Open Electives (9)

**Total Communication Studies Program Credits: 45**

#### **Open Electives (9)**

**Dual Major Total Credits: 120**

### ***Bachelor's Degree in Environmental Biology***

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



### Student Learning Goals:

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

### Special Features:

- Small class sizes equal a more interesting and interactive education. Professors get to know you as an individual and understand your particular career interests. Every lecture and laboratory is taught by a full-time faculty member who has earned a doctorate degree and been published in their field of expertise.
- Students who meet membership criteria have the opportunity to join the college's chapter of Beta Beta Beta, a national biological honor society.
- Opportunity to help organize and run the annual *BioBlitz* event for local community
- Opportunity to help the college maintain our Tree Campus USA status with annual tree planting and other conservation-oriented projects.
- Students have the option to join the student-run Environmental Club or any of the many other clubs on campus. Visit the Student Clubs and Organizations web page for more information.

### Careers:

Field biologist

Environmental consulting

Environmental/Biological educators

Natural history and interpretation

Wildlife management

Natural resource conservation

If you are interested in working in a science laboratory, teaching or medicine or other health-related fields, or in a biology-based industry you may be interested in our B.A. in Biology degree. Visit [www.cazenovia.edu/biology](http://www.cazenovia.edu/biology) for more information.

## **Environmental Biology Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

HU 375 Methods of Inquiry (3)

Senior Capstone: SM/HU 499 Senior Capstone (3)

**Total General Education Credits - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

CM 231/EN 213/214/312 Introduction to Journalism or Creative Writing- Fiction or Creative Writing- Poetry or Advanced Expository Writing (3)

HU 301 Environmental Ethics (3)

SM 117 Diversity of Life (4)

SM 118 Cellular and Molecular Biology (4)

SM 121 General Chemistry I (4)

SM 122 General Chemistry II (4)

SM 140 Environmental Science (4)

SM 200/300/400 level Biology elective (3-4)

SM 211 Investigating Biology (3)

SM 261 Statistics (3)

SM 300/400 level Biology elective (3-4)

SM 243/343 Biotopics (3)

SM 311 Global Environmental Issues (3)

SM 315 Genetics and Evolution (4)

SM 342 Principles of Ecology (3)

**Total Arts & Sciences Program Credits - 51**

**TOTAL PROGRAM CREDITS - 51**

### **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (13)

300/400 level (17)

**Total Open Elective Credits - 30**

**TOTAL ELECTIVE CREDITS - 30**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Bachelor's Degree in Individual Studies***

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

#### **Student Learning Goals:**

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

#### **Special Features:**

Students are required to take a professional internship. All Individual Studies students are encouraged to take advantage of such experiences.

## Individual Studies Curriculum

	Bachelor of Science
<b>General Education Courses (credits)</b>	
First Year Seminar (3)	X
Written Communications (6)	X
Spoken and Interpersonal Communications (6)	X
Computer Literacy (0)	X
Ethics (3)	X
Quantitative Literacy (3)	X
Cultural Literacy (3)	X
Scientific Literacy (3-4)	X
Diversity and Social Consciousness (3)	X
Visual Literacy (3)	X
Critical Thinking, Problem Solving and Information Literacy: HG/HU/SB 375 Methods of Inquiry (3)	X
Senior Capstone: HU/SB 499 Capstone Seminar in the Humanities/Capstone I-Applied: Senior Project (3)	X
<i>TOTAL GENERAL EDUCATION CREDITS: 39</i>	39
<b>Program Courses (credits)</b>	
HG ___ History/Government elective (3)	X (3)
SB ___ Social/Behavioral Science elective (3)	X (3)
EN ___ Literature elective (3)	X (3)
HU ___ Philosophy elective (3)	X (3)
SM ___ Lab Science course (4)	X
HG/SB 3/4__Social Science course (3)	X

EN/HU 3/4__ English/Humanities course (3)	X
FA 3/4__ Fine Arts course (3)	X
HU 465 Ethical Issues in Organizations	X
SB 110 Introduction to Anthropology /PS 120 Introduction to Psychology/SB 130 Introduction to Sociology	X
__ __ Internship (6)	X
<i>TOTAL PROGRAM CREDITS: 37</i>	37
<b>Electives (credits)</b>	
300/400 level arts and sciences electives (3)	X (3)
100-400 level open electives (24)	X (24)
300/400 level open electives (18)	X (18)
<i>TOTAL ELECTIVE CREDITS: 45</i>	45
<b><i>TOTAL CREDITS FOR DEGREE: 121</i></b>	121

### ***Bachelor's Degree in Liberal Studies***

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

#### **Student Learning Goals:**

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

#### **Special Features:**

While only students in the Bachelor of Science program are required to take a professional internship, all Liberal Studies students are encouraged to take advantage of such experiences.

## Liberal Studies Curriculum

	Bachelor of Arts	Bachelor of Science
<b>General Education Courses (credits)</b>		
First Year Seminar (3)	X	X
Written Communications (6)	X	X
Spoken and Interpersonal Communications (6)	X	X
Computer Literacy (0)	X	X
Ethics (3)	X	X
Quantitative Literacy (3)	X	X
Cultural Literacy (3)	X	X
Scientific Literacy (3-4)	X	X
Diversity and Social Consciousness (3)	X	X
Visual Literacy (3)	X	X
Critical Thinking, Problem Solving and Information Literacy: HG/HU/SB 375 Methods of Inquiry (3)	X	X
Senior Capstone: HU/SB 499 Capstone Seminar in the Humanities/Capstone I- Applied: Senior Project (3)	X	X
<i>TOTAL GENERAL EDUCATION CREDITS</i>	39	39
<b>Program Courses (credits)</b>		
HG ___ History/Government elective (3)	X (6)	X (3)
SB/PS ___ Social/Behavioral Science elective (3)	X (6)	X (3)
EN ___ Literature elective (3)	X (6)	X (3)
HU ___ Philosophy elective (3)	X (6)	X (3)
SM ___ Lab Science course (4)	X	X
CM 3/4__ Communications course (3)	X	

HG/SB 3/4__Social Science course (3)	X	X
EN/HU 3/4__ English/Humanities course (3)	X	X
FA 3/4__ Fine Arts course (3)	X	X
HU 465 Ethical Issues in Organizations		X
SB 110 Introduction to Anthropology/PS 120 Introduction to Psychology/SB 130 Introduction to Sociology		X
__ __ Internship (6)		X
<i>TOTAL PROGRAM CREDITS</i>	40	37
<b>Electives (credits)</b>		
300/400 level arts and sciences electives	X (24)	X (3)
100-400 level open electives	X (18)	X (24)
300/400 level open electives		X (18)
<i>TOTAL ELECTIVE CREDITS</i>	42	45
<b><i>TOTAL CREDITS FOR DEGREE</i></b>	121	121



## ***Bachelor's Degree in Criminal Justice and Homeland Security Studies***

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

### **Student Learning Goals:**

Develop an understanding of:

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

### **Special Feature:**

Cazenovia College offers students the opportunity to earn a dual degree in Psychology and Criminal Justice and Homeland Security Studies. The dual major in Psychology and Criminal Justice and Homeland Security Studies is designed for students who are interested pursuing graduate study in forensic psychology, or students who want an enhanced educational background in psychology and criminal justice. Visit [www.cazenovia.edu/academics/programs/criminal-justice-homeland-security-studies-psychology-dual-major](http://www.cazenovia.edu/academics/programs/criminal-justice-homeland-security-studies-psychology-dual-major) for more information about this dual major.

### **Internship Opportunities:**

Students will participate in an internship in the career path of their choice, such as, law enforcement, homeland security, law, courts, youth/juvenile delinquency, or probation and parole. Internships allow students to assess their interest and apply their classroom knowledge in an area of their choice. Students are responsible for finding their internship site, with the assistance of the program director and cooperating agencies.

### **Career Opportunities:**

Private Security

Border Patrol

Law and Courts

Insurance Investigator

Lawyer

Private Investigator

Judge

Private Security Officer

Bailiff

Loss Prevention Specialist

Paralegal

Pretrial Services Officer

Law Enforcement

Corrections

FBI

Warden

US Marshal

Parole Officer

Drug Enforcement Admin.

Correctional Counselor

Police Officer/Detective

Community Corrections

US Customs

Homeland Security

Sheriff

Probation Officer

Juvenile Justice

## **Criminal Justice and Homeland Security Studies Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: CJ 499 Senior Capstone (3)

**Total General Education Credits - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

PS 120 Introduction to Psychology (3)

SB 110/130 Introduction to Anthropology or Introduction to Sociology (3)

HG 130/131/132 Introduction to Economics or Macroeconomics or Microeconomics (3)

HG 141/143 Government and Politics of U.S. or State & Local Govt. (3)

SB 231/335/250 Social Problems, Comparative Social Institutions, or Cultural Geography (3)

SM 261 Statistics (3)

SB 301/333/380/401 Models of Society, Human Rights and Genocide, Contemporary Slavery in World, or World Cultures and Societies (3)

**Total Arts & Sciences Program Credits - 21**

Career Courses

Course (Credits)

CJ 151 Introduction to Criminal Justice and Homeland Security (3)

CJ 152/251 Juvenile Delinquency, or Corrections and Alternatives (3)

CJ 252/360 Crime Scene Investigation, or Financing Terrorism Investigation (3)

CJ 253 Criminal Law and Procedure (3)

CJ 351 Criminal Justice Process (3)

CJ 354 Policing in America (3)

CJ 357/358 or BU 363 Constitutional Law /International Law or Business Law (3)

CJ 255 Terrorism and Homeland Security (3)

CJ 341/SB 344 Criminology (3)

CJ 358 Ethical Issues in CJHS (3)

CJ 298/398/498 Criminal Justice Internship (3)

AC 110 Fund. of Accounting (3)

**Total Career Program Credits - 36**

**TOTAL PROGRAM CREDITS - 57**

### **ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (3)

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

Open Electives

Course (Credits)

100-400 level (9)

300/400 level (12)

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 24**

**TOTAL CREDITS FOR DEGREE - 120**

## ***Bachelor's Degree in History***

Students of history study how the world was, in order to better understand how the world is. The political, cultural, economic, religious, intellectual, and social aspects of our development, as well as the different interpretations of those historical events, are the key areas of our study. Students will take foundation courses in American, Regional, and World History, as well as courses in historical research. These, combined with the courses in the core curriculum, give the history student a strong base for both their undergraduate and future study. Our tools, which are found through the use of historical research, are written sources of a published and unpublished nature, recorded and digital sources, and interview sources. The program is designed so that students are able to minor in areas of their choosing and select electives that will help prepare them for graduate school in History, Law, or Teaching. Students interested in law or teaching would work closely with the program director in choosing the proper electives or minor to prepare them for advanced study.

### **Student Learning Goals:**

- The student will demonstrate proficiency in historical information (“facts”) across a wide spectrum of areas (political, social, intellectual, economic, religious), a wide range of societies and nations, and a wide span of historical time. This information will come both from extensive reading of the sources, as well as the development of the ability to find those sources through historical research.
- The student will demonstrate an ability to critically interpret the vast array of historical facts that come with advanced reading in the subject (i.e., critical thinking toward developing their own thesis), an ability which may lead to their challenging a prevalent historical perspective.
- The student will demonstrate an ability to present and defend their historical thesis both in oral presentation, digital format, and writing.

### **Special Features:**

- History students study both American and Regional History.
- History students have the option to participate in an internship (e.g., law office, social studies classroom, museum, archives, public history setting).
- History students study in an archival laboratory setting, allowing them first-hand contact with primary sources of all types.
- History students have a flexible foreign language requirement.
- History students have the option to choose a number of minors (e.g., pre-law, education, economics, business, English, communications, gender studies) that fit their career goals.
- History students are advised with an eye toward both their future career goals and their graduate and professional school aspirations (e.g., teaching certification, law school, doctoral program in history).

### **Career Opportunities:**

After studying in a field that requires rigorous critical thinking, writing, and speaking skills, history students are employable in virtually every field of endeavor. You will find history students working in business, communication, publishing, and research settings – all of which are available to the Cazenovia College history student through internship opportunities. History students also go on to gain their certification in Secondary History/Social Studies, and to law school—planning for both of these opportunities, through minors and work with academic advisors, are available through the Cazenovia College History program.

## History Curriculum

### GENERAL EDUCATION COURSES

First Year Seminar (3)  
Written Communication (6)  
Spoken and Interpersonal Communication (6)  
Computer Literacy (0)  
Ethics (3)  
Quantitative Literacy (3)  
Cultural Literacy (3)  
Scientific Literacy (3-4)  
Diversity and Social Consciousness (3)  
Visual Literacy (3)  
Critical Thinking, Problem Solving and Information Literacy: HG 375 Historical Methods (3)  
Senior Capstone: HG 499 (3)

**Total General Education Credits - 39**

### PROGRAM COURSES

HG 101 World Civ I (3)  
HG 102 World Civ II (3)  
HG 121 U.S. History to 1877 (3)  
HG 122 U.S. History 1877 to Present (3)  
SB 201 Multicultural Contributions (3)  
LG \_\_Language Course\* (6)  
SB 130 Introduction to Sociology **or** SB 110 Introduction to Anthropology (3)  
PS 120 Introduction to Psychology (3)  
HG 141 U.S. Government and Politics (3)  
HG 131 Microeconomics **or** HG 132 Macroeconomics (3)  
HG 315 History Theory (3)  
HG 100-200 Regional History (3)  
HG 300/400 Regional History (6)  
HG 300/400 U.S. History (3)  
HG 300/400 History (6)

**Total Program Credits - 54**

### ELECTIVE CREDITS

100-400 level open electives (6)  
300-400 level arts and sciences (21)

Total Elective Credits - 27

**TOTAL CREDITS FOR DEGREE – 120**

### ***Bachelor's Degree in History and Social Science (Dual Major)***

The dual major in History and Social Science is designed to provide students with all the opportunities and rigors of both majors while still graduating in four years. All the courses are drawn from the regular curriculum in history, economics, and political science providing a major that will prepare students for a wide range of careers or advanced study. The program is designed so that students can minor in areas of their choosing and select electives that will help prepare them for their future endeavors including graduate school in social science, history, law, or teaching.

#### **Student Learning Goals:**

Proficiency in researching and accessing a wide array of sources, analyzing historical evidence, evaluating historical perspectives, and developing and supporting their own interpretations

Ability to apply social, historical and international knowledge to a larger, global context

Ability to present and defend their thesis both in oral presentation, digital format, and writing

#### **Special Features:**

Study both American and Regional History

Approach courses with a social and an international viewpoint

Flexible foreign language requirement

Option to choose from several minors to fit career goals (e.g., pre-law, education, economics, business, English, communications, gender studies)

Work closely with program directors to select the proper electives or minor to prepare for professional and graduate school aspirations (e.g., teaching certification, law school, doctoral program in history)

#### **Career Opportunities:**

Dual majors in History and Social Science gain a greater range of employment opportunities than they would have with only one major. They will be employable in virtually every field of endeavor. You will find both history and social science students working in business, communication, publishing, and research settings – all of which are available to the Cazenovia College history/social science dual major student through internship opportunities. Students can also go on to gain their certification in Secondary History/Social Studies, and to law school—planning for these opportunities, through minors and work with academic advisors.

### **History and Social Science Curriculum**

## **GENERAL EDUCATION COURSES**

First Year Seminar (3)  
Written Communication (6)  
Spoken and Interpersonal Communication (6)  
Computer Literacy (0)  
Ethics (3)  
Quantitative Literacy (3)  
Cultural Literacy (3)  
Scientific Literacy (3-4)  
Diversity and Social Consciousness (3)  
Visual Literacy (3)  
Critical Thinking, Problem Solving and Information Literacy: HG 375 Historical Methods (3)  
Senior Capstone: SB 499 OR HG 499 (3)

**Total General Education Credits – 39**

## **PROGRAM COURSES**

HG 101 World Civ I (3)  
HG 102 World Civ II (3)  
HG 121 U.S. History to 1877 (3)  
HG 122 U.S. History 1877 to Present (3)  
SB 201 Multicultural Contributions (3)  
LG \_\_\_ Language Course\* (6)  
SB 130 Introduction to Sociology **or** SB 110 Introduction to Anthropology (3)  
SB 110 Introduction to Anthropology (3)  
SB 120 Introduction to Psychology (3)  
HG 141 U.S. Government and Politics (3)  
HG 131 Microeconomics **or** HG 132 Macroeconomics (3)  
HG 315 Historical Theory (3)  
HG 100-200 Regional History (3)  
HG 300/400 Regional History (6)  
HG 300/400 U.S. History (3)  
HG 300/400 History (6)  
SM 261 Statistics (3)  
SB 250 Cultural Geography (3)  
HG International Relations Elective—300/400 Level HG Choices from List (6)  
SB **or** HG Social Relations Elective—300/400 Level HG Choices from List (6)

**Total Program Credits - 114-115**

## **ELECTIVE CREDITS**

300-400 level arts and sciences (6)

**Total Elective Credits - 6**



**TOTAL CREDITS FOR DEGREE – 120-121**

### ***Bachelor's Degree in Human Services: Alcohol/Substance Abuse***

The Alcohol and Substance Abuse concentration of the Human Services program provides students with an overview of counseling and support services for this population. Leading to a Bachelor of Science degree, the program's curriculum addresses the history of human services related to alcohol and substance abuse treatment, a counselor's role, past and current theoretical approaches, and the rehabilitation trends in the field. Upon successful completion of this degree, students will fulfill the education and training requirements (350 hours) for future certification as a New York State Credentialed Alcohol and Substance Abuse Counselor Trainee (CASAC-T). For more information, visit [www.oasas.ny.gov](http://www.oasas.ny.gov).

#### **Student Learning Goals:**

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

#### **Special Features:**

- Two internships (6 credit hours each) in alcohol and substance abuse treatment/counseling settings based on the student's interests, experience and academic preparation.
- Students have the opportunity to join the Human Services Club. Visit the Student Clubs and Organizations web page for more information.
- Students may be eligible for the National Human Services Honor Society, Tau Upsilon Alpha. Visit [www.cazenovia.edu/academics/honor-societies](http://www.cazenovia.edu/academics/honor-societies) for more information.
- Students may also be interested in earning a minor in psychology, sociology, pre-art therapy, criminal justice disability and aging services or other minors.

#### **Program Requirements:**

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

#### **Internship Opportunities:**

Alzheimer's Assn. of CNY  
ARC  
ARISE

Barnabas House  
Boys & Girls Club  
BRIDGES, Madison County  
Casey's Place  
Catholic Charities

Cazenovia Children's House  
Community Action Partnership  
Conifer Park  
CRIS  
Crouse Senior Community Center  
David Clark Learning Center  
Department of Social Services  
Elmcrest Children's Center  
Enable

Jowonio  
Liberty Resources  
Make-A-Wish Foundation

The Rescue Mission  
Tully Hill Treatment Center  
Ronald McDonald House  
Salvation Army  
Syracuse Behavioral Health

**Internship Opportunities:**

Caz Cares

Helio Health  
Hutchings Psychiatric Center

## **Human Services: Alcohol/Substance Abuse Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HS 330 Ethical Issues in Substance Abuse Treatment (3) PS 120 Introduction to Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

SB 265 Alcohol and Drugs in Modern Society (3)

PS 323 Abnormal Psychology (3)

PS 327 Biopsychology (3)

SB 333/335/301/436 Human Rights and Genocide/

Comparative Social Institutions in U.S./The U.S. and the World/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

**Total Arts & Sciences Program Credits - 27**

Career Studies Courses

Course (Credits)

HS 110 Introduction to Human Services (3)

HS 134 Introduction to Alcohol and Substance Abuse (3)

HS 240 Introduction to Counseling (3)

HS 331 Group Dynamics (3)

HS 341 Counseling Theories (3)

HS 344 Intervention Strategies for Alcohol and Substance Abuse (3)

HS 345 Counseling Families in Crisis (3)

HS 284 Alcohol and Substance Abuse Internship (6)

HS 384 Alcohol and Substance Abuse Internship (6)

HS 431 Rehabilitation Services (3)

HS 475 Program Planning and Evaluation (3)

**Total Career Program Credits - 39**

**TOTAL PROGRAM CREDITS - 66**

### **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (18)

**Total Open Elective Credits - 15**

**TOTAL ELECTIVE CREDITS - 15**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Bachelor's Degree in Human Services: Social Services for Children & Youth***

The Children and Youth concentration of the Human Services program provides an overview of services available for children and adolescents. Leading to a Bachelor of Science degree, the program's curriculum addresses issues related to current social services and counseling practices, providing the student with a base knowledge about the systems and services related to children and adolescents.

#### **Student Learning Goals:**

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

#### **Special Features:**

- Two internships (6 credit hours each) in social services or child-related settings are based on students' interests, experience and academic preparation.
- Students have the opportunity to join the Human Services Club. Visit the Student Clubs and Organizations web page for more information.
- Students may be eligible for the National Human Services Honor Society, Tau Upsilon Alpha. Visit [www.cazenovia.edu/academics/honor-societies](http://www.cazenovia.edu/academics/honor-societies) for more information.
- Students may also be interested in earning a minor in psychology, sociology, pre-art therapy, criminal justice disability and aging services or other minors.

#### **Program Requirements:**

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

#### **Internship Opportunities:**

Alzheimer's Assn. of CNY  
ARC  
ARISE

Barnabas House  
Boys & Girls Club  
BRIDGES, Madison County  
Casey's Place  
Catholic Charities

Caz Cares

Cazenovia Children's House  
Community Action Partnership  
Conifer Park  
CRIS

Crouse Senior Community Center  
David Clark Learning Center  
Department of Social Services  
Elmcrest Children's Center  
Enable  
Helio Health  
Hutchings Psychiatric Center

Jowonio  
Liberty Resources  
Make-A-Wish Foundation

The Rescue Mission  
Tully Hill Treatment Center  
Ronald McDonald House  
Salvation Army  
Syracuse Behavioral Health

## **Human Services: Social Services for Children & Youth Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

PS 121/122/123 Child Psychology/Adolescent Psychology/Adult Psychology (3) / PS 225 Lifespan Developmental Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

SB 311 Contemporary Ethnic Families (3)

PS 323 Abnormal Psychology (3)

SB 324 Childhood Disorders (3)

SB 333/335/301/436 Human Rights and Genocide/

Comparative Social Institutions in U.S./The U.S. and the World/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

### **Total Arts & Sciences Program Credits - 30**

Career Studies Courses

Course (Credits)

HS 110 Introduction to Human Services (3)

HS 121 Child, Youth and Family Services (3)

HS 240 Introduction to Counseling (3)

HS 282 Internship (6)

HS 343 Intervention Strategies (3)

HS 345 Counseling Families in Crisis (3)

HS 382 Internship (6)

HS 475 Program Planning and Evaluation (3)

**Total Career Program Credits - 30**

**TOTAL PROGRAM CREDITS - 60**

### **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (21)

**Total Open Elective Credits - 21**

**TOTAL ELECTIVE CREDITS - 21**

**TOTAL CREDITS FOR DEGREE - 120**



### ***Bachelor's Degree in Human Services: Counseling/Mental Health***

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

#### **Student Learning Goals:**

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

#### **Special Features:**

- Two internships (6 credit hours each) in mental health settings are based on students' interests, experience and academic preparation.
- Students have the opportunity to join the Human Services Club. Visit the Student Clubs and Organizations web page for more information.
- Students may be eligible for the National Human Services Honor Society, Tau Upsilon Alpha. Visit [www.cazenovia.edu/academics/honor-societies](http://www.cazenovia.edu/academics/honor-societies) for more information.
- Students may also be interested in earning a minor in psychology, sociology, pre-art therapy, criminal justice disability and aging services or other minors.

#### **Program Requirements:**

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

#### **Internship Opportunities:**

Alzheimer's Assn. of CNY  
ARC  
ARISE  
Barnabas House  
Boys & Girls Club  
BRIDGES, Madison County  
  
Casey's Place  
Catholic Charities  
Caz Cares

Cazenovia Children's House  
Community Action Partnership  
Conifer Park  
CRIS  
Crouse Senior Community Center  
David Clark Learning Center  
Department of Social Services  
Elmcrest Children's Center  
Enable  
Helio Health  
Hutchings Psychiatric Center

Jowonio  
Liberty Resources  
Make-A-Wish Foundation  
  
The Rescue Mission  
Tully Hill Treatment Center  
Ronald McDonald House  
Salvation Army  
Syracuse Behavioral Health

## **Human Services: Counseling/Mental Health Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

### **TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

#### Art & Sciences Courses

Course (Credits)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

SB 265 Alcohol and Drugs in Modern Society (3)

PS 323 Abnormal Psychology (3)

SB 333/335/301/436 Human Rights and Genocide/Comparative Social Institutions in US/

The U.S. and the World/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

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

#### Career Studies Courses

Course (Credits)

HS 110 Introduction to Human Services (3)

HS 133 Community Mental Health Issues and Services (3)

HS 240 Introduction to Counseling (3)

HS 341 Counseling Theories (3)

HS 331 Group Dynamics (3)

HS 343 Intervention Strategies (3)

HS 283 Internship (6)

HS 383 Internship (6)

HS 431 Rehabilitation Services (3)

HS 475 Program Planning and Evaluation (3)

**Total Career Program Credits – 36**

**TOTAL PROGRAM CREDITS - 60**

### **ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (3)

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

Open Electives

Course (Credits)

100-400 level (18)

**Total Open Elective Credits - 18**

**TOTAL ELECTIVE CREDITS - 21**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Bachelor's Degree in Human Services: Generalist***

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

#### **Student Learning Goals:**

- Provide students with an understanding of the human services system;
- Develop basic counseling skills;
- Develop an understanding of counseling theory and counseling approaches; and
- Prepare students for professional human services environments.

#### **Special Features:**

- Two internships (6 credit hours each) in a human services setting are based on students' interests, experience and academic preparation. Each student meets with the program director to discuss internship placements. The student is interviewed at the potential internship site before the final placement is determined.
- Students have the opportunity to join the Human Services Club. Visit the Student Clubs and Organizations web page for more information.
- Students may be eligible for the National Human Services Honor Society, Tau Upsilon Alpha. Visit [www.cazenovia.edu/academics/honor-societies](http://www.cazenovia.edu/academics/honor-societies) for more information.
- Students may also be interested in earning a minor in psychology, sociology, pre-art therapy, criminal justice disability and aging services or other minors.

#### **Program Requirements:**

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

#### **Internship Opportunities:**

Alzheimer's Assn. of CNY  
ARC  
ARISE

Barnabas House  
Boys & Girls Club  
BRIDGES, Madison County  
Casey's Place  
Catholic Charities

Caz Cares

Cazenovia Children's House  
Community Action Partnership  
Conifer Park  
CRIS

Crouse Senior Community Center  
David Clark Learning Center  
Department of Social Services  
Elmcrest Children's Center  
Enable  
Helio Health  
Hutchings Psychiatric Center

Jowonio  
Liberty Resources  
Make-A-Wish Foundation

The Rescue Mission  
Tully Hill Treatment Center  
Ronald McDonald House  
Salvation Army  
Syracuse Behavioral Health

## **Human Services: Generalist Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

PS 323 Abnormal Psychology (3)

SB 333/335/301/436 Human Rights and Genocide/

Comparative Social Institutions in U.S./

The U.S. and the World/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

PS 121/122/225 Child Psychology/Adolescent Psychology /Lifespan Development Psychology (3) or SB 265 Alcohol and Drugs in Modern Society (3)

SB 311/436 Contemporary Ethnic Families/Class, Status and Power (3)

SB 324 Childhood Disorders//SB 344/CJ 341 Criminology (3)

**Total Arts & Sciences Program Credits - 30**

Career Studies Courses

Course (Credits)

HS 110 Introduction to Human Services (3)

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

**Total Career Program Credits - 33**

**TOTAL PROGRAM CREDITS - 63**

## **ELECTIVES**

Open Electives

Course (Credits)

100-400 level (18)

**Total Open Elective Credits - 18**

**TOTAL ELECTIVE CREDITS - 18**

**TOTAL CREDITS FOR DEGREE – 120**

### ***Bachelor's Degree in Inclusive Early Childhood Education***

The Inclusive Early Childhood Education program leads toward New York State initial teacher certification in Early Childhood Education (Birth to Grade 2) and Teaching Students with Disabilities (Birth to Grade 2). This Bachelor of Science degree program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in pre-kindergarten, kindergarten, and primary classrooms serving diverse student populations, especially those in high-needs rural school settings.

#### **Accreditation:**

The Inclusive Early Childhood Education program is a member in good standing with the **Association for Advancing Quality in Educator Preparation (AAQEP)**. Graduates of Cazenovia College's Inclusive Early Childhood Education Program meet the following claims:

**Claim #1:** Graduates learn and understand subject matter knowledge they will be responsible for teaching.

**Claim #2:** Graduates understand and apply effective pedagogy for diverse learners in various settings.

**Claim #3:** Graduates reflect critically on their practice and professional responsibilities and adapt and grow as professionals in various contexts.

#### **Student Learning Outcomes:**

**IECE SLO 1.0-** Prepare teacher candidates to teach appropriate early childhood content in accordance with the pertinent New York State learning standards, and to develop and implement a literature-based, standards-based, interdisciplinary early childhood curriculum

**IECE SLO 2.0-** Prepare teacher candidates 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

**IECE SLO 2.1-** Prepare teacher candidates to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires

**IECE SLO 3.0-** Prepare teacher candidates to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions

**IECE SLO 3.1-** Prepare teacher candidates to reflect on their teaching, self-assess, and set professional development goals and then work collaboratively with colleagues to support their professional learning.

#### **Special Features:**

The program provides teacher candidates with hands-on experience working with diverse student populations in a variety of local rural, suburban, and urban educational setting.

#### **Program Entrance Requirements:**

Any student may enroll in inclusive education courses, provided they meet the course prerequisites. However, each student who wishes to continue on as an IECE major will be required to meet specific admission criteria before they will be admitted to **Student Teacher Candidacy**. IECE majors typically apply for **Student Teacher Candidacy** admission in April of their junior year.

The **Student Teacher Candidacy** admission criteria are described below. Each IECE student applying for admission to **Student Teacher Candidacy** must:

- 1) Have a 3.0 cumulative GPA
- 2) Earn a "B" grade or higher in every IECE career course taken prior to 300/400 level student teaching.

- 3) While in his/her introductory course work, display positive professional dispositions as outlined in the Danielson Framework for Teaching. All students will be assessed by the education faculty at the end of each education course using a disposition assessment rubric. Students must maintain acceptable ratings to avoid being placed on a probationary contract, or, in severe cases, being expelled from the education program.
- 4) Provide documentation that he/she has:
  - 1) Completed at least 100 hours of field work before student teaching.
  - 2) Created a plan outlining how he/she will complete any outstanding prerequisite coursework.
  - 3) Created a NYSED/TEACH account
  - 4) Obtained fingerprint clearance through NYSED/TEACH

Applying IECE majors will be notified of their acceptance into Student Teacher Candidacy by their designated program director. If an IECE major cannot/does not meet the admission criteria he/she will be required to meet with his/her designated program director at which time the program director will counsel him/her on his/her academic options up to and including enrollment in an alternative degree program at the College. IECE majors accepted into Student Teacher Candidacy must continue to maintain a 3.0 cumulative GPA, earn a “B” grade or higher in every IECE career course taken prior to 300/400 level student teaching and maintain acceptable disposition ratings. Candidates who fail to maintain the requirements will be prohibited from continuing into their student teaching courses.

**Monitoring Student Progress:** Each IECE major’s progress will be evaluated annually by his/her designated advisor. A summary report will be provided to the program director. The report will include relevant course assessment data as recorded by the field experience supervisors and course faculty. Academic achievement/progress as well as feedback from host teachers, program faculty and academic advisors will be used to gauge each student’s progress in the program. IECE majors will be notified of any progress challenges in writing prior to the start of each academic year. Support for continuous improvement is provided by their academic advisors, the designated program director, and other relevant campus resources (i.e. human, material and financial).

**Requirements for Graduation:** Minimum overall grade point average of a 3.0, a minimum of a “B” grade in each IECE career course taken prior to/during student teaching, completion of all degree requirements and credits, satisfactory review and evaluation of all field work, average score (Host teacher and College Supervisor) of 3 or higher on the *Student Teaching Final Assessment Rubric* for each student teaching semester, and satisfactory completion of the student teaching files at the end of both student teaching placements. These requirements are in addition to the College’s graduation requirements.

**Requirements for Teacher Certification:** Cazenovia College grants degrees. It does not grant teacher certification. Teacher candidates may request that NYSED is notified when students successfully meet all program requirements and graduate from the IECE program. Also, we have experience supporting reciprocity requests for teacher certification in other states. IECE majors independently apply/pay for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Early Childhood Education (B-2) and in Teaching Students with Disabilities (B-2).

\*For further IECE program guidelines and requirements, please request a copy of the most current *Inclusive Education Compendium* from the program faculty.



## **Inclusive Early Childhood Education Curriculum**

### **GENERAL EDUCATION COURSES**

**\* Please note the due to NYSED teacher certification requirements double dipping of coursework is not permitted for IECE majors**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in Humanities/

ED 495 The Reflective Practitioner (3)

**Total General Education Credits - 39**

### **PROGRAM COURSES\***

#### **Art & Sciences Courses**

Course (Credits)

SM Science w/lab (4)

LG course (3)

HG/SB /PS courses (6)

EN Literature course (3)

Artistic Expression course (3)

SM 261 Statistics (3)

**Total Arts & Sciences Program Credits - 2**

#### **Career Courses**

Course (Credits)

ED 090 Workshop: Child Abuse (0)\*\*

ED 091 Workshop: Substance Abuse/HIV (0)\*\*

ED 092 Workshop: School Violence Prevention (0)\*\*

ED 093 Workshop: DASA (0) \*\*

HE 110 Community First Aid (1)

ED 111 Child Development & Observation (3) \*\*

ED 111L Child Development & Observation Field Work (15 hrs. FW) (1) \*\*

ED 131 Teaching & Learning in Diverse Communities (3) \*\*

ED 131L Teaching and Learning in Diverse Communities Field Work (15 hrs. FW) (1) \*\*

ED 217 The Learning of Mathematics (3) \*\*

ED 312 Inclusive Primary Curriculum and Methods (55 hrs. FW) (4)

ED 320 Emergent Literacy (3)\*\*

ED 320L Emergent Literacy (15 hrs. FW) (1) \*\*

ED 325 Multicultural Literacy (3)

ED 350 Strategies for Teaching Students with Mild/ Moderate Disabilities (3)

ED 371 Assessment & Intervention in Education (3)

ED 388 Student Teaching: Primary Level (Gr 1-2) (6)

ED 411 Inclusive Pre-Kindergarten and Kindergarten Curriculum and Methods (50 hrs. FW) (4)

ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)

ED 484 Student Teaching: Pre-Kindergarten or Kindergarten (6)

\*\* Designates intro level career courses

**Total Career Program Credits – 48**

**TOTAL PROGRAM CREDITS - 70**

**ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (12)

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

Open Electives

Course (Credits)

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

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

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**

### ***Bachelor's Degree in Inclusive Elementary Education***

The Inclusive Elementary Education program leads toward New York State initial teacher certification in Childhood Education (1<sup>st</sup>- 6<sup>th</sup> grade) and Teaching Students with Disabilities (1<sup>st</sup>- 6<sup>th</sup> grade). This Bachelor of Science degree program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in primary and intermediate classrooms serving diverse student populations, especially those in high-needs rural school settings.

#### **Accreditation:**

The Inclusive Early Childhood Education program is a member in good standing with the **Association for Advancing Quality in Educator Preparation (AAQEP)**. Graduates of Cazenovia College's Inclusive Elementary Education Program meet the following claims:

**Claim #1:** Graduates learn and understand subject matter knowledge they will be responsible for teaching.

**Claim #2:** Graduates understand and apply effective pedagogy for diverse learners in various settings.

**Claim #3:** Graduates reflect critically on their practice and professional responsibilities and adapt and grow as professionals in various contexts.

#### **Student Learning Outcomes:**

**IEE SLO 1.0-** Prepare teacher candidates to teach appropriate elementary content in accordance with the pertinent New York State learning standards, and to develop and implement a literature-based, standards-based, interdisciplinary elementary curriculum

**IEE SLO 2.0-** Prepare teacher candidates 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

**IEE SLO 2.1-** Prepare teacher candidates to effectively use a variety of teaching strategies and methodologies, and to incorporate the use of a variety of technologies into their instructional repertoires

**IEE SLO 3.0-** Prepare teacher candidates to work collaboratively with fellow students and other stakeholders and to act ethically and responsibly in decision-making and in their interactions

**IEE SLO 3.1-** Prepare teacher candidates to reflect on their teaching, self-assess, and set professional development goals and then work collaboratively with colleagues to support their professional learning.

#### **Special Features:**

The program provides teacher candidates with hands-on experience working with diverse student populations in a variety of local rural, suburban, and urban educational setting.

#### **Program Entrance Requirements:**

Any student may enroll in inclusive education courses, provided they meet the course prerequisites. However, each student who wishes to continue on as an IEE major will be required to meet specific admission criteria before they will be admitted to **Student Teacher Candidacy**. IEE majors typically apply for **Student Teacher Candidacy** admission in April of their junior year.

The **Student Teacher Candidacy** admission criteria are described below. Each IEE student applying for admission to **Student Teacher Candidacy** must:

- 1) Have a 3.0 cumulative GPA
- 2) Earn a "B" grade or higher in every IEE career course taken prior 300/400 level student teaching.
- 3) While in his/her introductory field work, display positive professional dispositions as outline in the Danielson Framework for Teaching
- 4) Provide documentation that he/she has:
  - 1) Completed at least 100 hours of field work before student teaching.
  - 2) Created a plan outlining how he/she will complete any outstanding prerequisite coursework needed.
  - 3) Created a NYSED/TEACH account
  - 4) Obtained fingerprint clearance through NYSED/TEACH

Applying IEE majors will be notified of their acceptance into Student Teacher Candidacy by their designated program director. If an IEE major cannot/does not meet the admission criteria he/she will be required to meet with his/her designated program director at which time the program director will counsel him/her on his/her academic options up to and including enrollment in an alternative degree program at the College. IEE majors accepted into Student Teacher Candidacy must continue to maintain a 3.0 cumulative GPA, earn a "B" grade or higher in every IEE career course taken prior to 300/400 level student teaching and maintain acceptable disposition ratings. Candidates who fail to maintain the requirements will be prohibited from continuing into their student teaching courses.

**Monitoring Student Progress:** Each IEE major's progress will be evaluated annually by his/her designated advisor. A summary report will be provided to the program director. The report will include relevant course assessment data as recorded by the field experience supervisors and course faculty. Academic achievement/progress as well as feedback from host teachers, program faculty and academic advisors will be used to gauge each student's progress in the program. IEE majors will be notified of any progress challenges in writing prior to the start of each academic year. Support for continuous improvement is provided by the academic advisors, designated program director, and other relevant campus resources (i.e. human, material and financial)

**Requirements for Graduation:** Minimum overall grade point average of a 3.0, a minimum of a "B" grade in each IEE career course taken prior to/during student teaching, completion of all degree requirements and credits, satisfactory review and evaluation of all field work, average score (Host teacher and College Supervisor) of 3 or higher on the *Student Teaching Final Assessment Rubric* for each student teaching semester, and satisfactory completion of the student teaching files at the end of both student teaching placements. These requirements are in addition to the College's graduation requirements.

**Requirements for Teacher Certification:** Cazenovia College grants degrees. It does not grant teacher certification. Teacher candidates may request that NYSED is notified when students successfully meet all program requirements and graduate from the IEE program. Also, we have experience supporting reciprocity requests for teacher certification in other states. IEE majors independently apply/pay for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Childhood Education (1<sup>st</sup>-6<sup>th</sup> grade) and in Teaching Students with Disabilities (1<sup>st</sup>- 6<sup>th</sup> grade).

\*For further IEE program guidelines and requirements, please request a copy of the most current *Inclusive Education Compendium* from the program faculty.

## **Inclusive Elementary Education Curriculum**

### **GENERAL EDUCATION COURSES**

**\* Please note the due to NYSED teacher certification requirements double dipping of coursework is not permitted for IEE majors**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in Humanities/

ED 495 The Reflective Practitioner (3)

**Total General Education Credits - 39**

### **PROGRAM COURSES\***

#### **Art & Sciences Courses**

Course (Credits)

SM Science w/lab (4)

LG course (3)

HG/SB/PS courses (6)

EN Literature course (3)

Artistic Expression course (3)

SM 261 Statistics (3)

**Total Arts & Sciences Program Credits - 2**

#### **Career Courses**

Course (Credits)

ED 090 Workshop: Child Abuse (0)\*\*

ED 091 Workshop: Substance Abuse/HIV (0) \*\*

ED 092 Workshop: School Violence Prevention (0) \*\*

ED 093 Workshop: DASA (0) \*\*

HE 110 Community First Aid (1)

ED 111 Child Development & Observation (3) \*\*

ED 111L Child Development & Observation Field Work (15 hrs. FW) (1) \*\*

ED 131 Teaching & Learning in Diverse Communities (3) \*\*

ED 131L Teaching and Learning in Diverse Communities Field Work (15 hrs. FW) (1)\*\*

ED 217 The Learning of Mathematics (3) \*\*

ED 312 Inclusive Primary Curriculum and Methods (55 hrs. FW) (4)

ED 320 Emergent Literacy (3)\*\*

ED 320L Emergent Literacy (15 hrs. FW) (1) \*\*

ED 325 Multicultural Literacy (3)

ED 350 Strategies for Teaching Students with Mild/ Moderate Disabilities (3)

ED 371 Assessment & Intervention in Education (3)

ED 388 Student Teaching: Primary Level (Gr 1-3) (6)

ED 412 Inclusive Intermediate Curriculum and Methods (50 hrs. FW) (4)

ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)

ED 488 Student Teaching: Intermediate Level (Gr 4-6) (6)

**Total Career Program Credits – 48**

\*\* Designates intro level career courses

**TOTAL PROGRAM CREDITS - 70**

**ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (12)

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

Open Electives

Course (Credits)

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

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

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**

## ***Bachelor's Degree in International Studies***

### **Student Learning Goals:**

- Demonstrate understanding of the historical and structural issues underlying contemporary international issues
- Engage with international issues at both the micro and macro levels
- Understand the role of governments, NGOs, and other international non-state actors in response to global issues
- Understand how to interact effectively with people of other cultures

### **Program Requirements:**

**International Experience:** Students in the International Studies program are expected to have a hands-on international experience through studying abroad or through our international internship program in Washington, DC. Study abroad can either be through Cazenovia's on-going collaboration with Canterbury Christ Church University in Canterbury, United Kingdom or in another accredited program. Financial aid is available for some programs.

**Internships:** Students need to complete an internship. For a 6 credit internship, students must complete 240 hours. Students may choose to complete an internship through short-term intersession or summer abroad programs, the Washington Internship Institute, or a variety of organizations that have a global focus. Students may choose to complete their internships in the U.S. or abroad, through the Washington Internship Institute or in collaboration with the Career Services Office.

## **International Studies Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: SB 499 Capstone I- Applied: Senior Project (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

HG 102 World Civilization Since 1550 (3)

HG 131/132 Macroeconomics or Microeconomics (3)

HG 261 Comparative Political Ideologies (3)  
SB 110 Introduction to Anthropology (3)  
SB 230 Introduction to International Studies (3)  
SB 250 Cultural Geography (3)

**Total Arts & Sciences Program Credits - 18**

Career Courses

Course (Credits)  
SB 385 Internship (6)

**Total Career Program Credits - 6**

Variable Program Courses – Choose One

Course (Credits)  
Study Abroad - 12 credits foreign language, 3 credits 300/400 elective  
Study Abroad Canterbury - 9 credits toward program requirements, 3 credits open elective, 3 credits 300/400 elective  
OR  
Washington Internship Institute - 6 credits toward SB 385 Internship, 3 INST credits, 3 credits 300/400 elective

**Total Variable Program Credits - 12 - 15**

**TOTAL PROGRAM CREDITS - 36-39**

**ELECTIVES**

Arts and Sciences Electives

Course (Credits)  
100-400 level (21-36)

**Total Arts & Sciences Elective Credits - 21-36**

Open Electives

Course (Credits)  
100-400 level (3-18)

**Total Open Elective Credits - 3-18**



**TOTAL ELECTIVE CREDITS - 42 - 45**

**TOTAL CREDITS FOR DEGREE – 120**

## ***Bachelor's Degree in Psychology***

The Psychology Bachelor of Science in Psychology program is designed to give students a strong foundation in the primary principles of psychology. All students take a core curriculum of social, developmental, abnormal, personality, and biological psychology courses. Beyond these core courses, our curriculum is designed to be flexible, allowing students to focus on specific areas of interest, such as child, clinical, forensic, school, or research psychology. Our faculty provide individual mentorship to help students shape their degree path around their specific goals and interests. Psychology is a diverse and evolving field, and our goal is to provide students with the support and foundational experiences to be prepared for careers and/or graduate work after graduation.

### **Special Features:**

- Flexible curriculum allows student the opportunities to pursue multiple minors. Popular minors for psychology majors include Human Services, Pre-Law, Criminal Justice, Pre-Art Therapy, and Sociology.
- Over half of Cazenovia College psychology seniors present their senior capstone research at a regional academic conference.
- Cazenovia College has an active Psychology Club, which organizes events and volunteer experiences on and off campus, including an annual trip to the Eastern Psychological Association Conference.
- Cazenovia College offers students the opportunity to earn a dual degree in Psychology and Criminal Justice. [Click here for more information on this program.](#)

### **Careers in Psychology:**

**Psychology is a diverse field. Our students find employment after graduation in a wide range of careers including case workers, youth support professionals, in-patient cognitive or behavioral disability support service providers, domestic violence advocates, law enforcement agents, and AmeriCorp community support workers. Additionally, our students are accepted to graduate programs in areas such as, Mental Health Counseling, Social Work, School Psychology, Art Therapy, Clinical Psychology, and Law School.**

### **Student Learning Goals:**

- Students will describe key concepts, principles, and overarching themes in psychology: development, social, abnormal, personality, biopsychology
- Students will pursue specific interests through available open electives available within major
- Students will demonstrate ability to apply the scientific method in a psychological context
- Students will be able to develop a thesis and support it with empirical literature
- All students will have mentorship in developing interests/goals and choosing courses to support interests/goals

**Special Features:** <https://www.cazenovia.edu/academics/programs/criminal-justice-homeland-security-studies-psychology-dual-major>

## **Psychology Curriculum**

### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

PS 377 Research Methods: Psychology (3)

Senior Capstone: SB 499 Senior Capstone (3)

### **TOTAL GENERAL EDUCATION CREDITS – 39**

### **PROGRAM COURSES**

Art & Sciences Courses

Course (Credits)

SB 110/130 Introduction to Anthropology or

Introduction to Sociology (3)

HU 465 Ethical Issues in Organizations (3)

SM 261 Statistics (3)

PS 120 Introduction to Psychology (3)

PS 225 Lifespan Developmental Psychology (3)

PS 234 Social Psychology (3)

PS 323 Abnormal Psychology (3)

PS 326 Theories of Personality (3)

PS 327 Biopsychology (3)

PS 498 History and Systems of Psychology (3)

Two 300/400 level Psychology electives (6)

### **Total Arts & Sciences Program Credits - 36**

Career Courses

Course (Credits)

SB/HS/PS Two SB, SB/PS or HS courses (6)

SB/HS/PS Two 300/400 level SB, SB/PS or HS courses (6)

### **Total Career Program Credits - 12**

**TOTAL PROGRAM CREDITS - 48**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (27)

300/400 level (6)

**Total Open Elective Credits - 33**

**TOTAL ELECTIVE CREDITS – 33**

**TOTAL CREDITS FOR DEGREE – 120**

### ***Bachelor's Degree in Psychology/Criminal Justice & Homeland Security Studies (Dual Major)***

A dual major in Psychology & Criminal Justice and Homeland Security Studies is designed for students who are interested specifically in forensic psychology, or students who want an enhanced educational background in psychology and criminal justice. The field of forensic psychology involves the application of psychology to the legal system. Forensic psychologists can work in a variety of capacities, providing counseling to or evaluation of individuals in the legal system. They can provide expert testimony and consult with legal professionals including lawyers and judges. Forensic psychologists also study the psychological and behavioral aspects of criminal offenders.

The dual major in Psychology & Criminal Justice and Homeland Security Studies also provides an enhanced curriculum for students interested in careers in psychology or criminal justice. The dual major is excellent preparation for graduate programs, including law school and clinical psychology programs. Additionally, the dual major is an excellent choice for those pursuing careers in law enforcement and human service fields.

At Cazenovia College, we have tailored the dual major to meet the needs of motivated students looking for a competitive degree. The program is designed to be completed in four years, and requires the same number of courses as traditional single major degrees.

#### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

PS 377 Research Methods: Psychology (3)

Senior Capstone: CJ 499/PS 499 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

#### **PROGRAM COURSES**

*Arts & Sciences Courses*

**Course (Credits)**

HG 131 Microeconomics or HG 132 Macroeconomics (3)

HG 141 Government & Politics of US or HG 143 State & Local Government (3)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

PS 225 Lifespan Developmental Psychology (3)

PS 234 Social Psychology (3)

PS 323 Abnormal Psychology (3)

PS 326 Theories of Personality (3)

PS 327 Biopsychology (3)

PS 498 History and Systems (3)

PS 300/400 Psychology Elective 300/400 level (3)

PS 300/400 Psychology Elective 300/400 level (3)

SB 110 Introduction to Anthropology or SB 130 Introduction to Sociology (3)

SM 261 Statistics (3)

Choose One of the Following: (3)

SB 231 Social Problems

SB 250 Cultural Geography

SB 335 Comparative Social Institutions

SB 301 Models of Society

SB 333 Human Rights and Genocide  
SB 380 Contemporary Slavery in World  
SB 401 World Cultures and Societies

**Total Arts and Sciences Program Credits - 45**

*Career Studies Courses*

**Course (Credits)**

CJ 151 Introduction to Criminal Justice (3)  
CJ 152 Juvenile Delinquency or CJ 251 Corrections and Alternatives (3)  
CJ 252 Crime Scene Investigation or CJ 360 Financing Terrorism  
Investigation (3)  
CJ 253 Criminal Law and Procedure (3)  
CJ 351 Criminal Justice Process (3)  
CJ 354 Policing in America (3)  
CJ 357 Constitutional Law, BU 363 Business Law and Ethics, or HG 358  
International Law (3)  
CJ 255 Terrorism and Homeland Security (3)  
SB 451 Criminology (3)  
CJ 358 Ethical Issues in CJHS (3)  
CJ 398 Criminal Justice Internship (3)

**Total Career Studies Courses- 33**

**TOTAL PROGRAM CREDITS - 81**

Electives 100-400 level (3)

**TOTAL CREDITS FOR DEGREE - 120**

## Bachelor's Degree in Social Science

The Social Science programs (Bachelor of Arts and Bachelor of Science) give students a strong liberal arts education and foster skills that will prove valuable in other areas of advanced study and/or in the work force. The majors permit students to complete a rigorous and diverse curriculum in the allied disciplines of history, economics, sociology, and political science. Students are given the opportunity to include a more global aspect to their studies, including anthropological and regional courses that focus on Africa, Asia, and Latin America. The programs are designed so that students are able to minor in areas of their choosing or select electives that help to prepare them for graduate school in the social sciences, law, or teaching. Students interested in law or teaching would work closely with the Program Director in choosing the proper electives or minor to prepare them for advanced study.

### **Student Learning Goals:**

- Increase student knowledge of their social surroundings, and apply that knowledge to a larger, global context.
- Increase student knowledge of their international surroundings, and apply that knowledge to a larger, global context.
- Increase student proficiency in research and analytical writing in accordance with their disciplinary choice (e.g.: history, economics, political science) that allow them to defend a significant thesis.

### **Special Features:**

- Students enrolled in the Bachelor of Science degree will complete a 150-hour internship. Internship placement is determined by the Social Science Program Director, the internship instructor, and the cooperating agency, based upon the student's interest and education preparation. Sample internship sites include: U.S. Senatorial offices, K-12 public schools, social service or government agencies, law firms and local businesses. Students in the B.A. program may take an internship as an elective.

## Social Science Curriculum

	Bachelor of Arts	Bachelor of Science
<b>General Education Courses (credits)</b>		
First Year Seminar (3)	X	X
Written Communication (6)	X	X
Spoken and Interpersonal Communication (3)	X	X
Computer Literacy (0)	X	X
Ethics (3)	X	X
Quantitative Literacy (3)	X	X
Cultural Literacy (3)	X	X
Scientific Literacy (3-4)	X	X
Diversity and Social Consciousness (3)	X	X
Visual Literacy (3)	X	X
Critical Thinking, Problem Solving and Information Literacy: HG/SB 375 Methods of Inquiry (3)	X	X
Senior Capstone: SB 499 Capstone I- Applied: Senior Project (3)	X	X
<i>TOTAL GENERAL EDUCATION CREDITS</i>	39	39
<b>Program Courses (credits)</b>		
SB 201 Multicultural Contributions (3)	X	X
LG ___ Language course* (6)	X	X
SB 110 Introduction to Anthropology (3)	X	X
PS 120 Introduction to Psychology (3)	X	X
SB 130 Introduction to Sociology (3)	X	X
SB 250 Cultural Geography (3)	X	X
PS 234 Social Psychology (3)		X
SM 261 Statistics (3)	X	
HG 141 U.S. Government and Politics (3)	X	X
<i>Two of the following social relations courses (6):</i>	X	X
SB 301 Models of Society SB 311 Contemporary Ethnic Families SB 336 Social Welfare Policies SB 430 Social Theory SB 335 Comparative Social Institutions in the U.S.		
<i>Two of the following international relations courses (6):</i>	X	X
SB 401 World Cultures and Society SB 329 Women and Culture SB 380 Contemporary Slavery in the Modern World SB 333 Human Rights and Genocide HG 335 International Economics and Trade		



HG 358 History of Mexico		
HG 310 Modern Latin America		
HG 311 History of the African Diaspora I		
HG 312 History of the African Diaspora II		
HG 131 Macroeconomics OR HG 132 Microeconomics (3)	X	X
<i>One of the following 6 credit sequences:</i>	X	X
HG 101 World Civ. to 1550 and HG 102 World Civ. 1550 to Present		
HG 121 U.S. History to 1877 and HG 122 U.S. History 1877 to Present		
SB 385 Internship (6)		X
<b>TOTAL PROGRAM CREDITS</b>	48	48
300/400 level arts and sciences electives	21	15
100-400 level open electives	12	6
300/400 level open electives	0	6
<b>TOTAL ELECTIVE CREDITS</b>	33	27
<b>TOTAL CREDITS FOR DEGREE</b>	120	120

\* If a student can demonstrate success in Level III language as taken in high school this requirement can be waived, which will add 6 credits of arts and sciences electives to the student's requirements.

## Graduate Degree Program

### *Masters of Science Degree in Clinical Mental Health Counseling*

The Clinical Mental Health Counseling Program at Cazenovia College is committed to preparing students to become informed and ethical practitioners, well equipped with tools for mental health counseling in individual, family and group settings. Courses include those related to human growth and development, counseling theories, group dynamics, cultural foundations, assessment and appraisal, couples and families, substance abuse, clinical instruction, and internships. The program is structured to allow students to complete 60 credit hours of course work within two years.

### Graduate Program At-A-Glance

- Flat Tuition and Program Fee of \$30,400 for the two-year program
- Average Class Size: 15
- Convenient late afternoon, evening and online classes

Two-year program completed in four terms:

- Term 1: August-January
- Term 2: January-July
- Term 3: August-January
- Term 4: January-July

### Special Features

- Earn your master's degree while continuing to work
- Part-time graduate assistantships offered
- The [NYS Credentialed Alcoholism and Substance Abuse Counselor Trainee \(CASAC-T\)](#) curriculum will be available to students who earn 350 education and training hours and approval from the program director. Additional coursework will be required.

### Our Learning Goals for Students

- Prepare students to specialize as clinical mental health counselors (CMHC).
- Provide students with the knowledge and skills to become competent CMHCs.
- Prepare students to understand the ethical issues related to mental health counseling.
- Provide students with the educational requirements to be eligible for NYS licensure as CMHCs. For more information, please visit [www.op.nysed.gov/prof/mhp/mhclic.htm](http://www.op.nysed.gov/prof/mhp/mhclic.htm).

## Curriculum

The Clinical Mental Health Counseling Program is full time, requiring completion of 60 credits. The program is designed to be completed in two years: 12-18 credits each term (refer term breakdown listed above). The curriculum is designed to lead to eligibility for licensure in New York state. The 60 credits include 24 credits of foundations of professional counseling, 21 credits of clinical mental health counseling courses, and 15 credits of clinical experience. The clinical experience includes 3 credits of practicum (100 hours of supervised counseling experience), and 12 credits of internship (700 hours of supervised counseling experience). The full course listing includes:

CMHC 510 *Life Planning and Career Development*  
CMHC 520 *Principles of Counseling*  
CMHC 530 *Multicultural Counseling*  
CMHC 540 *Advanced Counseling Theory and Practice*  
CMHC 550 *Group Counseling*  
CMHC 560 *Counseling Special Populations: Children and Adolescents*  
CMHC 570 *Professional and Ethical Foundations of Counseling*  
CMHC 580 *Foundations of Mental Health Counseling*  
CMHC 590 *Practicum Mental Health Counseling*  
CMHC 610 *Internship in Mental Health Counseling I*  
CMHC 620 *Diagnosis and Treatment Planning*  
CMHC 630 *Assessment in Counseling*  
CMHC 640 *Internship in Mental Health Counseling II*  
CMHC 650 *Crisis Counseling*  
CMHC 660 *Research and Statistics*  
CMHC 670 *Life Span Development*  
CMHC 680 *Introduction to Family Counseling*  
CMHC 690 *Topics in Counseling: Dual Diagnosis: Substance Abuse and Mental Illness*

## Practicum and Internship Sites

Students will complete 15 credits of clinical experience, which includes 3 credits of practicum (100 hours of supervised counseling experience) and 12 credits of internship (700 hours of supervised counseling experience). Some site examples include Helio Health, Liberty Resources, and the Department of Mental Health.

## Career Possibilities

- Clinical Mental Health Counselor
- Child and Family Treatment Therapist
- Mental Health Program Coordinator
- Licensed Mental Health Counseling (Private Practice)
- Veterans Counselor
- Clinical Case Manager
- Alcohol and Substance Abuse Counselor
- Victim's Advocate

## Admission Guidelines

Admission is open to students with a bachelor's degree in human services, psychology, counseling, or related fields. Those candidates with unrelated bachelor's degrees are eligible, but their transcripts will be evaluated and certain prerequisites will be a requirement for admission. Note that *Introduction to Psychology* and *Introduction to Counseling* are considered prerequisites for matriculation into the Clinical Mental Health Counseling Program.

Additional requirements include:

- Minimum GPA of 3.2
- Official transcript
- Bachelor's degree in human services, psychology, counseling or related field
- Completion of *Intro to Psychology* and *Intro to Counseling* (or equivalent) courses
- Completed graduate school application and fee
- Completed professional fit application
- Three letters of recommendation (must be professional and/or educational, personal recommendations are not accepted)
- Interview with the program director

Candidates who meet the requirements for the Clinical Mental Health Counseling Program will meet with faculty to discuss skills and goals. Confirmation of interviews will be sent to the email provided by the candidates for admission. Upon completion of the master's program, students will be eligible for licensure. It should be noted that licensure in New York includes a background check. The licensure requirements are described at: <http://www.op.nysed.gov/prof/mhp/mhclic.htm>. Each student will be responsible for applying for licensure upon completion of the degree.

## Ready to Apply?

For more information about the program or questions about applying, please visit [www.cazenovia.edu/gradprograms](http://www.cazenovia.edu/gradprograms) or email [gradprograms@cazenovia.edu](mailto:gradprograms@cazenovia.edu).

## Certificate Programs

### **Alcohol and Substance Abuse Counseling Certificate: 27 credits**

The Certificate in Alcohol and Substance Abuse Counseling offers students the 350 training and educational hours/coursework required by New York State's Office of Alcohol and Substance Abuse Services (OASAS) as partial completion of the Credentialed Alcohol and Substance Abuse Counselor credential. Students may obtain the certification as a part of their overall education at Cazenovia College or the certificate may be earned in a stand-alone format. Upon completion of the 350 hours of education and training, the student is eligible to apply for the CASAC - T.

All courses must be completed:

- HS 134 Introduction to Alcohol and Substance Abuse
- HS 240 Introduction to Counseling
- HS 330 Ethical Issues in Substance Abuse Treatment
- HS 331 Group Dynamics
- HS 344 Intervention Strategies for Alcohol and Substance Abuse
- HS 345 Counseling Families in Crisis
- HS 384 Alcohol and Substance Abuse Internship (3 credit hours)
- HS 431 Rehabilitation Services
- SB 265 Alcohol and Other Drugs in Modern Society

\*Certificate can be completed entirely online, ground-based, or through a combination of both methods. Twelve credits must be completed through Cazenovia College to earn the certificate. (Required Internship hours cannot be completed online.)

### **Equine Reproductive Management: 27 credits**

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

Course Requirements:

- BU 112\* Business Operations for Farm and Stable Owners
- BU 240\* Principles of Marketing
- BU 361 Business Promotions
- EQ 110\* Introduction to Equine Management
- EQ 115\* Equine Care Techniques I
- EQ 323 Equine Reproductive Management
- EQ 324 Breeding Lab Design & Management
- EQ 327 Breeding & Foaling Management I
- EQ 427 Breeding & Foaling Management II
- SM 117\* Diversity of Life OR SM 118 Cellular and Molecular Biology
- SM 215\* Equine Anatomy & Physiology

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

### **Management and Supervision: 18 credits**

At least three courses must be taken at Cazenovia College. Of these three, two courses must be 300- or 400-level.

- BU 110 Principles of Management
- BU 233 Human Resources Management
- BU 431 Leadership

Select three of the following:

- BU 121/122/301 Microsoft Word/Microsoft Excel/SPSS
- BU 230 Business Communication
- BU 331 Organizational Behavior
- BU 334 Diversity Management
- BU 338 Problems in Supervision
- BU 363 Business Law

### **Purchasing Management: 24 credits**

In order to earn a certificate in Purchasing Management at least five courses listed below must be taken at Cazenovia College. Of these five, four must be BU 311, BU 346, BU 401, and BU 363.

Course Requirements:

- AC 201 Financial Accounting
- AC 202 Managerial Accounting
- BU 233 Human Resources Management
- BU 311 Supply Chain Management
- BU 326 E-Commerce
- BU 346 Purchasing Management
- BU 363 Business Law
- BU 401 International Business

## **Minors**

### **Minor in Aging Services**

The Aging Services Minor provides an overview of the issues and the skills required to understand our aging population. It addresses a student's interest in working with people who are aging or working within agencies servicing this population. It requires several human services courses as well as an internship at an agency providing aging services. Internship possibilities include senior day centers, Meals on Wheels, the Office for the Aging, and Retired Senior Volunteer Program (RSVP).

#### Required Courses:

HS 110 Intro to Human Services

HC 110 Intro to Health Care

HS 120 Intro to Gerontology

SB 361 Death, Dying and Bereavement

HS 300 Internship in Aging Services (One 6-credit internship or two 3-credit internships)

### **Minor in Art History**

The minor in Art History engages students from any major in an exploration of cultures and civilizations through an examination of humanity's most beautiful and meaningful creations. Although particularly recommended for students planning careers in museum studies, arts management, studio art, and/or art education, the minor provides much-needed depth and breadth to a student's general knowledge of art throughout history.

Through classes in art history, students interpret and better understand visual images in the historic and contemporary world. Art History is an easy minor to add, as several of the course options also fulfill general education requirements and are offered frequently. As students have a variety of choices, they can tailor the minor to their area of greatest interest.

#### Required Courses:

FA 111 Art History: to the Middle Ages

FA 112 Art History: Renaissance to the Present

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 125 History and Contemporary Trends in Photography

FA 131 History of Architecture and Interiors I: Antiquity to the Renaissance

FA 132 History of Architecture and Interiors II: Baroque to the Present

FA 218 History of Fashion

FA 309 Special Topics in Art History

FA 311 Women in the Arts

FA 351 Museum as Medium

FA 401 Contemporary Developments in the Arts

FA 405 Arts in the Community

FA 408 Aesthetics: Philosophy of the Arts

VC 321 History of Visual Communications

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

### **Minor in Arts Management**

Careers in Arts Management are trending. Since Arts Management requires both hands-on experience in the arts and business expertise, the minor in Arts Management combines essential business skills with a deep understanding of arts organizations. Students completing the minor are well-prepared to enter the workforce in a wide range of creative industries, including art galleries, museums, theatre, musical groups, festival and concert venues, and/or one's own business. While art and design majors may be particularly interested in this minor, anyone with an interest in an arts-related career will benefit.

Required courses:

BU 215 Arts Management  
FA 351 Museum as Medium  
FA 405 Arts in the Community

One of the following:

BU 110 Principles of Management  
BU 240 Principles of Marketing  
BU 233 Human Resources Management

For students with a major within the Division of Art and Design or a minor in Art History, select two courses from the following (some courses may have pre-requisites):

AC 110 Fundamentals of Accounting  
BU 110 Principles of Management  
BU 240 Principles of Marketing  
BU 212 Small Business Management  
BU 233 Human Resources Management  
BU 331 Organizational Behavior  
BU 338 Problems in Management and Supervision  
BU 363 Business Law  
BU 431 Leadership  
CM 231 Introduction to Journalism  
CM 441 Media Management  
FA 265 Theater Production  
ID 425 Retail and Exhibition Design  
SA 381 Internship (in an arts organization)  
SB 201 Multicultural Contributions  
VC 118 Digital Foundations  
VC 174 Digital Page Layout  
VC 375 Web Design I

For students with a major in Management, select two courses from the following:

FA 111 Art History: to the Middle Ages  
FA 112 Art History: Renaissance to the Present  
FA 123 Introduction to Film Analysis  
FA 125 History and Contemporary Trends in Photography  
FA 131 History of Architecture and Interiors I: Antiquity to the Renaissance  
FA 132 History of Architecture and Interiors II: Baroque to the Present  
FA 161 Theater History: Prehistory to the Jacobean Period  
FA 162 Theater History: Restoration to the Present  
FA 210 Art of the World  
FA 218 History of Fashion



FA 265 Theater Production  
FA 311 Women in the Visual Arts  
FA 325 Cinema Studies  
FA 401 Contemporary Development in the Arts  
CM 231 Introduction to Journalism  
CM 441 Media Management  
ID 425 Retail and Exhibition Design  
SA 381 Internship (in an arts organization)  
SB 201 Multicultural Contributions  
VC 118 Digital Foundations  
VC 174 Digital Page Layout  
VC 221 History of Visual Communications  
VC 375 Web Design I

For students with any major outside of the Division of Art and Design, Management or a minor in Art History: select two courses from either preceding menu.

### **Minor in Biology**

The minor in Biology allows students to explore and strengthen their interests and skills in biology. Students wanting or needing a substantial background in the biological sciences without actually majoring in biology should consider this minor. Completion of two introductory-level biology courses for 8 credits ensures that students have a solid foundation of basic biological knowledge and skills, and 10 credits of 300/400 biology-related courses allow students to explore more advanced and specialized topics within biology. The Biology minor is available to all students, except those majoring in Biology or Environmental Biology.

Two of the following four courses (8 credits):

SM 101H The Birds and the Bees  
SM 101J Nature's Underworld  
SM 101G Life In and On the Lake  
SM 117 Diversity of Life  
SM 118 Cellular and Molecular Biology  
SM 215 Equine Anatomy and Physiology\*  
SM 224 General Zoology  
SM 225 Plant Biology

And at least ten credits from upper-division biology-related courses (except SM385 and SM499), including, but not limited to the following:

SM 302 Wetlands Ecology  
SM 306 Field Natural History  
SM 307 Animal Behavior  
SM 314 Field Botany  
SM 315 Genetics and Evolution  
SM 319 Aquatic Biology  
SM 324 Advanced Zoology  
SM 325 Plant Biology  
SM 331 Animal Physiology  
SM 342 Principles of Ecology  
SM 343 BioTopics

SM 411 Cell Biology and Physiology  
SM 470 Environmental Interpretation  
\*Equine Business Management students only

### **Minor in Business**

A minor in Business is a wise choice for students majoring in other disciplines. The Business minor provides students with an introduction to the various branches of Business such as accounting, banking, human resources, marketing, and general management. The minor provides the added skills and knowledge that some employers may be looking for in new employees.

#### Required Courses:

AC 201 Financial Accounting  
BU 110 Principles of Management  
BU 240 Principles of Marketing  
BU 363 Business Law

AND

One of the following (lower level):

AC 202 Managerial Accounting  
BU 145 Principles of Advertising  
BU 205 Consumer Awareness  
BU 212 Small Business Management  
BU 213 Retail Management  
BU 215 Arts Management  
BU 241 Professional Selling  
BU 281 Business Internship  
BU 230 Business Communication  
SB 201 Multicultural Contributions

AND

One of the following (upper level):

BU 305 Money & Banking  
BU 311 Supply Chain Management  
BU 331 Organizational Behavior  
BU 338 Problems in Supervision  
BU 346 Purchasing Management  
BU 351 A Comparative Look at Fortune 500 Companies  
BU 352 Motion Picture Industry as a Business  
BU 353 YouTube Phenomena and Its Impact on Business  
BU 413 Entrepreneurship

### **Minor in Communication Studies**

The minor in Communication Studies strives to provide students with a broad base of knowledge in human and mediated communication. Specifically, courses examine the importance of communication in group settings, interpersonal (family, romantic, and friendship) relationships, mediated situations (social media, news media, entertainment media), and public spheres. According to Bloomberg (2016), strong communication skills, both written and verbal, are among the top skills employers seek, but few candidates can demonstrate. Developing skills grounded in a strong theoretical foundation makes the Communication Studies minor a marketable complement to any major. The Communication Studies minor is available to all students, except those majoring in Communication Studies.

Required Courses:

CM 110 Introduction to Human Communication  
CM 210 Interpersonal Communication  
CM 2\_\_ Communication Elective  
CM 302 Communication Theory  
CM 3\_/4\_ Communication Elective  
CM 440 Advanced Topics in Communication

### **Minor in Criminal Justice**

The Criminal Justice Minor is intended to give students a broad understanding of the criminal justice field, and to prepare students to work in positions that assist the field in accomplishing its mission. The minor is also designed to help students gain a strong understanding of their individual rights and an in-depth insight of current events as they relate to the criminal justice system. This minor is suitable for those interested in attending law school or working in the field of human services. This minor is only open to non-Criminal Justice and Homeland Security Studies majors.

Required Courses:

CJ 151 Introduction to Criminal Justice\*  
CJ 251 Corrections and Alternatives or CJ 152 Juvenile Delinquency  
CJ 253 Criminal Law and Procedure  
CJ 354 Policing in America  
CJ 358 Ethical Issues in Criminal Justice and Homeland Security  
CJ 341/SB344 Criminology or 400-level Special Topic course in Criminal Justice

\*This course is required and a prerequisite for the other courses in the minor. However, if a student is beginning the minor in the spring semester, permission from the instructor will allow him or her entrance into any of the other courses for the minor.

### **Minor in Disability Services**

The Disability Services Minor provides an overview of the issues related to the field of disabilities including developmental, intellectual, physical and mental health disorders. It addresses a student's interest in understanding disability issues, services, systems and culture. The minor requires five courses in the disability area, and also an internship. Internship possibilities include ARC, Liberty Resources, AccessCNY, Jowonio, Helio Health and the Cazenovia College Inclusion program. This minor is open to all students.

Required Courses:

HS 110 Intro to Human Services  
HS 361 Therapeutic Recreation  
SB 324 Childhood Disorders  
HS 282, 283, 284 or 382, 383, 384 Internship (3 credits)(Program Director Approval)  
Choice of two of the following:  
HS 134 Introduction to Alcohol and Substance Abuse  
HS 133 Community Mental Health  
SB 265 Alcohol, Drugs and Modern Society  
HS 240 Introduction to Counseling  
HS 431 Rehabilitation Services

LG 131 American Sign Language I  
LG 132 American Sign Language II  
ED 350 Strategies for Teaching Students with Mild to Moderate Disabilities  
ID 232 Universal Design  
CM 410 Advocacy and Public Communication  
PS 323 Abnormal Psychology  
SP 364 Sport in Society

### **Minor in Economics**

A total of five economics courses and one statistics course are required to complete the minor in Economics. These are distributed as two introductory level economics courses plus three 300 or higher level economics courses; at least three of these five courses must be completed at Cazenovia College. Upper level courses taken elsewhere would need to be approved by the Social Sciences Division representative to qualify for credit. All courses required for the minor must receive a grade of "C" or better.

#### Required Courses:

HG 131 Macroeconomics  
HG 132 Microeconomics  
HG 3/400 Economics course  
HG 3/400 Economics course  
HG 3/400 Economics course  
SM 261 Statistics

### **Minor in Education**

The Education minor gives students a solid understanding of the foundations of schooling in the United States as well as provides students with field experience in P-6 schools. The Education minor is available to any student in the college who is not majoring in education (IECE, IEE). The Education minor does not prepare students for NYS teacher certification eligibility. The Education minor will be of interest to students who:

- Would like to pursue positions in public policy, educational research, and volunteer programs such as the Peace Corps.
- Choose teaching later in their college career and would like to prepare for admission to Master of Arts in Teaching programs or other graduate programs such as school psychology, occupational therapy, physical therapy, or speech therapy.
- Are interested in enrolling in a NYSED coaching or TA certification programs after graduation.

Students wishing to pursue a minor in Education must complete a minimum of 16 credit hours of education courses and at least two credits of field work with a minimum 30 hours in the field.

#### Required Courses:

ED 111 Child Development and Observation (3) and  
ED 111L Child Development and Observation Fieldwork (1 credit, 15 hours)  
ED 131 Teaching and Learning in Diverse Communities (3) and  
ED 131L Teaching and Learning in Diverse Communities Fieldwork (1 credit, 15 hours)  
ED 320 Emergent Literacy (3)  
ED 090 Child Abuse/Neglect Identification and Reporting (0)  
ED 093 Dignity for All Students Act (DASA) (0)  
ED \_\_\_ Electives in Education (7)\*

\* Please note that 3 of these credits must be from an upper-level class (300 or 400 level).

### **Minor in English**

The minor in English offers students interested in reading and discussing literature an opportunity to expand their analytical skills, cultural awareness, and creative imagination. The minor is a good option for both professional and liberal arts majors, as it develops the critical thinking and communication skills essential for success in the rapidly changing professional environment. In addition its program of required courses and elective options allows students to choose courses based on their interests.

#### Required Courses:

EN 210 Approaches to Literature

EN 216 Shakespeare and His Rivals

EN \_\_ Literature or Writing course (exclusive of EN 101 and EN 201)

EN 2/3\_\_ Upper/Lower Division Literature

EN 3/4\_\_ Upper Division Literature

EN 3/4\_\_ Upper Division Literature or Writing course

### **Minor in Entrepreneurship**

The minor in Entrepreneurship allows any student to explore his or her entrepreneurial spirit, which is characterized by innovation and risk-taking. Students get one step closer to making their dreams realities as they study the theories behind creating/growing a successful business. You'll learn how to build a persuasive business plan and obtain financial capital, while attempting to achieve your enterprising goals. This minor provides a strong foundation toward owning the business that you always desired.

#### Required Courses:

AC 110 Fundamentals of Accounting or AC 201 Financial Accounting

BU 240 Principles of Marketing

BU 212 Small Business / Ownership

BU 363 Business Law

BU 413 Entrepreneurship

And one of the following:

BU 233 Human Resources Management

BU 205 Consumer Awareness

BU 338 Problems in Management and Supervision

BU 346 Purchasing Management

BU 431 Leadership

### **Minor in Fashion Design**

The Fashion Design minor is a great choice for creative students interested in combining the technical aspects of fashion with their major program of study. This minor offers flexibility of course selection, depending upon student interests and goals. Students may focus on the construction and patternmaking aspects of fashion design or on the drawing and illustration skills required by fashion designers. This minor enhances students' trend awareness and creativity and complements a variety of majors including Business, Communication Studies, English, Fashion Merchandising, Management, Photography, Psychology, Studio Art and Visual Communications.

Required Courses:

Choice of three of the courses listed below (9 credits)

FD 110 Clothing Construction I

FD 113 Fashion Drawing

FD 131 Survey of the Global Apparel Industry

FD 213 Textiles

Choice of one of the courses listed below (3)

FD 212 Draping Design

FA 218 History of Fashion

FD 221 Flat Pattern Design

FD 255 Digital Fashion Illustration

FD 322 Computerized Patternmaking (CAD)

Choice of 6 credits from the courses listed below:

FD 382 New York Fashion Tour

FM/FD 3\_ Special Topic in Fashion/Elective

FD 3\_\_ Independent Study

### **Minor in Fashion Merchandising**

Students with an interest in fashion may minor in Fashion Merchandising to discover how fashion is planned, created, and promoted by manufacturers and retailers. This minor combines business and fashion courses with technical clothing, textiles and production knowledge to provide an overview of how fashion companies meet consumer needs. A Fashion Merchandising minor provides creative and technical fashion knowledge for students in a variety of majors including Business, Communication Studies, English, Fashion Design, Management, Photography, Psychology, Studio Art and Visual Communications.

Required Courses:

BU 240 Principles of Marketing

FM 131 Survey of the Global Apparel Industry\*

FM 213 Textiles\*

FM 250 Fashion Merchandising

FM 365 Product Development Principles

And one of the following courses listed below:

BU 413 Entrepreneurship

BU 451 Fashion Buying and Planning

\* Students enrolled in the Fashion Design program must take a BU or FM elective instead of FM 131 and FM 213.

### **Minor in Forensic Photography**

Cazenovia College is proud to be one of the few schools that offers students a minor in Forensic Photography. Students enrolled in this minor get a well-balanced knowledge base for success in the field. Along with understanding the technical side of forensic photography, students also take courses in criminal justice and crime scene investigation so that they are aware of the processes and regulations for the use of forensic photography. Students majoring in Criminal Justice and Homeland Security Studies and Photography frequently take the Forensic Photography minor.

Required Courses:

CJ 151 Introduction to Criminal Justice Functions and Processes

CJ 252 Crime Scene Investigation

SA 161 Photography I  
SA 263 Digital Photography  
SA 320 On Assignment: Location and Documentary Photography  
SA 330\* Principles of Forensic Photography  
\* May be offered or cross-listed as CJ 330 Principles of Forensic Photography

### **Minor in Health Care Management**

The Health Care Management minor introduces students to a spectrum of health-related matters such as major issues in the health care profession, contemporary global health issues and changing societal conditions, understanding medical terminology, long-term health care issues, and legal issues associated with health care. Upon completing the minor, students are prepared for entry-level jobs in the health care industry such as in a dentist office, government/military health care facility, health care consulting firm, home health care service, hospital, information technology/software company, insurance carrier, long-term care facility, managed care company, medical and diagnostic laboratory, medical device company, pharmaceutical sales, physician office, outpatient care center, or regulatory agency.

#### Required Courses:

HC 110 Introduction to Health Care  
HC 310 Legal Aspects of Health Care  
HC 320 Long Term Health Care  
HC 330 Current Trends in Health Care  
HC 410 Health Care Planning

#### Choice of one of the courses listed below (3)

AC 110 Introduction to Accounting  
AC 201 Financial Accounting  
BU 233 Human Resources Management  
BU 281 Business Internship  
HC 210 Medical Terminology

### **Minor in History**

The History minor is designed for any student who wishes to expand their historical knowledge, not only of our own society but those of others, by becoming a researcher and an interpreter of historical facts. Students utilize a history minor to help focus their attention towards graduate schools in history or law school, as well as improve their preparation for graduate school in any of the allied disciplines in the liberal arts.

#### Required Courses:

HG 101 World Civilization to 1550  
HG 102 World Civilization 1550 to Present  
HG 121 U.S. History to 1877  
HG 122 U.S. History 1877 to Present  
HG 375 Historical Research Methods (HU/SB 375 Methods of Inquiry may not substitute for this course.) Six credits in upper division history (HG) courses (300-400 level).

### **Minor in Hospitality Management**

This minor provides leadership for students who may want a career in the exciting world of hospitality. Students are introduced to hotel management, casino operations, spa management, event planning, and club and recreation

management. These unique courses gives students a broad understanding of how the field of hospitality operates in a business and management environment. The minor helps students enter the field of hospitality and gives a unique look at how hotels, restaurants, casinos, and spas are managed in the dynamic realm of business.

Required Courses:

BU 119 Introduction to Hospitality Management (3)  
BU 124 Travel & Tourism (3)  
BU 203 Bed & Breakfast Management (3)  
BU 316 Casino Management (3) OR  
BU 314 Event Management (3) OR  
AC 222 Hospitality Accounting

Select one lower level course:

BU 110 Principles of Management  
BU 233 Human Resources Management  
BU 281 Hospitality Internship

Select one upper level course:

BU 302 Hotel and Lodging Management  
BU 402 Club and Resort Management  
BU 403 Restaurant Management  
BU 404 Cost Control  
BU 481 Hospitality Internship

### **Minor in Human Services**

The Human Services minor introduces students to the helping profession. Students will learn different perspectives regarding assisting those in need in our society. Students will also have the opportunity to explore careers in the human services field.

Required Courses:

HS 110 Introduction to Human Services  
HS 240 Introduction to Counseling

Choose two:

HS 121 Children and Youth Services  
HS 133 Community Mental Health  
HS 134 Introduction to Alcohol and Substance Abuse

Choose two:

HS 331 Group Dynamics  
HS 345 Counseling Families in Crisis  
HS 361 Therapeutic Recreation  
HS 431 Rehabilitation Services (requires permission of program director)  
HS 475 Program Planning (requires permission of program director)

This minor is not open to Human Services majors.

### **Minor in Interior Decorating**

Many people use the terms “interior design” and “interior decorating” interchangeably, but these professions differ in critical ways. Interior design is the art and science of understanding people’s behavior to create functional spaces



within a building. Decoration is the furnishing or adorning of a space with fashionable or beautiful things. The Interior Decorating minor assists students in further developing their skills in the specialized area of decorating, staging, and real estate development (“flipping”), all with predominantly residential applications. Course content includes residential décor and materials application, color coordination, aesthetic adornment, and historical and current trends in residential markets. All those with an aesthetic or financial interest in the practice of decoration and its impact on the residential real estate market, can benefit from the studies in the Interior Decorating minor.

Interior Design students must fulfill a minimum of 12 credits outside of the major to complete the Minor in Interior Decorating. A minimum of 9 credits must be completed at the 300-400 level.

Required Courses:

ID 225 Decorating

ID 361 Lives of the Designers

Complete two of the following courses: (6 credits)

FA 131 Historic Architecture & Interiors I: Antiquity to the Renaissance

FA 132 Historic Architecture & Interiors II: Baroque to the Present

ID 121 Rendering

ID 221 Residential Design

ID 242 Finishes & Materials

ID 243 Textiles for Interiors

ID 365 Lighting

SA 131 Design and Color Theory

SA 132 Structuring Human Space

Complete two of the following Upper Division 300/400 level courses, not already fulfilling ID 300/400 level credits within the major: (6 credits)

FA 408 Aesthetics: Philosophy of the Arts

ID 317 Kitchens, Baths & Built-Ins

ID 318 Furniture Design

ID 340 Event Planning & Design

ID 481 Internship (Residential or Décor focus)

ID 3XX Special Topics course as approved by the Interior Design Program Director

### **Minor in International Studies**

Students who minor in International Studies follow either the conventional track or the Canterbury track, which is for those students who study abroad at Canterbury Christ Church University. When internationally-focused special topics are offered, the program director may determine that they count towards the minor requirements. This minor is not open to International Studies students.

\*Program prerequisites required.

### **Generalist Track**

HG 102 World Civilization since 1550

SB 230 Introduction to International Studies

SB 250 Cultural Geography

Three from among the following at least 6 credits must be earned at the 300/400 level):

Special Topics (as approved by the program director, maximum 9 credits)

HG 261 Comparative Political Ideologies

HG 310 Modern Latin America

HG 335 International Economics and Trade\*

SB 301 Models of Society

SB 333 Human Rights and Genocide

SB 401 World Cultures and Societies

Any Cazenovia course with OS prefix (transfer OS credits must be from an accredited institution and approved by the program director.

SB 385 Internship I (Must be internationally-focused and preapproved by the program director, 3-6 credits)

**English Speaking Study Abroad Track**

**One of the following:** SB 230 Introduction to International Studies OR SB 250 Cultural Geography

6 credits of core, international-themed courses while studying abroad

3 credit waiver for experiential learning

Two courses from among the following (at least six credits must be earned at the 300/400 level.):

Special Topics (as approved by the program director)

Appropriate coursework while studying abroad

HG 102 World Civilization since 1550

HG 261 Comparative Political Ideologies

HG 310 Modern Latin America

HG 335 International Economics and Trade

SB 301 Models of Society

SB 333 Human Rights and Genocide

SB 380 Contemporary Slavery

SB 401 World Cultures and Societies

Any course with OS prefix

**Modern Language Track**

Until further notice, this track is only available to students of Japanese.

Student must choose a language of focus and all LG, OS or elective coursework must relate to that area of focus.

One of the following (at least six credits of study abroad, LG, OS or elective must be at the 300/400 level):

SB 230 Introduction to International Studies **OR** SB 250 Cultural Geography

6 credits of LG courses in a foreign language in the area of focus

**9 credits in any combination of:**

Appropriate coursework while studying abroad in the area of focus **OR**

LG courses in the appropriate language **OR**

OS prefix courses at Cazenovia College (or program director approved transfer credits from an accredited institution) in the appropriate region **OR**

Thematically-appropriate electives in the appropriate region/culture/language (must be pre-approved by the program director)

**Minor in Multiplatform Journalism and Production**

The minor in Multiplatform Journalism and Production strives to provide students with a foundation in multiplatform media production and encourages critical consumption of media. Students take courses centered on production of news and media content for print, web, video, and radio. Students in the minor often take part in the campus newspaper, The Quad, and the campus radio station, WITC.

In advanced coursework, students learn how to manage projects, work with deadlines, and examine the state of the broadcast and news production fields. Students in the minor come from a variety of academic programs including English, Photography, Sport Management, and Visual Communications. The Multiplatform Journalism and Production minor is available to all students, except those majoring in Communication Studies.

**Required Courses:**

CM 211 Introduction to Broadcasting  
CM 231 Introduction to Journalism  
CM 320 Communication in the Mass Media  
CM 331 Feature Writing and Editing  
CM 341 Intermediate Broadcast Production  
CM 441 Media Management

**Minor in Marketing**

A Marketing minor allows students the opportunity to understand marketing concepts applicable to small business ownership and careers in advertising, art management, communications, English, equine management, fashion, psychology, public relations and social media, sales, sport management, and visual communication. A Marketing minor is easily added for most majors and can enhance a student's perspective on business.

**Required Courses:**

BU 205 Consumer Awareness  
BU 240 Principles of Marketing  
BU 348 Marketing Management

**Choose one:**

BU 105 Global Business  
BU 145 Principles of Advertising  
BU 241 Professional Selling  
BU 213 Retail Management

**Choose two:**

BU 326 E-Commerce  
BU 346 Purchasing Management  
BU 413 Entrepreneurship  
BU 3\_/4\_ Special Topic in Business  
SP 253 Sport Event Management

**Minor in Mathematics**

The minor in mathematics helps to prepare students for careers that require strong mathematical preparation. Students will have the opportunity to study mathematics beyond the requirements for their major and they will be provided the opportunity to explore advanced topics in mathematics.

The minor in mathematics is open to all Cazenovia College students. Students who wish to minor in mathematics are strongly encouraged to start the minor early in their academic careers due to the sequential nature of the course topics.

Students seeking a minor in Mathematics must complete a total of 18 credits.

Students may choose from the following catalog courses:

SM 161 College Algebra  
SM 165 Pre-Calculus  
SM 261 Statistics

SM 265 Calculus I  
SM 266 Calculus II

Students must have at least six credits from upper-division mathematics courses including, but not limited to, the following:

SM 303 Topics in Mathematics  
SM 346 Linear Algebra  
SM 361 Abstract Algebra  
SM 366 Calculus III  
SM 466 Differential Equations

Note: Students who enter the college prepared for calculus may need to take an additional upper-division course to meet the 18-credit requirement for the minor.

Note: Students may retake SM 303 Topics in Mathematics one time for credit as long as the topic has rotated.

### **Minor in Philosophy**

The Philosophy minor is designed for students who wish to broaden their knowledge of philosophy with coursework that enhances their critical thinking and reasoning skills. The minor encourages interdisciplinary connections and critical thinking about the foundations of knowledge in many fields, and emphasizes courses in ethics and value theory (ethics, applied ethics, and philosophy of art). Students of philosophy are known to be particularly successful on graduate school admissions tests such as the GMAT, GRE, and LSAT. The Philosophy minor is available to all students and is a beneficial complement to all majors.

Students seeking a minor in Philosophy must complete a total of 18 credits.

Required Courses:

HU 160 Introduction to Philosophy  
HU 165 Critical Thinking

Choose three of the following:

HU 361 Commitment and Choice  
HU 365 Ethics  
HU 489 Independent Study: Directed Readings  
FA 408 Aesthetics: Philosophy of the Arts

Choose one of the following:

HU 301 Environmental Ethics  
HU 461 Values in the Modern World  
HU 465 Ethical Issues in Organizations

### **Minor in Photography**

Students with a minor in photography are exposed to a wide range of photographic practices including digital photography, black and white film photography and studio lighting. The upper level courses give students the opportunity to pursue a specific area of study including but not limited to: sports photography, studio photography, documentary photography, fine art photography and fashion photography. Students who major in Communication Studies, Fashion Design, Studio Art, and Visual Communications, often take the Photography minor.

Required Courses:

SA 161 Photography I  
SA 162 Black and White Film Photography  
SA 276 Computer Imaging or SA 263 Digital Photography\*  
SA 270 Studio Photography

\* Students in the Visual Communication program may substitute VC 274 Imaging Graphics.

Choose at least two courses from the following list of options:

SA 309 Special Topics in the Arts (Photo related subject)  
SA 320 On Assignment: Location and Documentary Photography  
SA 325 Large Format Photography and Fine Printing  
SA 330 Forensic Photography  
SA 365 Alternative Processes  
SA 410 Professional Photography Practices

### **Minor in Pre-Art Therapy**

According to the American Art Therapy Association, art therapy is a mental health profession that utilizes the making of art as a treatment and diagnostic tool. Art therapists assist clients in healing, exploring feelings, managing behavior, working through abusive situations, and fostering self-awareness. Art therapists work with all age groups and are needed in settings as diverse as hospitals, psychiatric and rehabilitation facilities, schools, family services, senior centers, private practice, and other clinical and community settings. While a master's degree at an accredited university and licensure are required to practice art therapy, a certain level of preparation is required at the undergraduate level.

The Pre-Art Therapy minor at Cazenovia College prepares students for entry into graduate programs in Art Therapy. This minor follows the guidelines of the American Art Therapy Association and the National Association of Schools of Art and Design. Upon completion, students are qualified to apply to graduate school (consult the American Art Therapy Association Web site for a list of accredited graduate schools). Most graduate school programs prepare students for licensure as both registered and credentialed art therapists and licensed professional counselors, providing greater professional flexibility.

The following courses in Psychology and Human Services are required:

PS 120 Intro to Psychology  
HS 240 Intro to Counseling  
HS 361 Therapeutic Recreation  
PS 225 Lifespan Developmental Psychology  
PS 323 Abnormal Psychology  
PS 326 Theories of Personality

In order to complete the minor in Pre-Art Therapy, students will need to be Studio Art/Photography majors or have 18 studio art credits by the time they graduate. Recommended courses include:

SA 111 Drawing I  
SA 121 Painting  
SA 131 Design and Color Theory  
SA 132 Structuring Human Space  
SA 161 Photography I  
SA 168 Time, Movement, Narrative  
SA 241 Ceramics  
SA 242 Sculpture  
SA 320 On Assignment: Location and Documentary Photography  
SA 393 Internship Preparation  
SA 381 Internship

### **Minor in Pre-Law**

The interdisciplinary Pre-Law minor complements a student's major with coursework that helps prepare the student for the demands of law school. It is also designed to strengthen skills in areas needed for success in law school. The Career Services Office can provide information on test preparation and where to register for the LSAT.

#### Required Courses:

HG 141 Government and Politics of the United States

HU 165 Critical Thinking and Logic

#### Area I: Law (one course from the following)

BU 363 Business Law

BU 368 Sport Law

CJ 253 Criminal Law and Procedure

CJ/HG 357 Constitution Law

HG 101C First Year Seminar: The First Amendment

HG 358 International Law

HG \_\_\_ ST: American Legal History

#### Area II: Written and Spoken Communications (one course from the following)

CM 313 Debate

CM 410 Advocacy and Public Policy

CM 420 Persuasion

EN 312 Advanced Expository Writing

#### Area III: Economics/Accounting/Statistics (one course from the following)

AC 201 Principles of Accounting

AC 202 Managerial Accounting

HG 131 Macroeconomics

HG 132 Microeconomics

SM 261 Statistics

#### Area IV: Social Sciences (one course from the following)

CJ 251 Corrections and Alternatives

CJ 351 Criminal Justice Process

HG 121 U.S. History to 1877

HG 122 U.S. History 1877 to Present

SB 231 Social Problems

SB 321 Psychology Applied to Interpersonal Behavior

SB 336 Social Welfare Policies

SB 344/CJ 341 Criminology

It is recommended that students take more courses in each of the areas if their degree requirements allow it.

When legal studies-focused special topic courses are offered, the program director may determine that they count toward the minor requirements.

### **Minor in Psychology**

The Psychology minor is designed to provide students with a broad overview of the field of psychology. This minor will help students gain a stronger understanding of human thoughts and behavior. This minor is an excellent addition to any major, particularly for students who wish to gain scientific insight into the human mind.

#### **Required Courses:**

PS 120 Introduction to Psychology

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

Biological/Cognitive

PS 327 Biopsychology

PS 330 Sensation and Perception

PS 341 Learning

PS 364 Cognition

Social/Developmental

PS 1\_\_ Child, Adolescent, or Adult Psychology

PS 225 Lifespan Developmental Psychology

PS 234 Social Psychology

Clinical/Applied

PS 323 Abnormal Psychology

PS 325 Educational Psychology

PS 326 Theories of Personality

Plus the student's choice of two additional psychology courses.

### **Minor in Social Media Production**

Students earning a social media minor will learn how to utilize social media to attract and communicate with customers, clients, and consumers. They will learn how to develop marketing and branding strategies in corporate, non-profit, advocacy, entertainment, and news sectors using a variety of social media techniques and platforms. The minor in Social Media is open to all majors.

#### **Required Courses:**

CM 110 – Introduction to Human Communication

VC 118 – Digital Foundations

SA 161 – Photography 1

#### **Select three courses (two must be at the 300/400 level, only one may be in your major)**

BU 240 – Principles of Marketing\*

BU 385 – Social Media Marketing

CM 211 – Introduction to Broadcasting

CM 410 – Advocacy and Public Communication

CM 320 – Communication in the Mass Media

CM 430 – Organizational Communication

SA 168 – Time, Movement, Narrative

SA 320 – Location and Documentary Photography (prerequisites will be waived for those in the social media minor)

VC 235 – Commercial Film & Video Production

VC 303 – Protest and Propaganda

VC 374 – Interactive Graphics (prerequisites will be waived for those in the social media minor)

VC 313 – Mobile App Design (prerequisites will be waived for those in the social media minor)

VC 375 – Web Design I (prerequisites will be waived for those in the social media minor)

**TOTAL CREDITS** - 18 credits, at least 1/3 at the 300-400 level

\* Students interested in the marketing component of social media are strongly encouraged to take BU 240 Principles of Marketing.

### **Minor in Sociology**

The sociology minor allows students to study a diverse group of topics from social inequalities to issues regarding families, education, politics, the economy and religion. Students are able to explore courses relevant to their interests. Courses are also offered that investigate American society's role within a greater global context. Upon completion of the minor, students are able to critically analyze contemporary social problems from a theoretical and practical level. The minor requires a minimum of 18 credits including Introduction to Sociology, Social Problems, and Social Theory. Students will be able to choose a set of courses based on their major or interests.

Required Courses:

SB 130 Introduction to Sociology

SB 231 Social Problems

SB 430 Social Theory

SB 2/3\_\_ Sociology Elective

SB 3/4\_\_ Sociology Elective

SB 3/4\_\_ Sociology Elective

### **Minor in Sport Studies**

In an effort to offer students in other academic disciplines the opportunity to explore the concepts involved with the sport industry, the following is proposed as a way for students to minor in Sport Studies. This minor will accommodate students in any baccalaureate program. The total credit requirement for a minor in Sport Studies is 18 credits.

Required Courses (12 credits):

SP 118 Introduction to Sport Management

SP 328 Sport Marketing, Promotion, and Sales

SP 364 Sport in Society

SP 455 Financing Sport Operations

Required Course (Select One – 3 credits):

SP 230 Sport Arena and Facility Management

SP 353 Sport Event Management

Required Course (Select One – 3 credits):

SP 269 Current Issues in Sport

SP 488 Sport Internship

SP 335 Leadership through Coaching

SP 100-400 Any sport elective

### **Minor in Studio Art**

Art teaches us to see, feel, and understand in ways that no other discipline can. The minor in Studio Art gives students an opportunity to develop their creativity, their problem-solving skills and their technical skills in a wide variety of media. Students begin with courses that develop basic skills, then move on to advanced work in areas of their choice:



ceramics, painting, drawing, kiln-formed glass, sculpture, printmaking, small metals/jewelry, figure drawing, installation or book arts. Students in any major can derive joy and maximize their creative potential by pursuing the hands-on Studio Art minor, and may be especially helpful for those pursuing education, art therapy, arts management or liberal studies.

Required Course:

FA 401 Contemporary Development in the Arts

Choose two courses from the following list:

SA 111 Drawing: Composition and Perception

SA 131 Design and Color Theory

SA 132 Structuring Human Space

SA 168 Time, Movement and Narrative

Choose one of the following courses:

SA 361 Site and Space

SA 302 Graphic Forms

Choose any two 200-400 level SA courses:

SA 214 Figure Drawing (or SA 314 Intermediate Figure Drawing or SA 414 Advanced Figure Drawing)

SA 231 Printmaking (or SA 331 Intermediate Printmaking or SA 431 Advanced Printmaking)

SA 241 Ceramics (or SA 341 Intermediate Ceramics or SA 441 Advanced Ceramics)

SA 242 Sculpture: Glass/Mixed Media (or SA 342 Intermediate Sculpture: Glass/Mixed Media or SA 442 Advanced Sculpture: Glass/Mixed Media)

SA 307 Intermediate Graphic Forms (or SA 407 Advanced Graphic Forms)

SA 308 Small Metals/Jewelry (or SA 317 Intermediate Small Metals/Jewelry or SA 417 Advanced Small Metals/Jewelry)

SA 311 Life Drawing and 3D Forms (or SA 416 Advanced Life Drawing & 3-D Forms)

SA 321 Intermediate Painting (or SA 421 Advanced Painting)

SA 415 Graphic Forms

SA 378 Intermediate Site and Space (or SA 478 Advanced Site and Space)

SA 309 Special Topics in the Arts, by approval of the Program Director

Courses must have primarily Studio Art related content. Students in Studio Art: Photography must take an additional 200-400 level SA course from the list. This minor is not open to majors in the Studio Art: Studio Art concentration.

### **Minor in Theatre**

The Theatre minor offers students the opportunity to complement a variety of majors with skills and knowledge that facilitate self-expression and preparedness for a myriad of diverse careers. The varied course selection provides a sound foundation in theater history and textual analysis as well as the ability to customize the minor to reflect student preferences for either performance or production (or a combination of both). A popular minor for English majors, the Theatre minor also appeals to students majoring in Communication Studies, Fashion Design (costume design), Psychology (drama therapy), and Studio Art (set design and lighting).

Required Courses:

Choose six courses from list, to include at least two 300/400-level courses.

FA 161 Theatre History: Prehistory to the Jacobean Period

FA 162 Theater History: Restoration to the Present

FA 165 Acting Workshop  
FA 265 Theatre Production (may be taken twice for credit)  
FA 366 Advanced Acting Workshop  
FA 373 Research in the Performing Arts I  
FA 385 Fine Arts Internship I  
FA 473 Research in the Performing Arts II  
FA 485 Fine Arts Internship II  
EN 216 Shakespeare and His Rivals  
EN 3/4 Special Topic in Dramatic Literature

### **Minor in Visual Communications**

A minor in Visual Communications supplements a wide variety of majors, especially Business Management, Communication Studies, Fashion Studies, Interior Design, Photography, and Studio Art. The minor provides marketable skills and professional advantages by offering students a broad introduction to the tools, skills, principles, and formats used to develop and present creative ideas. Students may select to focus their courses in one field of choice such as graphic design, illustration, advertising, or web design or they may choose to study in all of these areas and more. Students will gain in-depth experience using industry-standard software and become more viable in today's competitive job market.

Required courses:

VC 140 Typography  
VC 118 Digital Foundations or VC 174 Digital Page Layout  
VC 242 Graphic Design I

Choose at least three courses from the following list. Two courses must be at the 300 level or higher.

VC 118 Digital Foundations or VC 174 Digital Page Layout  
VC 232 Illustration I  
VC 241 Advertising Design I  
VC 274 Imaging Graphics  
VC 388 Package Design  
VC 341 Advertising Design II  
VC 342 Graphic Design II  
VC 374 Interactive Design  
VC 375 Web Design I  
VC 475 Web Design II

### **Minor in Women's and Gender Studies**

The Women's and Gender Studies Minor is open to all students at the college. This interdisciplinary minor is flexible and pairs well with many majors. The Women's and Gender Studies minor encourages empathy, empowerment, and advocacy. Through close examination of women and gender constructs in history, art and literature, and the impact of women on and in culture, the minor aspires to promote discussion, critical thinking, close-evaluation of practices and standards, and reflexive examination of self.

Required courses: (6 credits)

WG 110 Introduction to Women's and Gender Studies  
WG 440 Advanced Topics in Women's and Gender Studies

Select one Art & Litera

FA 218 Fashion History  
EN 221 Ethnic American Literature  
EN 228 Women in Literature

FA 311 Women in Visual Arts  
FD 355 Global Perspectives of Dress in Culture

Select one History & Sociology:

FA 218 Fashion History  
HG 206 History and Sociology of American Family  
HG 223 Women in American History  
SB 232 Sociology of Gender  
SB 329 Women and Culture

Select one Critical Approaches & Theory:

CM 320 Communication in the Mass Media  
EN 351 Post-Colonial Literature  
CM 440 Advanced Topics in Communication  
EN 475 Theoretical Approaches to Literature & Culture  
WG 481 Independent Study: Directed Readings in Women's and Gender Studies

Select one elective from the following (not already used to satisfy a requirement of the minor)

CM 240 Multicultural Communication  
CM 320 Communication in the Mass Media  
CM 440 Advanced Topics in Communication  
EN 221 Ethnic American Literature  
EN 228 Women in Literature  
EN 351 Post-Colonial Literature  
EN 475 Theoretical Approaches to Literature & Culture  
FA 218 Fashion History  
FA 311 Women in Visual Arts  
FD 355 Global Perspectives of Dress in Culture  
HG 206 History and Sociology of American Family  
HG 232 Women in American History  
HS 133 Community Mental Health and Services  
PS 260 Human Sexuality  
SB 232 Sociology of Gender  
SB 329 Women and Culture  
WG 381 Internship in Women's and Gender Studies  
WG 481 Independent Study: Directed Readings in Women's and Gender Studies

\*Pre-requisites may be required for any of the courses above and must be fulfilled before enrolling in the course of your choosing.

Offerings through the Center for Adult and Continuing Education

## *Baccalaureate Degrees offered at Off-Site Locations*

### **Community College Partnerships**

Cazenovia College knows that people have real lives—jobs, families and busy schedules. You are committed and invested, but you need a way to get your four-year degree while balancing your responsibilities. Now, you can get that degree without traveling long distances, or paying high-priced tuition. We understand what you need to reach your goals.

We have advisors to guide you on your path to graduation, and your success is our primary mission. As a Cazenovia student you can earn a degree – a Cazenovia College degree – on the grounds of your community college campus. Degree programs offered at: [Finger Lakes Community College](#), [Herkimer College](#), [Hudson Valley Community College](#), and [SUNY Schenectady](#).

*Note: All off-site programs require one course to be completed on the grounds of Cazenovia College, on two weekends during the final summer of the program. Cazenovia College will arrange to have housing and meals available.*

### **Admissions Requirements**

#### How to Apply

- Complete the online application at <http://apps.cazenovia.edu/ConEdApplication>
- Request official transcript(s) from all college(s) attended
- Request official high school or GED transcript
- For your convenience, there is no application fee for this program

Have your official transcripts mailed to:

Center for Adult and Continuing Education  
Cazenovia College  
22 Sullivan Street  
Cazenovia, NY 13035

### **Tuition and Fees**

- Tuition: \$290 per credit
- No application or registration fees

### Withdrawal and Refund Policies

Refunds for institutional charges are made only after an official withdrawal form is completed. Withdrawal forms are available in the Center for Adult and Continuing Education. All refunds are based on the official withdrawal date noted on the withdrawal form. The refund will include only tuition.

1st week (until end of Add/Drop Period): 100 percent of tuition

2nd week: 75 percent of tuition

3rd week: 50 percent of tuition

4th week: 25 percent of tuition

### ***Clinton Community College: Human Services: Generalist Specialization***

Earn your Cazenovia College bachelor's degree in Human Services on the campus of Clinton Community College. Expanding your education from an associate degree to a bachelor's degree can lead to a career in the growing field of human services.

#### **Program Highlights**

- Part-time program with convenient evening and online courses
- Average time of degree completion is three years
- Affordable tuition of \$290 per credit hour
- Credit available for life and work experiences
- CASAC training and education hours available

#### ***Bachelor of Science***

The Generalist concentration provides an overview of human services with the opportunity to learn in all three concentrations (Alcohol and Substance Abuse; Children and Youth; and Counseling/Mental Health). The curriculum addresses issues related to mental health practice, the social services system and the criminal justice system. A combination of courses within the Human Services curriculum will provide the student with a base knowledge about the systems and services.

#### **Student Learning Goals:**

- Provide students with an understanding of the human services system
- Develop basic counseling skills
- Develop an understanding of counseling theory and counseling approaches
- Prepare students for professional human services careers

#### **Program Eligibility:**

Students who have an associate degree in Human Services are eligible. Students who have not earned an associate degree in Human Services may be eligible for this program but will need to take additional coursework.

#### **Curriculum Requirements for Human Services Program:**

##### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

TOTAL GENERAL EDUCATION CREDITS - 39

## **PROGRAM COURSES**

### **Art & Sciences Courses**

Course (Credits)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

PS 323 Abnormal Psychology (3)

SB 333/335/301/436 Human Rights and Genocide/

Comparative Social Institutions in U.S./

Models of Society/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

PS 121 Child Psychology/PS 122 Adolescent Psychology/SB 265 /Alcohol and Drugs in Modern Society (3)

SB 311/436 Contemporary Ethnic Families/Class, Status and Power (3)

SB 324 Childhood Disorders/ SB 344/CJ 341 Criminology (3)

Total Arts & Sciences Program Credits - 30

### **Career Studies Courses**

Course (Credits)

HS 110 Introduction to Human Services (3)

HS 121/133/134/CJ 151 Child, Youth and Family Services/

Community Mental Health Issues/Introduction to Criminal Justice (3)

HS 240 Introduction to Counseling (3)

HS 331/341/345 Group Dynamics, Counseling Theories/

Counseling Families in Crisis (3)

HS 343 Intervention Strategies (3)

HS 282/283/284 Internship (6)

HS 382/383/384 Internship (6)

HS 361/431/CJ 351 Therapeutic Recreation/Rehabilitation Services/

Criminal Justice Process (3)

HS 475 Program Planning and Evaluation (3)

Total Career Program Credits - 33

**TOTAL PROGRAM CREDITS - 63**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (18)

Total Open Elective Credits - 18

**TOTAL ELECTIVE CREDITS - 18**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Finger Lakes Community College: Human Services: Alcohol & Substance Abuse Specialization***

Earn your Cazenovia College bachelor's degree in Human Services on the campus of Finger Lakes Community College in Geneva. Expanding your education from an associate degree to a bachelor's degree can lead to a career in the growing field of human services.

#### **Program Highlights**

- Part-time program with convenient evening and online courses
- Average time of degree completion is three years
- Affordable tuition of \$290 per credit hour
- Credit available for life and work experiences
- [CASAC training and education](#) hours available

#### ***Bachelor of Science***

The Alcohol and Substance Abuse concentration of the Human Services program provides students with an overview of counseling and support services for this population. Leading to a Bachelor of Science degree, the program's 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, you will fulfill the education and training requirements (350 hours) for future certification as a New York State Credentialed Alcohol and Substance Abuse Counselor Trainee (CASAC-T). For more information about the CASAC program, [visit the OASAS website](#).

#### **Student Learning Goals:**

- Provide you with an understanding of issues related to alcohol and substance abuse;
- Develop your counseling skills related to this population;
- Develop your understanding of treatment and rehabilitation approaches; and
- Prepare you for the professional counseling and treatment careers.

#### **Program Eligibility:**

Students who have an associate degree in Human Services or Chemical Dependency are eligible. Students who have not earned an associate degree in Human Services or Chemical Dependency may be eligible for this program but will need to take additional coursework.

#### **Curriculum Requirements for Human Services Program, Alcohol and Substance Abuse Concentration: GENERAL EDUCATION COURSES**

Course (Credits)

All-College Competencies #1-8 (30 or 31 credits)

All-College Competency #9: Critical Thinking, Problem Solving and Information Literacy

SB 375 Methods of Inquiry (3 credits)

All-College Competency #10

First Year Seminar (3 credits)

HS 499 Senior Capstone (3 credits)

Total General Education Credits: 39 or 40



## **PROGRAM COURSES**

### **Art & Sciences Courses**

HS 330 Ethical Issues in Substance Abuse Treatment (3) PS 120 Introduction to Psychology (3 credits)

SB 130 Introduction to Sociology (3 credits)

SB 231 Social Problems (3 credits)

SB 265 Alcohol and Drugs in Modern Society (3 credits)

PS 323 Abnormal Psychology (3 credits)

SB/PS 327 Biopsychology (3 credits)

SB 301 Models of Society; SB 333 Human Rights and Genocide; SB 335 Comparative Social Institutions in U.S.; or  
SB 436 Class, Status and Power (3 credits)

SB 336 Social Welfare Policies (3 credits)

Total Arts & Sciences Program Credits: 27

### **Career Studies Courses**

Course (Credits)

HS 110 Introduction to Human Services (3 credits)

HS 134 Introduction to Alcohol and Substance Abuse (3 credits)

HS 240 Introduction to Counseling (3 credits)

HS 331 Group Dynamics (3 credits)

HS 341 Counseling Theories (3 credits)

HS 344 Intervention Strategies for Alcohol and Substance Abuse (3 credits)

HS 284 Alcohol and Substance Abuse Internship (6 credits)

HS 384 Alcohol and Substance Abuse Internship (6 credits)

HS 431 Rehabilitation Services (3 credits)

HS 475 Program Planning and Evaluation (3 credits)

Total Career Studies Credits: 36

Total Program Credits: 63

### **Electives**

100-400 level Open Electives (18 credits)

Total Open Elective Credits: 18

Total Elective Credits: 18

**Total Credits for Degree: 120 or 121**

### ***Finger Lakes Community College: Human Services: Generalist Specialization***

Earn your Cazenovia College bachelor's degree in Human Services on the campus of Finger Lakes Community College in Geneva. Expanding your education from an associate degree to a bachelor's degree can lead to a career in the growing field of human services.

#### **Program Highlights**

- Part-time program with convenience evening and online courses
- Average time of degree completion is three years
- Affordable tuition of \$290 per credit hour
- Credit available for life and work experiences
- [CASAC training and education](#) hours available

#### ***Bachelor of Science***

The Generalist concentration provides an overview of human services with the opportunity to learn in all three concentrations (Alcohol and Substance Abuse; Children and Youth; and Counseling/Mental Health). The curriculum addresses issues related to mental health practice, the social services system and the criminal justice system. A combination of courses within the Human Services curriculum will provide the student with a base knowledge about the systems and services.

#### **Student Learning Goals:**

- Provide students with an understanding of the human services system
- Develop basic counseling skills
- Develop an understanding of counseling theory and counseling approaches
- Prepare students for professional human services careers

#### **Program Eligibility:**

Students who have an associate degree in Human Services or Chemical Dependency are eligible. Students who have not earned an associate degree in Human Services or Chemical Dependency may be eligible for this program but will need to take additional coursework.

#### **Curriculum Requirements for Human Services Program, Generalist Concentration:**

##### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

TOTAL GENERAL EDUCATION CREDITS - 39

##### **PROGRAM COURSES**

###### **Art & Sciences Courses**

Course (Credits)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

PS 323 Abnormal Psychology (3)

SB 333/335/301/436 Human Rights and Genocide/

Comparative Social Institutions in U.S./

Models of Society/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

PS 121 Child Psychology/PS 122 Adolescent Psychology/SB 265 /Alcohol and Drugs in Modern Society (3)

SB 311/436 Contemporary Ethnic Families/Class, Status and Power (3)

SB 324 Childhood Disorders/ SB 344/CJ 341 Criminology (3)

Total Arts & Sciences Program Credits - 30

### **Career Studies Courses**

Course (Credits)

HS 110 Introduction to Human Services (3)

HS 121/133/134/CJ 151 Child, Youth and Family Services/

Community Mental Health Issues/Introduction to Criminal Justice (3)

HS 240 Introduction to Counseling (3)

HS 331/341/345 Group Dynamics, Counseling Theories/

Counseling Families in Crisis (3)

HS 343 Intervention Strategies (3)

HS 282/283/284 Internship (6)

HS 382/383/384 Internship (6)

HS 361/431/CJ 351 Therapeutic Recreation/Rehabilitation Services/

Criminal Justice Process (3)

HS 475 Program Planning and Evaluation (3)

Total Career Program Credits - 33

**TOTAL PROGRAM CREDITS - 63**

**ELECTIVES**

Open Electives

Course (Credits)

100-400 level (18)

Total Open Elective Credits - 18

**TOTAL ELECTIVE CREDITS - 18**

**TOTAL CREDITS FOR DEGREE - 120**

### ***Herkimer College: Inclusive Early Childhood Education***

Earn your Cazenovia College bachelor's degree in Inclusive Early Childhood Education on the campus of Herkimer College. Expanding your education from an associate's degree to a bachelor's degree can lead to more opportunities in the field of education.

#### **Program Highlights**

- Full- and part-time program options available
- Multiple Herkimer and surrounding area Pre-K and elementary sites for student teaching experiences
- In person advising each semester
- 8 week terms during the fall and spring semesters
- Affordable tuition of \$290 per credit hour

#### ***Bachelor of Science***

The Inclusive Early Childhood Education program leads toward New York State initial teacher certification in Early Childhood Education (Birth to Grade 2) and Teaching Students with Disabilities (Birth to Grade 2). This Bachelor of Science degree program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in pre-kindergarten, kindergarten, and primary classrooms serving diverse student populations, especially those in high-needs rural school settings.

#### **Accreditation**

The Inclusive Early Childhood Education program is a member in good standing with the **Association for Advancing Quality in Educator Preparation (AAQEP)**. Graduates of Cazenovia College's Inclusive Early Childhood Education Program meet the following claims:

**Claim #1:** Graduates learn and understand subject matter knowledge they will be responsible for teaching.

**Claim #2:** Graduates understand and apply effective pedagogy for diverse learners in various settings.

**Claim #3:** Graduates reflect critically on their practice and professional responsibilities and adapt and grow as professionals in various contexts.

#### **Student Learning Outcomes**

**IECE SLO 1.0-** To prepare students to teach appropriate early childhood content in accordance with the pertinent New York State learning standards, and to develop and implement a literature-based, standards-based, interdisciplinary early childhood curriculum

**IECE SLO 2.0-** 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

**IECE SLO 2.1-** 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

**IECE SLO 3.0-** 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

**IECE SLO 3.1-** To prepare students to reflect on their teaching, self-assess, and set professional development goals and then work collaboratively with colleagues to support their professional learning.

### **Program Eligibility**

Students who have an associate degree in Education are eligible. Students who have not earned an associate degree in Education may be eligible for this program but will be required to take pre-requisite coursework prior to program entry.

### **Requirements for NYSED Teacher Certification**

Cazenovia College grants degrees. It does not grant teacher certification. NYSED will be notified when students successfully meet all program requirements and graduate from the IECE program. IECE majors must independently apply/pay for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Early Childhood Education (B-2) and in Teaching Students with Disabilities (B-2).

### **Curriculum Requirements for Inclusive Early Childhood Education Program**

#### **GENERAL EDUCATION COURSES**

**\* Please note the due to NYSED teacher certification requirements double dipping of coursework is not permitted for IECE majors**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in Humanities/

ED 495 The Reflective Practitioner (3)

**Total General Education Credits - 39**

#### **PROGRAM COURSES\***

##### **Art & Sciences Courses**

Course (Credits)

SM Science w/lab (4)

LG course (3)

HG/SB /PS courses (6)

EN Literature course (3)

Artistic Expression course (3)

SM 261 Statistics (3)

**Total Arts & Sciences Program Credits - 2**

##### **Career Courses**

Course (Credits)

ED 090 Workshop: Child Abuse (0)\*\*

ED 091 Workshop: Substance Abuse/HIV (0)\*\*

ED 092 Workshop: School Violence Prevention (0)\*\*

ED 093 Workshop: DASA (0) \*\*

ED 094 Workshop on Integrated Curriculum Development (0)

ED 095 Workshop on Integrated Technology in the Classroom (0)

HE 110 Community First Aid (1)

ED 111 Child Development & Observation (3) \*\*

ED 111L Child Development & Observation Field Work (15 hrs. FW) (1) \*\*

ED 131 Teaching & Learning in Diverse Communities (3) \*\*

ED 131L Teaching and Learning in Diverse Communities Field Work (15 hrs. FW) (1) \*\*  
ED 217 The Learning of Mathematics (3) \*\*  
ED 312 Inclusive Primary Curriculum and Methods (55 hrs. FW) (4)  
ED 320 Emergent Literacy (3)\*\*  
ED 320L Emergent Literacy (15 hrs. FW) (1) \*\*  
ED 325 Multicultural Literacy (3)  
ED 350 Strategies for Teaching Students with Mild/ Moderate Disabilities (3)  
ED 371 Assessment & Intervention in Education (3)  
ED 388 Student Teaching: Primary Level (Gr 1-2) (6)  
ED 411 Inclusive Pre-Kindergarten and Kindergarten Curriculum and Methods (50 hrs. FW) (4)  
ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)  
ED 484 Student Teaching: Pre-Kindergarten or Kindergarten (6)

\*\* Designates intro level career courses

**Total Career Program Credits – 48**

**TOTAL PROGRAM CREDITS - 70**

### **ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (12)

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

Open Electives

Course (Credits)

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

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

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**

### ***Herkimer College: Inclusive Elementary Education***

Earn your Cazenovia College bachelor's degree in Inclusive Elementary Education on the campus of Herkimer College. Expanding your education from an associate's degree to a bachelor's degree can lead to more opportunities in the field of education.

#### **Program Highlights**

- Full- and part-time program options available
- Multiple Herkimer and surrounding area school districts for student teaching experiences
- In person advising each semester
- 8 week terms during the fall and spring semesters
- Affordable tuition of \$290 per credit hour

#### **Bachelor of Science**

The Inclusive Elementary Education program leads toward New York State initial teacher certification in Childhood Education (1<sup>st</sup>- 6<sup>th</sup> grade) and Teaching Students with Disabilities (1<sup>st</sup>- 6<sup>th</sup> grade). This Bachelor of Science degree program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in primary and intermediate classrooms serving diverse student populations, especially those in high-needs rural school settings.

#### **Accreditation**

The Inclusive Early Childhood Education program is a member in good standing with the **Association for Advancing Quality in Educator Preparation (AAQEP)**. Graduates of Cazenovia College's Inclusive Elementary Education Program meet the following claims:

**Claim #1:** Graduates learn and understand subject matter knowledge they will be responsible for teaching.

**Claim #2:** Graduates understand and apply effective pedagogy for diverse learners in various settings.

**Claim #3:** Graduates reflect critically on their practice and professional responsibilities and adapt and grow as professionals in various contexts.

#### **Student Learning Outcomes**

**IEE SLO 1.0-** To prepare students to teach appropriate elementary content in accordance with the pertinent New York State learning standards, and to develop and implement a literature-based, standards-based, interdisciplinary

**IEE SLO 2.0-** 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

**IEE SLO 2.1-** 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

**IEE SLO 3.0-** 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

**IEE SLO 3.1-** To prepare students to reflect on their teaching, self-assess, and set professional development goals and then work collaboratively with colleagues to support their professional learning.



### **Program Eligibility**

Students who have an associate degree in Education are eligible. Students who have not earned an associate degree in Education may be eligible for this program but will be required to take additional pre-requisite coursework.

### **Requirements for NYSED Teacher Certification:**

Cazenovia College grants degrees. It does not grant teacher certification. NYSED will be notified when students successfully meet all program requirements and graduate from the IEE program. IEE majors must independently apply/pay for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Childhood Education (1<sup>st</sup>-6<sup>th</sup> grade) and in Teaching Students with Disabilities (1<sup>st</sup>- 6<sup>th</sup> grade).

### **Curriculum Requirements, Inclusive Elementary Education Program**

#### **GENERAL EDUCATION COURSES**

**\* Please note the due to NYSED teacher certification requirements double dipping of coursework is not permitted for IEE majors**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in Humanities/

ED 495 The Reflective Practitioner (3)

**Total General Education Credits - 39**

#### **PROGRAM COURSES\***

##### **Art & Sciences Courses**

Course (Credits)

SM Science w/lab (4)

LG course (3)

HG/SB/PS courses (6)

EN Literature course (3)

Artistic Expression course (3)

SM 261 Statistics (3)

**Total Arts & Sciences Program Credits - 2**

##### **Career Courses**

Course (Credits)

ED 090 Workshop: Child Abuse (0)\*\*

ED 091 Workshop: Substance Abuse/HIV (0) \*\*

ED 092 Workshop: School Violence Prevention (0) \*\*

ED 093 Workshop: DASA (0) \*\*

ED 094 Workshop on Integrated Curriculum Development (0)

ED 095 Workshop on Integrated Technology in the Classroom (0)

HE 110 Community First Aid (1)

ED 111 Child Development & Observation (3) \*\*

ED 111L Child Development & Observation Field Work (15 hrs. FW) (1) \*\*

ED 131 Teaching & Learning in Diverse Communities (3) \*\*

ED 131L Teaching and Learning in Diverse Communities Field Work (15 hrs. FW) (1)\*\*

ED 217 The Learning of Mathematics (3) \*\*

ED 312 Inclusive Primary Curriculum and Methods (55 hrs. FW) (4)

ED 320 Emergent Literacy (3)\*\*

ED 320L Emergent Literacy (15 hrs. FW) (1) \*\*

ED 325 Multicultural Literacy (3)  
ED 350 Strategies for Teaching Students with Mild/ Moderate Disabilities (3)  
ED 371 Assessment & Intervention in Education (3)  
ED 388 Student Teaching: Primary Level (Gr 1-3) (6)  
ED 412 Inclusive Intermediate Curriculum and Methods (50 hrs. FW) (4)  
ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)  
ED 488 Student Teaching: Intermediate Level (Gr 4-6) (6)

**Total Career Program Credits – 48**

\*\* Designates intro level career courses

**TOTAL PROGRAM CREDITS - 70**

## **ELECTIVES**

Arts and Sciences Electives

Course (Credits)  
100-400 level (12)

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

Open Electives

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

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

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**

### ***Hudson Valley Community College: Human Services: Generalist Specialization***

Earn your Cazenovia College bachelor's degree in Human Services on the campus of Hudson Valley Community College. Expanding your education from an associate degree to a bachelor's degree can lead to a career in the growing field of human services.

#### **Program Highlights**

- Part-time program with convenience evening and online courses
- Average time of degree completion is three years
- Affordable tuition of \$290 per credit hour
- Credit available for life and work experiences
- [CASAC training and education](#) hours available

#### ***Bachelor of Science***

The Generalist concentration provides an overview of human services with the opportunity to learn in all three concentrations (Alcohol and Substance Abuse; Children and Youth; and Counseling/Mental Health). The curriculum addresses issues related to mental health practice, the social services system and the criminal justice system. A combination of courses within the Human Services curriculum will provide the student with a base knowledge about the systems and services.

#### **Student Learning Goals**

- Provide students with an understanding of the human services system
- Develop basic counseling skills
- Develop an understanding of counseling theory and counseling approaches
- Prepare students for professional human services careers

#### **Program Eligibility**

Students who have an associate degree in Human Services are eligible. Students who have not earned an associate degree in Human Services may be eligible for this program but will need to take additional coursework.

#### **Curriculum Requirements for Human Services Program**

##### **GENERAL EDUCATION COURSES**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SB 375 Methods of Inquiry (3)

Senior Capstone: HS 499 Senior Capstone (3)

**TOTAL GENERAL EDUCATION CREDITS - 39**

##### **PROGRAM COURSES**

## **Art & Sciences Courses**

Course (Credits)

HU 465 Ethical Issues in Organizations (3)

PS 120 Introduction to Psychology (3)

SB 130 Introduction to Sociology (3)

SB 231 Social Problems (3)

PS 323 Abnormal Psychology (3)

SB 333/335/301/436 Human Rights and Genocide/

Comparative Social Institutions in U.S./

Models of Society/Class, Status and Power (3)

SB 336 Social Welfare Policies (3)

PS 121 Child Psychology/PS 122 Adolescent Psychology/SB 265 Alcohol and Drugs in Modern Society (3)

SB 311/436 Contemporary Ethnic Families/Class, Status and Power (3)

SB 324 Childhood Disorders/SB 451 Criminology (3)

### **Total Arts & Sciences Program Credits - 30**

## **Career Studies Courses**

Course (Credits)

HS 110 Introduction to Human Services (3)

HS 121/133/134/CJ 151 Child, Youth and Family Services/

Community Mental Health Issues/Introduction to Criminal Justice (3)

HS 240 Introduction to Counseling (3)

HS 331/341/345 Group Dynamics, Counseling Theories/Counseling Families in Crisis (3)

HS 343 Intervention Strategies (3)

HS 282/283/284 Internship (6)

HS 382/383/384 Internship (6)

HS 361/431/CJ 351 Therapeutic Recreation/Rehabilitation Services/Criminal Justice Process (3)

HS 475 Program Planning and Evaluation (3)

Total Career Program Credits - 33

### **TOTAL PROGRAM CREDITS - 63**

## ELECTIVES

### Open Electives

Course (Credits)

100-400 level (18)

**Total Open Elective Credits - 18**

**TOTAL ELECTIVE CREDITS - 18**

**TOTAL CREDITS FOR DEGREE - 120**

### *SUNY Schenectady Inclusive Early Childhood Education*

Earn your Cazenovia College bachelor's degree in Inclusive Early Childhood Education on the campus of SUNY Schenectady. Expanding your education from an associate's degree to a bachelor's degree can lead to more opportunities in the field of education.

#### Program Highlights

- Full- and part-time program options available
- Multiple Troy and surrounding area Pre-K and elementary sites for student teaching experiences
- In person advising each semester
- 8 week terms during the fall and spring semesters
- Affordable tuition of \$290 per credit hour

#### *Bachelor of Science*

The Inclusive Early Childhood Education program leads toward New York State initial teacher certification in Early Childhood Education (Birth to Grade 2) and Teaching Students with Disabilities (Birth to Grade 2). This Bachelor of Science degree program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in pre-kindergarten, kindergarten, and primary classrooms serving diverse student populations, especially those in high-needs rural school settings.

#### Accreditation

The Inclusive Early Childhood Education program is a member in good standing with the **Association for Advancing Quality in Educator Preparation (AAQEP)**. Graduates of Cazenovia College's Inclusive Early Childhood Education Program meet the following claims:

**Claim #1:** Graduates learn and understand subject matter knowledge they will be responsible for teaching.

**Claim #2:** Graduates understand and apply effective pedagogy for diverse learners in various settings.

**Claim #3:** Graduates reflect critically on their practice and professional responsibilities and adapt and grow as professionals in various contexts.

### **Student Learning Outcomes**

**IECE SLO 1.0-** To prepare students to teach appropriate early childhood content in accordance with the pertinent New York State learning standards, and to develop and implement a literature-based, standards-based, interdisciplinary early childhood curriculum

**IECE SLO 2.0-** 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

**IECE SLO 2.1-** 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

**IECE SLO 3.0-** 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

**IECE SLO 3.1-** To prepare students to reflect on their teaching, self-assess, and set professional development goals and then work collaboratively with colleagues to support their professional learning.

### **Program Eligibility**

Students who have an associate degree in Education are eligible. Students who have not earned an associate degree in Education may be eligible for this program but will be required to take pre-requisite coursework prior to program entry.

### **Requirements for NYSED Teacher Certification**

Cazenovia College grants degrees. It does not grant teacher certification. NYSED will be notified when students successfully meet all program requirements and graduate from the IECE program. IECE majors must independently apply/pay for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Early Childhood Education (B-2) and in Teaching Students with Disabilities (B-2).

### **Curriculum Requirements for Inclusive Early Childhood Education Program**

#### **GENERAL EDUCATION COURSES**

**\* Please note the due to NYSED teacher certification requirements double dipping of coursework is not permitted for IECE majors**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in Humanities/

ED 495 The Reflective Practitioner (3)

**Total General Education Credits - 39**

#### **PROGRAM COURSES\***

##### **Art & Sciences Courses**

Course (Credits)

SM Science w/lab (4)

LG course (3)

HG/SB/PS courses (6)

EN Literature course (3)

Artistic Expression course (3)

SM 261 Statistics (3)

**Total Arts & Sciences Program Credits - 2**

## **Career Courses**

Course (Credits)

ED 090 Workshop: Child Abuse (0)\*\*

ED 091 Workshop: Substance Abuse/HIV (0)\*\*

ED 092 Workshop: School Violence Prevention (0)\*\*

ED 093 Workshop: DASA (0) \*\*

ED 094 Workshop on Integrated Curriculum Development (0)

ED 095 Workshop on Integrated Technology in the Classroom (0)

HE 110 Community First Aid (1)

ED 111 Child Development & Observation (3) \*\*

ED 111L Child Development & Observation Field Work (15 hrs. FW) (1) \*\*

ED 131 Teaching & Learning in Diverse Communities (3) \*\*

ED 131L Teaching and Learning in Diverse Communities Field Work (15 hrs. FW) (1) \*\*

ED 217 The Learning of Mathematics (3) \*\*

ED 312 Inclusive Primary Curriculum and Methods (55 hrs. FW) (4)

ED 320 Emergent Literacy (3)\*\*

ED 320L Emergent Literacy (15 hrs. FW) (1) \*\*

ED 325 Multicultural Literacy (3)

ED 350 Strategies for Teaching Students with Mild/ Moderate Disabilities (3)

ED 371 Assessment & Intervention in Education (3)

ED 388 Student Teaching: Primary Level (Gr 1-2) (6)

ED 411 Inclusive Pre-Kindergarten and Kindergarten Curriculum and Methods (50 hrs. FW) (4)

ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)

ED 484 Student Teaching: Pre-Kindergarten or Kindergarten (6)

\*\* Designates intro level career courses

**Total Career Program Credits – 48**

**TOTAL PROGRAM CREDITS - 70**

## **ELECTIVES**

Arts and Sciences Electives

Course (Credits)

100-400 level (12)

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

Open Electives

Course (Credits)

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

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

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**

### ***SUNY Schenectady: Inclusive Elementary Education***

Earn your Cazenovia College bachelor's degree in Inclusive Elementary Education on the campus of SUNY Schenectady. Expanding your education from an associate's degree to a bachelor's degree can lead to more opportunities in the field of education.

#### **Program Highlights**

- Full- and part-time program options available
- Multiple Troy and surrounding area school districts for student teaching experiences
- In person advising each semester
- 8 week terms during the fall and spring semesters
- Affordable tuition of \$280 per credit hour

#### ***Bachelor of Science***

The Inclusive Elementary Education program leads toward New York State initial teacher certification in Childhood Education (1<sup>st</sup>- 6<sup>th</sup> grade) and Teaching Students with Disabilities (1<sup>st</sup>- 6<sup>th</sup> grade). This Bachelor of Science degree program contains core liberal arts and sciences courses, professional courses, and multiple opportunities for supervised field experiences, culminating in student teaching in primary and intermediate classrooms serving diverse student populations, especially those in high-needs rural school settings.

#### **Accreditation**

The Inclusive Early Childhood Education program is a member in good standing with the **Association for Advancing Quality in Educator Preparation (AAQEP)**. Graduates of Cazenovia College's Inclusive Elementary Education Program meet the following claims:

**Claim #1:** Graduates learn and understand subject matter knowledge they will be responsible for teaching.

**Claim #2:** Graduates understand and apply effective pedagogy for diverse learners in various settings.

**Claim #3:** Graduates reflect critically on their practice and professional responsibilities and adapt and grow as professionals in various contexts.

#### **Student Learning Outcomes**

**IEE SLO 1.0-** To prepare students to teach appropriate elementary content in accordance with the pertinent New York State learning standards, and to develop and implement a literature-based, standards-based, interdisciplinary elementary curriculum

**IEE SLO 2.0-** 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

**IEE SLO 2.1-** 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

**IEE SLO 3.0-** 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

**IEE SLO 3.1-** To prepare students to reflect on their teaching, self-assess, and set professional development goals and then work collaboratively with colleagues to support their professional learning.



### **Program Eligibility**

Students who have an associate degree in Education are eligible. Students who have not earned an associate degree in Education may be eligible for this program but will be required to take additional pre-requisite coursework.

### **Requirements for NYSED Teacher Certification:**

Cazenovia College grants degrees. It does not grant teacher certification. NYSED will be notified when students successfully meet all program requirements and graduate from the IEE program. IEE majors must independently apply/pay for and obtain fingerprinting clearance, pass all the required New York State Teacher Certification Examinations, and apply and pay for their two certifications in order to obtain New York State teacher certification in Childhood Education (1<sup>st</sup>-6<sup>th</sup> grade) and in Teaching Students with Disabilities (1<sup>st</sup>- 6<sup>th</sup> grade).

### **Curriculum Requirements, Inclusive Elementary Education Program**

#### **GENERAL EDUCATION COURSES**

**\* Please note the due to NYSED teacher certification requirements double dipping of coursework is not permitted for IEE majors**

Course (Credits)

See Degree Requirements: General Education requirements (33)

Critical Thinking, Problem Solving and Information Literacy:

SM 396 Scientific Inquiry /SB 375 Methods of Inquiry (3)

Senior Capstone: HU 499 Capstone Seminar in Humanities/

ED 495 The Reflective Practitioner (3)

**Total General Education Credits - 39**

#### **PROGRAM COURSES\***

##### **Art & Sciences Courses**

Course (Credits)

SM Science w/lab (4)

LG course (3)

HG/SB /PS courses (6)

EN Literature course (3)

Artistic Expression course (3)

SM 261 Statistics (3)

**Total Arts & Sciences Program Credits - 2**

##### **Career Courses**

Course (Credits)

ED 090 Workshop: Child Abuse (0)\*\*

ED 091 Workshop: Substance Abuse/HIV (0) \*\*

ED 092 Workshop: School Violence Prevention (0) \*\*

ED 093 Workshop: DASA (0) \*\*

ED 094 Workshop on Integrated Curriculum Development (0)

ED 095 Workshop on Integrated Technology in the Classroom (0)

HE 110 Community First Aid (1)

ED 111 Child Development & Observation (3) \*\*

ED 111L Child Development & Observation Field Work (15 hrs. FW) (1) \*\*

ED 131 Teaching & Learning in Diverse Communities (3) \*\*

ED 131L Teaching and Learning in Diverse Communities Field Work (15 hrs. FW) (1)\*\*

ED 217 The Learning of Mathematics (3) \*\*

ED 312 Inclusive Primary Curriculum and Methods (55 hrs. FW) (4)

ED 320 Emergent Literacy (3)\*\*

ED 320L Emergent Literacy (15 hrs. FW) (1) \*\*

ED 325 Multicultural Literacy (3)  
ED 350 Strategies for Teaching Students with Mild/ Moderate Disabilities (3)  
ED 371 Assessment & Intervention in Education (3)  
ED 388 Student Teaching: Primary Level (Gr 1-3) (6)  
ED 412 Inclusive Intermediate Curriculum and Methods (50 hrs. FW) (4)  
ED 450 Strategies for Teaching Students with Multiple/Severe Disabilities (3)  
ED 488 Student Teaching: Intermediate Level (Gr 4-6) (6)

**Total Career Program Credits – 48**

\*\* Designates intro level career courses

**TOTAL PROGRAM CREDITS - 70**

### **ELECTIVES**

Arts and Sciences Electives

Course (Credits)  
100-400 level (12)

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

Open Electives

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

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

**TOTAL ELECTIVE CREDITS - 15-18**

**TOTAL CREDITS FOR DEGREE – 124**

## *Degree Programs Available Through the Center for Adult and Continuing Education*

### **Associate Degrees**

Cazenovia College is pleased to offer associates degrees in Business Management, Criminal Justice, Human Services and Liberal Studies. These degrees are offered on a part-time basis through our Center for Adult and Continuing Education and can serve as the first step toward earning a baccalaureate degree. More information about each degree can be found by following the links below. If you have additional questions please contact the Center for Adult and Continuing Education at 315-655-7288.

### **Business Management: *Associate in Applied Science or Associate in Science***

The associate degrees in Business Management will prepare students to enter the workforce, start their own businesses, or transfer to a baccalaureate degree program. These degrees allow students the opportunity to 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 management degrees allows students an opportunity to explore careers and employment opportunities in general business by exposing them to current technology. Students who complete this degree can demonstrate the 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**

	<b>A.S.</b>	<b>A.A.S</b>
<b>General Education Courses</b>	<b>18</b>	<b>18</b>
First Year Seminar	3	3
EN 101 Academic Writing I	3	3
CM 121 Effective Speaking	3	3
EN 201 Academic Writing II	3	3
Diversity/Social Consciousness Course	3	3
Mathematics Elective	3	3

<b>Arts and Sciences Courses</b>	<b>15</b>	<b>12</b>
HG 131 Macroeconomics	3	3
HG 132 Microeconomics	3	3
PS 120 Introduction to Psychology	3	3
SM 261 Statistics	3	3
FA, LG or HU elective	3	
<b>Career Studies Courses</b>	<b>24</b>	<b>24</b>
AC 201 Principles of Accounting I	3	3
AC 202 Principles of Accounting II	3	3
BU 110 Principles of Management	3	3
BU 240 Principles of Marketing	3	3
BU 230 Business Communication	3	3
BU 233 Human Resources Management	3	3
BU 263 Business Law	3	3
BU 121 Microsoft Word, BU 122 Microsoft Excel and BU 123 Microsoft Access	3	3
<b>Electives</b>	<b>3</b>	<b>6</b>
<b>TOTAL CREDITS TO GRADUATE</b>	<b>60</b>	<b>60</b>

## **Criminal Justice: *Associate in Science***

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

### **Internship Opportunities:**

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

### **Course Requirements:**

	<b>A.S.</b>
<b>General Education Courses</b>	<b>18</b>
First Year Seminar	3
EN 101 Academic Writing I	3
CM 121 Effective Speaking	3
EN 201 Academic Writing II	3
Diversity/Social Consciousness Course	3
Mathematics Elective	3
<b>Arts and Sciences Courses</b>	<b>18</b>
HG 141 Government and Politics of the U.S.	3
HG 143 State and Local Government	3
HS 134 Introduction to Alcohol and Substance Abuse	3
PS 120 Introduction to Psychology	3
SB 130 Introduction to Sociology	3
SB 231 Social Problems	3
<b>Career Studies Courses</b>	<b>21</b>
CJ 151 Introduction to Criminal Justice	3
CJ 152 Juvenile Delinquency	3
CJ 251 Corrections and Alternatives	3
CJ 252 Crime Scene Investigation	3
CJ 253 Criminal Law and Procedure	3
CJ 255 Terrorism and Homeland Security	3
CJ 298 Criminal Justice Internship	3

<b>Electives</b>	<b>3</b>
<b>TOTAL CREDITS TO GRADUATE</b>	<b>60</b>

### ***Human Services: Counseling and Mental Health: Associate in Arts or Associate in Science***

The Counseling and Mental Health specialization provides a broad overview of counseling services within in the mental health system. The curriculum addresses issues related to current mental health practice and provides 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 paraprofessional counseling careers.

#### **Special Features**

- One internship in a mental health setting is required, based on the student's 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 grade of a "C" in each 100/200 level Human Services course;
- Students must have earned at least 30 academic credits 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**

Counseling and Mental Health Specialization	<b>A.A.</b>	<b>A.S</b>
<b>General Education Courses</b>	<b>15</b>	<b>15</b>
First Year Seminar	3	3
EN 101 Academic Writing I	3	3
CM 121 Effective Speaking	3	3
EN 201 Academic Writing II	3	3
SB 201 Multicultural Contributions to American Society	3	3
<b>Arts and Sciences Courses</b>	<b>30-32</b>	<b>21</b>
PS 120 Introduction to Psychology	3	3
SB 130 Introduction to Sociology	3	3
SB 231 Social Problems	3	3
Social and Behavioral Sciences Elective	3	3
Fine Art, Language, or Philosophy Electives	6	
History/Government Elective	3	
Lab Science or Mathematics Elective	6-8	

Literature Elective	3	
Fine Art, Language, or Humanities Elective		6
Mathematics Elective		3
<b>Career Studies Courses</b>	<b>15</b>	<b>15</b>
HS 110 Introduction to Human Services	3	3
HS 133 Community Mental Health Issues and Services	3	3
HS 240 Introduction to Counseling	3	3
HS 283 Counseling and Mental Health Internship	6	6
<b>Electives</b>		<b>9</b>
<b>TOTAL CREDITS TO GRADUATE</b>	<b>60-62</b>	<b>60</b>



### ***Human Services: Social Services for Children and Youth: Associate in Arts or Associate in 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 provides the student with a basic 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 careers..

#### **Special Features**

- One internship (160 hours) in social services or child-related settings is required, based on the student's interests, experience and academic preparation.

#### **Program Requirements**

- Students must earn a minimum grade of "C" in each 100/200 level Human Services 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 credits to be eligible for internships; and
- Students must complete 6 credit hours in a Children and Youth internship.

#### **Course Requirements**

Social Services for Children and Youth Specialization	<b>A.A.</b>	<b>A.S</b>
<b>General Education Courses</b>	<b>15</b>	<b>15</b>
First Year Seminar	3	3
EN 101 Academic Writing I	3	3
CM 121 Effective Speaking	3	3
EN 201 Academic Writing II	3	3
SB 201 Multicultural Contributions to American Society	3	3
<b>Arts and Sciences Courses</b>	<b>30-32</b>	<b>21</b>
PS 120 Introduction to Psychology	3	3
PS 121 Child Psychology or PS 122 Adolescent Psychology	3	3
SB 130 Introduction to Sociology	3	3
SB 231 Social Problems	3	3
Fine Art, Language, or Philosophy Electives	6	
History/Government Elective	3	
Lab Science or Mathematics Elective	6-8	
Literature Elective	3	

Fine Art, Language, or Humanities Elective		6
Mathematics Elective		3
<b>Career Studies Courses</b>	<b>15</b>	<b>15</b>
HS 110 Introduction to Human Services	3	3
HS 121 Children, Youth, and Family Services	3	3
HS 240 Introduction to Counseling	3	3
HS 282 Children and Youth Internship	6	6
<b>Electives</b>		<b>9</b>
<b>TOTAL CREDITS TO GRADUATE</b>	<b>60-62</b>	<b>60</b>

### ***Liberal Studies: Associate in Arts***

This degree in Liberal Studies is structured around a core of multi- and inter-disciplinary courses which prepare graduates to enroll immediately into a four-year degree program.

#### **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.

#### **A note to students**

Though not required, students are encouraged to enroll in an internship.

#### **Course Requirements**

	<b>A.A.</b>
<b>General Education Courses</b>	<b>15</b>
First Year Seminar	3
EN 101 Academic Writing I	3
CM 121 Effective Speaking	3
EN 201 Academic Writing II	3
Mathematics Elective	3
<b>Arts and Sciences Courses: Lower or Upper Division</b>	<b>33-34</b>
History/Government Elective	6
Social/Behavioral Sciences Elective	6
Lab Science or Mathematics Elective	3-4
Literature Elective	6
Philosophy Elective	6
Fine/Performing Arts Elective	6
<b>Electives</b>	<b>12</b>
<b>TOTAL CREDITS TO GRADUATE</b>	<b>60-61</b>

## *Certificate Programs only offered through the Center for Adult and Continuing Education*

### **Alcohol and Substance Abuse Counseling Certificate: 27 credits**

The Certificate in Alcohol and Substance Abuse Counseling offers students the training and educational coursework required by New York State's Office of Alcohol and Substance Abuse Services (OASAS) as partial completion of the Credentialed Alcohol and Substance Abuse Counselor credential. Students may obtain the certification as a part of their overall education at Cazenovia College or the certificate may be earned in a stand-alone format.

All courses must be completed:

- HS 134 Introduction to Alcohol and Substance Abuse
- HS 240 Introduction to Counseling
- HS 330 Ethical Issues in Substance Abuse Treatment
- HS 331 Group Dynamics
- HS 344 Intervention Strategies for Alcohol and Substance Abuse
- HS 345 Counseling Families in Crisis
- HS 384 Alcohol and Substance Abuse Internship (3 credit hours)
- HS 431 Rehabilitation Services
- SB 265 Alcohol and Other Drugs in Modern Society

\*Certificate can be completed entirely online, ground-based, or through a combination of both methods. Twelve Certificate can be completed entirely online, on campus, or through a combination of both methods. (Required Internship hours cannot be completed online.)

### **Program Highlights**

- Cazenovia College is one of only five colleges approved to offer the 350 hours of education and training completely in an online format
- Credits may also be applied toward a Cazenovia College associate or bachelor degree in Human Services
- Financial aid is available for degree-seeking students

### **Career Opportunities**

CASAC certification is specifically designed for individuals to work in an area related to alcohol and substance abuse treatment. With a NYS CASAC, one could work in an inpatient rehabilitation center, a halfway house, an outpatient addiction program, an assessment and referral program or in adolescent treatment.

### **Part-Time Tuition**

Tuition per credit hour: \$280

Total tuition for a 3 credit course: \$840

### ***OASAS Credentialing***

Students who complete the 350 hours of education and training through OASAS Certified Education and Training Providers are eligible to submit the CASAC/CASAC-Trainee application for approval to the New York State Office of Alcoholism and Substance Abuse Services (OASAS). Cazenovia College does not grant the OASAS credentialing. All students must submit a Certificate of Completion to OASAS and complete the CASAC/CASAC-Trainee application. Credentialing will be determined by OASAS.

**From the OASAS Website:**

The New York State Office of Alcoholism and Substance Abuse Services (OASAS) is committed to enhancing the quality of services in New York State through the professional development of the alcoholism and substance abuse services workforce. To ensure that counselors who provide direct care in alcoholism and substance abuse programs are competent and ethical in their work and skilled in meeting the needs of today's society, OASAS issues a professional credential, CASAC, to individuals who meet specific eligibility requirements and pass an examination.

In order to become a CASAC in New York State, you must:

- meet specific competency and ethical conduct requirements;
- meet specific work experience requirements;
- meet minimum education and training requirements; and
- pass the International Certification and Reciprocity Consortium (IC&RC) Examination for Alcohol and Drug Counselors.

For more information about CASAC, please visit the OASAS website.

## Course Descriptions

Cazenovia College reserves the right to alter course offerings or course content without notice. Any course with insufficient enrollment may be cancelled. Any instructor may waive a prerequisite for the course they teach at their discretion.

### Course Identification

AC: Accounting  
BU: Business  
CJ: Criminal Justice  
CM: Communication Studies  
ED: Education  
EN: English  
EQ: Equine Studies  
FA: Fine Arts  
FD/FM: Fashion Design/Merchandising  
FI: Finance  
HE: Health  
HC: Health Care Management  
HG: History and Government  
HP: Hospitality  
HS: Human Services  
HU: Humanities  
LG: Languages  
PS: Psychology  
SA: Studio Art  
SB: Social and Behavioral Sciences  
SM: Science and Mathematics  
SP: Sport Management  
VC: Visual Communications  
WG: Women's and Gender Studies

Generally, courses are numbered from the general to the specific. Courses numbered from 000-199 may be taken during the freshman and sophomore years, while courses numbered from 200-299 are normally taken during the sophomore year. Courses numbered 300-399 or 400-499 are taken during the junior and senior years respectively. Courses numbered 100 or 100D may not be counted among the credits required for a degree.

#### ***Example:***

**FA 325** (Course Number)

**The World of Cinema** (Course Title)

**3 credits (AS)** (Credits) (Curriculum: AS Arts and Sciences, or CS, Career Studies)

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*

(Course description, including offering frequency and prerequisites)

## *Undergraduate Courses*

### **Accounting**

#### **AC 110 Fundamentals of Accounting**

##### **3 credits (CS)**

The basic principles of accounting are studied. Topics include the accounting equation, balance sheet, income statement, ledger, journal, voucher, and payroll systems. This course is designed for the non-business major who wishes to study accounting for the operation of a small business or partnership. May not be taken after AC 201. (Offered fall terms)

#### **AC 170 Computer Programming Packages**

##### **3 credits (CS)**

This course introduces the student to the computerized systems for general ledger, accounts receivable and payroll. The course provides practical experience and application in such areas as posting, referencing, formatting, account control and set-up, account use and scheduling. Payroll experience will include rate calculations, payroll distribution, payroll forms, tax tables, and various other government related reporting forms. *Prerequisite: AC 201 Financial Accounting and AC 202 Managerial Accounting.*

#### **AC 201 Financial Accounting**

##### **3 credits (CS)**

The fundamental principles of accounting are presented at an introductory level. Topics include an introduction to accounting, accounting systems, income measurement, the accounting cycle, accounting for retail operations, cash and short-term investments, inventory, payroll methods, and depreciation. (Offered fall and spring terms)

#### **AC 202 Managerial Accounting**

##### **3 credits (CS)**

This course finishes the study of financial accounting with the study of corporate dividends and cash flow statements. The focus then shifts to the study of managerial accounting. Topics covered include job and process costing, budgeting and master budgets and planning as well as flexible budgets and standard costs. (Offered fall and spring terms) *Prerequisite: AC 201 Financial Accounting passed with a grade of "C" or better.*

#### **AC 222 Hospitality Accounting**

##### **3 credits (CS)**

This course provides an introduction to the fundamentals of hotel and restaurant finance and develops an understanding of the strategic roles that financial analysis and finance play in internal management decision making.

### **AC 301 Intermediate Accounting I**

#### **3 credits (CS)**

This course entails an examination of the theories and concepts of accounting and the generally accepted principles as they apply to liabilities and equity. Topics covered include liabilities (current, long-term and contingent); factors affecting contributed capital and retained earnings; and financial reporting according to FASB principles. Emphasis is placed on the official accounting reporting methods as presented in AICPA guidelines. *Prerequisites: AC 201 Financial Accounting and AC 202 Managerial Accounting.*

### **AC 302 Intermediate Accounting II**

#### **3 credits (CS)**

The concepts presented in this course include equity financing, investments in debt and equity securities, leases, employee compensation, accounting changes and analysis of financial statements. An emphasis is placed on managerial decision-making and portfolio analysis. (Offered as an independent study) *Prerequisite: AC 301 Intermediate Accounting I.*

### **AC 411 Accounting Theory I**

#### **3 credits (CS)**

An overview of accounting and its theoretical foundation, assets, liabilities, equity, and special problems in income determination and financial reporting. The student is expected to perform efficiently under Financial Accounting Standards Board guidelines, prepare financial statements, and render opinions leading to managerial decisions. (Offered as an independent study.) *Prerequisites: AC 201 Financial Accounting, AC 202 Managerial Accounting; Recommended: AC 301 Intermediate Accounting I.*

### **AC 412 Accounting Theory II**

#### **3 credits (CS)**

The fundamentals of double-entry accounting for the sole proprietorship form of business enterprise are taught. The basic accounting cycle is covered, as well as the operation of various journals and ledgers, resulting in the creation of supporting schedules and financial statements required in the normal operation of a modern multicultural business environment. Emphasis is placed on sales, purchases, special journals, income statements, and analysis of merchandising. Accounting functions specifically for a retail enterprise are emphasized. (Offered as an independent study) *Prerequisites: AC 201 Financial Accounting, AC 202 Managerial Accounting, and AC 411 Accounting Theory I.*

### **AC 435 Tax Accounting**

#### **3 credits (CS)**

A study of the tax structure of government and businesses, concepts, practices and reporting. Special emphasis is placed on business-related tax procedures. Topics include advantages and disadvantages of the present tax systems. The student becomes familiar with tax terminology and various federal, state, and business tax forms. Problems and



methods related to individual taxes are also covered. Current issues with a historical background prepare the student for the total tax perspective. *Prerequisites: AC 201 Financial Accounting and AC 202 Managerial Accounting.*

### **AC 436 Principles of Cost Accounting**

#### **3 credits (CS)**

The concepts presented in this course include analysis of the cost of manufacturing and distribution for the purpose of managerial decisions. Cost behavior, job order, standardized cost systems, process cost accounting systems, budgets, and inventory planning are presented at the managerial level as an integral function to planning and control.

*Prerequisites: AC 201 Financial Accounting and AC 202 Managerial Accounting.*

## **Business**

### **BU 105 Global Business**

#### **3 credits (CS)**

This is an introductory business course that introduces students to the intricacies of business and management. Students are provided a general overview of how business interfaces with many aspects of American society. Business activities which involve trade and investment across the world are explored. Topics include: Forms of ownership, entrepreneurialism, management, leadership, motivation, world class products, marketing, advertising, accounting, banking, promotion, distribution channels, and the domestic economy.

### **BU 110 Principles of Management**

#### **3 credits (CS)**

Principles of management and the focus and function of an organization are explored. This course will explore theory, technique, and contemporary management systems. Among topics included are ethics, diversity, TQM, social responsibilities, leadership, motivation, and the functions of planning, organizing, leading, and controlling. Students must pass the course with a "C" or better.

### **BU 112 Business Operations for Farm and Stable Owners**

#### **3 credits (CS)**

This course is concerned with the design, construction and maintenance of equine facilities; site selection and preparation; the selection and maintenance of equipment and fencing; arena design and footing; storage options; safety and security concerns; and the financial management of stables and farms including capitalization, depreciation, budgeting and inventory. Attention is given to the questions of efficiency, management, promotion, and basic small business organization and operation. All Management: Equine Business Management students must take this course in their second semester. (Offered spring term) *Prerequisite or co-requisite: BU 110 Principles of Management.*

### **BU 119 Introduction to Hospitality Management**

#### **3 credits (CS)**

Introduction to Hospitality Management provides a general understanding of the scope of the hospitality industry. The course will explore the primary dimensions of professionalism and customer service. Students are introduced to the various aspects of hospitality including, travel & tourism, restaurant operations, spa management, and event planning.

### **BU 121 Microsoft Word**

#### **1 credit (CS)**

Computer software is a valuable tool in the world today. This hands-on course will survey the concepts related to using word processing software and the dedicated utilization of such software. A strong emphasis will be placed on applying word processing skills in a variety of situations and subject areas.

### **BU 122 Microsoft Excel**

#### **1 credit (CS)**

Computer software is a valuable tool in the world today. This hands-on course will survey the concepts related to using Spreadsheet software and the dedicated utilization of such software. A strong emphasis will be placed on applying Spreadsheet skills in a variety of situations and subject areas.

### **BU 123 Microsoft Access**

#### **1 credit (CS)**

Computer software is a valuable tool in the world today. This hands-on course will survey the concepts related to using database software and the dedicated utilization of such software. A strong emphasis will be placed on applying database skills in a variety of situations and subject areas.

### **BU 124 Travel & Tourism**

#### **3 credits (CS)**

An introduction to travel and tourism from local to international levels. Organizations that promote, manage, and participate in travel and tourism are explored. Topics covered will include domestic and international travel, different mediums of travel, the air and rail industry, and a special emphasis on how the travel industry markets to consumers. Other topics include the recreational and business consumer, and the economic, legal, political aspects of tourism and its implication to the management functions.

### **BU 128 Electronic Publishing**

#### **3 credits (CS)**

This course introduces students to the concepts and practice of electronic publishing. Most of the course consists of intensive training with electronic publishing software supporting student projects in the College laboratories. Analysis of student projects and study of design principles train students to distinguish excellent quality in publishing products and to create projects that conform to industry standards for excellence.

### **BU 145 Principles of Advertising**

#### **3 credits (CS)**

A survey course that introduces the student to the major aspects of advertising. Digital, mobile, and social networks are introduced. 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.

## **BU 205 Consumer Behavior**

### **3 credits (CS)**

Students will examine global market segments and evaluate their effect 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.

## **BU 212 Small Business Management/Ownership**

### **3 credits (CS)**

This course provides a comprehensive examination of establishing and operating a small business. Forms of ownership, feasibility studies, financial analysis, franchising, human resource management, taxation, government regulation, and role of the Small Business Administration are explored.

## **BU 213 Retail Management**

### **3 credits (CS)**

An exploration of the principles of successful store management, this 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. Pricing and products are also presented. Special attention is given to cultural diversity within the industry.

## **BU 214 Cost Control**

### **3 credits (CS)**

This course introduces the various cost procedures used in the hospitality industry. Cost controls used on the income statement and balance sheet are presented at an introductory level. Students will develop an understanding of how to keep food and beverages cost under established standards that will make them profitable for a business. Application of cost techniques for food and beverage are also introduced as well as cost terminology and its relevance to the hospitality industry. Menu development and cost reduction techniques are also introduced. *Prerequisite: AC 222 Hospitality Accounting.*

## **BU 215 Arts Management**

### **3 credits (CS)**

In this course, students explore the various management facets of nonprofit and profit-based arts organizations in the United States through readings, field trips and guest lecturers, class discussion, and research. Topics explored include: goal-setting, mission statements, fund raising, marketing, audience development, outreach to the community and non-traditional constituencies, bookkeeping, employee issues, and the special concerns of nonprofit organizations.

## **BU 216 Club and Resort Management**

### **3 credits (CS)**

This course provides an overview of resort management and operations. The scope of these industries will be discussed along with the principles of successful marketing, management, and development of a resort. This course will introduce students to the operations of modern day resorts including ski, golf and gaming resorts. This will include a review of the history of the growth of resorts in the United States, expansion of resorts worldwide, and their operations and characteristics. Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts. Aspects of social, physical, and management-related issues are also presented for student analysis.

## **BU 225 Bed and Breakfast Management**

### **3 credits (CS)**

This course will prepare students for the challenges of running and managing a bed and breakfast. Students will study topics related to the management, marketing, advertising, forms of ownership and record keeping associated with this type of lodging. Food and beverage, and cost control topics are also presented. Students will also prepare a bed and breakfast small business.

## **BU 230 Business Communication**

### **3 credits (CS)**

This course introduces students to a number of technical and business communication theories and practices which are used in a workplace environment. Business letters, memoranda, electronic mail, good and bad messages, proposals, and formal reports are introduced. Elements and usage of Microsoft Office will be presented at the basic level as a means of facilitating communication. Programs such as Microsoft Word and Microsoft Excel are integrated into communication techniques.

## **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, job analysis, employment law, orientation, staffing, training, recruitment, interviewing, testing, organizational and managerial development, performance evaluation, diversity, supervision and management-labor relations. *Prerequisite: BU 110 Principles of Management or POI.*

## **BU 240 Principles of Marketing**

### **3 credits (CS)**

This is an introductory course that helps students develop an understanding of the marketing process from the point of view of producers, wholesalers, and retailers. A basic survey, it analyzes the institutions involved and the operations needed to satisfy the needs of ultimate consumers. Other topics including promoting and distributing products, pricing, and customer segmentation are also presented. *Prerequisite: EN 101 Academic Writing I.*

## **BU 241 Sales Management**

### **3 credits (CS)**

This course offers an examination of modern selling techniques. Emphasis is on the examination of consumer buying motives and successful methods of satisfying customer wants and needs while building good will and establishing customer satisfaction. Student involvement is stressed through the use of sales presentations, and class discussion.

*Prerequisite: CM 121 Effective Speaking.*

## **BU 281 Business Management Internship**

### **3-6 credits (CS)**

Practical experience is available to students in the business and accounting programs. On-the-job experience may be obtained in such areas as marketing, retailing, banking, accounting and government. Students attend a seminar class as a component of the course. Participants must provide their own transportation. (Offered fall and spring terms) *Prerequisites: The student must present an overall cumulative average of 2.5 with a 2.7 in required business courses, and have sophomore standing.*

## **BU 288 Disney Internship**

### **3-6 credits (CS)**

This internship is to be completed at Walt Disney World, Orlando, Florida. Students must have completed a minimum of 45 credits to be eligible to apply and must have a minimum GPA of 3.0. Students are required to apply directly to the Walt Disney World College Program and if accepted by Disney will need to meet with the Cazenovia College Disney Internship Coordinator. Students must satisfactorily complete the internship to receive academic credit. This internship may delay an anticipated graduation date.

## **BU 301 SPSS**

### **1 credit (CS)**

This course is designed to provide a fundamental understanding of the use of the statistical software package SPSS. This is not a statistics course, but relies on a previous understanding of statistics. SPSS will be used for descriptive as well as inferential statistics. This course should be taken concurrently with BU 473/475.

## **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. *Prerequisites: HG 131 Macroeconomics and HG 132 Microeconomics.*

## **BU 311 Supply Chain Management**

### **3 credits (CS)**

This course introduces the fundamental components of supply chain management on both individual and interrelated dimensions. Topics include transportation, warehousing, inventory management and customer service. *Prerequisites:* SM 261 Statistics. .

## **BU 314 Event Management**

### **3 credits (CS)**

This course will explore aspects of event management and the successful implementation of actual events. Topics to be covered include human resource management, diversity management, financial planning, interpreting financial statements, pricing, client and vendor relationships, purchasing, business etiquette, and flowcharting events.

## **BU 316 Casino Management**

### **3 credits (CS)**

Topics include gaming trends, casino hotel organizational structure, government regulations, consumer behavior, marketing strategies, economic impact, social and cultural concerns and the casino games.

## **BU 326 E-Commerce**

### **3 credits (CS)**

Electronic commerce (EC) describes doing business – primarily buying and selling of goods and services – on the Web. Thanks to its 24x7 availability, global reach, and interaction and information delivery capabilities, the Web is rapidly becoming a multi-billion dollar source of revenue for doing business across the globe. This course will help students perceive and understand the opportunities and risks that lie ahead for e-commerce and EC Web sites. Students should be able to identify the technological, business, and social forces that have shaped the growth of e-commerce and extend that understanding into the years ahead. The course will also develop an understanding of online marketing as it applies to the Internet.

## **BU 327 Data Processing and Information Management**

### **3 credits (CS)**

This course deals with business data processing systems usage, applications and issues. Preparation and analysis of reports and use of data in management decisions is included. Data processing and analysis are applied to common aspects in management. *Prerequisites:* BU 121 Microsoft Word and BU 122 Microsoft Excel.

### **BU 331 Organizational Behavior**

#### **3 credits (CS)**

This course examines the process by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness, including improved quality of life, increased productivity, improved product and service quality, and executive development.

### **BU 334 Diversity Management**

#### **3 credits (CS)**

This course will examine the concepts of diversity that exist in the common workplace today. It will provide a broad overview of what constitutes diversity, provide a detailed look at diversity initiatives and how they can be improved, attempt to define diversity management and present a framework for implementing diversity management and will provide information on United States demographic dimensions such as age, gender, race, language, sexual orientation, and disability status.

### **BU 338 Problems in Management and Supervision**

#### **3 credits (CS)**

The case method is utilized to analyze individual and group behavior in the workplace. Planning, recruiting, communications, grievances and conflict resolutions are covered. Various techniques and strategies for problem-solving are explored.

### **BU 346 Purchasing Management**

#### **3 credits (CS)**

This course will reflect the current issues, needs and trends in the field of purchasing management, providing an overview of the role of the purchasing officer. Purchasing officers are responsible for the procurement of goods and materials for use in resale and manufacturing of goods and/or raw materials. Purchasing officers are found in most small and large businesses; e.g., manufacturing plants, hospitals, educational institutions, and government offices.

### **BU 348 Marketing Management**

#### **3 credits (CS)**

This course is an advanced marketing course which takes an analytical approach to solving complex marketing problems at the managerial level. Various marketing principles, statements, and concepts are presented. The case study approach will be used. *Prerequisite: BU 240 Principles of Marketing.*



### **BU 351 A Comparative Look at Fortune 500 Companies**

#### **1 credit (CS)**

This course is taught using a case study approach by analyzing Fortune 500 companies strategic plans, financial statements, marketing, advertising, and product/services and what makes them so successful.

### **BU 352 Motion Picture Industry as a Business**

#### **1 credit (CS)**

This course is designed to give students a basic understanding of the key business issues relating to the marketing, publicity, and distribution of feature-length motion pictures and how it will impact the US and global economies.

### **BU 353 YouTube Phenomena and its impact on Business**

#### **1 credit (CS)**

This course will look at the growth and development of YouTube. A historical perspective on the development and continued growth of YouTube and how those who use it is explored. This course will discuss how to use YouTube, and how it can be an effective tool for educators wishing to incorporate the use of video in the classroom.

### **BU 360 Advanced Principles of Equine Business Management**

#### **3 credits (CS)**

Building upon basic principles learned in BU 112, students will continue their study of business management. This course will examine aspects of business management including business ethics, taxes, liability, insurance, horse sales, budgeting, financial planning and customer relations as they relate specifically to small businesses in the horse industry. The completion of a formal business plan is required. (Offered fall term) *Prerequisite: BU 112 Business Operations for Farm and Stable Owners.*

### **BU 361 Business Promotions**

#### **3 credits (CS)**

This course will provide a study of techniques used within a small business for promotion, marketing and sales. Students are required to complete projects, utilizing current technology available through computers and video. (Offered spring term)

### **BU 363 Business Law**

#### **3 credits (CS)**

Introduction to the fundamental elements of the law and our legal system as it has developed over time. The scope of the course will include specific substantive areas of the law together with practical application in our business world. Further, the course will include an overview of the sources of law, common law, federal and state law, ethics, and an

analysis of case law and application as it relates to the ethical business practices. Students will also become familiar with the lawsuit process, rights and remedies.

### **BU 381 Internship Preparation**

#### **1 credit (CS)**

This course is designed to give the student an overview of the internship process, materials needed and preparation for career opportunities. Select topics are designed to help students understand the requirements of career planning in order obtain the best possible internship for them. Students intending to do an internship during winter, spring or summer terms are required to enroll in this course during the corresponding fall term. Students intending to do an internship during the fall term are to enroll in the fall term of the prior year.

### **BU 385 Social Media Marketing**

#### **3 credits (CS)**

This course is designed as an overview of the various social networks, social media platforms and online marketing options used today. Social media marketing has changed the way consumers and business-to-business end users behave, and as a result the course will analyze best practices for social media use to achieve end goals. We will review options of using traditional methods supported by social networking as well. Social media analytics for both paid and unpaid media formats will be reviewed.

### **BU 391 Professional Practice and Portfolio Development**

#### **1-3 credits (CS)**

This independent study course is designed to give the student an additional opportunity to formally expand their professional growth under the direct supervision of a Faculty Mentor. Learning activities suitable to this include work in the fields of instruction and research. Students may develop and implement a research project, serve as a research assistant and/or assist in instructional activities in lecture and lab settings. Course Goals, Objectives, and Assignments are developed between student and Faculty Mentor and submitted for approval using the normal pathways for Independent Study coursework. (Offered as an independent study)

### **BU 399 Equine Business Junior Seminar**

#### **1 credit (CS)**

Juniors in the Equine Business Management specialization will engage in discussions regarding preparation for their senior year and internships, postgraduate preparation discussions and activities, including analysis and reflection of what they have accomplished and how to further apply their knowledge in the future. Development and refinement of professional resumes (suitable for their major and goals), portfolios and interviewing techniques, preliminary graduate school discussion, and transitioning to the workforce, both professionally and personally, are covered. (Offered spring term) *Prerequisite: Junior standing.*

### **BU 401 International Business**

#### **3 credits (CS)**

This course examines the environments in which American companies exist today from a global perspective. Topics discussed are competition, distribution, economics, socio-cultural forces, finance, natural resources, labor and politics, and their influence on the global manager. *Prerequisite: HG 131 Macroeconomics or HG 132 Microeconomics.*

### **BU 403 Restaurant Management**

#### **3 credits (CS)**

This course identifies the managerial elements involved in the successful operation of a restaurant. Students are taken through the process of creating a concept, developing a menu, budgeting and controlling costs, staffing the restaurant, purchasing food and equipment, bar and beverage management, daily operations and developing marketing plan.

### **BU 411 Financial Management**

#### **3 credits (CS)**

The course presents problems and procedures of financial management, including planning and controlling capital needs. Financial planning, analysis and measurements, and the impact of budgets on human factors are addressed. The course utilizes case-method and problem-solving techniques.

### **BU 411L Financial Management Lab**

#### **1 credit (CS)**

This course will supplement and help students understand concepts, terms, paradigms, and theories as presented in BU 411 Financial Management. This is a companion course to BU 411 and should be taken concurrently.

### **BU 413 Entrepreneurship**

#### **3 credits (CS)**

This course explores the opportunities for individuals considering entrepreneurship. The course will focus on entrepreneurial ventures in business, product development, and service industries. Focus will be on the steps necessary to compete in competitive markets as an entrepreneur.

### **BU 415 Hotel & Lodging Management**

#### **3 credits (CS)**

This course introduces students to Hotel Administration and covers the fundamental and advanced areas of management. Students will explore the functions and responsibilities of the personnel from the General Manager to the other working personnel. All functions of hotels departments such as human resources, front office, sales, marketing, advertising, housekeeping, maintenance, food and beverage will be presented.

### **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. *Prerequisite: BU 110 Principles of Management.*

### **BU 442 Comparative and International Marketing**

#### **3 credits (CS)**

This course covers issues in world trade as applied to consumer products, and international sales and manufacturing practices. Students acquire awareness of the environmental and managerial aspects of U.S. and foreign export and import markets. *Prerequisites: BU 240 Principles of Marketing.*

### **BU 451 Fashion Buying and Merchandise Planning**

#### **3 credits (CS)**

This course presents a balance of theory, retail math skills application, and entry-level decision making, as well as Excel templates, and the opportunity to use either the Internet or other current examples of issues in retail. The course approaches the topic of retail planning and forecasting in a way that gives students the experience of creating a six-month plan and understanding its inner workings, relationships, and practical applications, yet remains rooted in basic retail theory. (Offered spring term of even numbered years) *Prerequisites: Math Elective, FM 250 Fashion Merchandising.*

### **BU 473 Business Research Methods**

#### **3 credits (CS)**

Students study various research methods and applications of research to business. Emphasis is placed on demographics and psychographics and on the critical analysis and interpretation of research as a tool for decision making. (Offered fall term) *Prerequisites: BU 240 Principles of Marketing, and SM 261 Statistics. Prerequisite or co-requisite: BU 301 SPSS.*

### **BU 475 Marketing Research**

#### **3 credits (CS)**

Students study various methods and applications of marketing research as related to sales, buying and distribution. Emphasis is placed on demographics and psychographics, and on the critical analysis and interpretation of marketing research as a tool for decision making in retailing and merchandising. Students prepare a research report for a client. (Offered fall term) *Prerequisites: BU 240 Principles of Marketing, and SM 261 Statistics. Prerequisite or co-requisite: BU 301 SPSS.*

## **BU 481 Business Management Internship**

### **3-15 variable credits (CS)**

Experiential learning is a priority of the business management program and is required for all Business and Management majors. On-the-job experience may be obtained in such areas as marketing, banking, sales, accounting, finance, event management, hospitality, human resource management, stable management, nonprofit organizations, sport management and many others. Students submit a Learning Agreement, outlining objectives and activities for the internship experience, and keep a log of experiences, responsibilities and successes. Students also meet in a weekly seminar with faculty internship coordinators. Final projects and displays for the Annual Internship Expo are negotiated with specific internship instructors. Students must pass with a "C" or better. Students may take BU 481 more than once but not to exceed 15 credits total. Each credit equates to 40 clock hours.

The prerequisite course for all accounting, business, finance, hospitality and sport majors and minors is BU 381, Internship Prep. In addition, a minimum GPA of 2.5 and permission of the instructor is required for internships up to and including 9 credits. Any internship of 10-15 credits requires a grade point average of 3.0 or better and permission of instructor. *The prerequisite course for Equine Business Management majors is BU 360, Advanced Principles of Equine Business Management. The prerequisites for Fashion Merchandising majors is Junior level standing as an FD or FM major, successful completion of FD/FM 393, Internship Prep (specifically for FD and FM) and permission of instructor.*

## **BU 495 Senior Capstone**

### **3 credits (CS)**

This course is a study of policy-making from a case approach. It utilizes and integrates knowledge and skills from business and related disciplines in problem analysis and decision making. This is the Capstone course for the management degrees. In order to enroll in these courses students must have completed 90 credits, or permission of the program director. Students cannot concurrently enroll with BU 473 or BU 475. *Prerequisite: BU 473 Business Research Methods or BU 475 Market Research.*

## **BU 499 Equine Business Senior Seminar**

### **1-3 credits (CS)**

This course involves conversations regarding each student's personal and professional goals following graduation. Time is spent discussing skills in job searching and interviewing as well as financial planning for post-graduation preparation. Students develop and gather materials for use in the professional career portfolios. *Prerequisites: BU 399 Equine Business Junior Seminar, BU 473 Business Research Methods or BU 475 Market Research.*

## **Communication Studies**

### **CM 110 Introduction to Human Communication**

#### **3 credits (AS)**

This is an introductory survey course focused on the study of human communication. Students will examine the process of communication to better understand self-awareness, interpersonal relationships, group dynamics, and public interaction. This course provides the building blocks for further study in each of these areas. (Offered fall term)

### **CM 121 Effective Speaking**

#### **3 credits (AS)**

Students will learn the fundamentals of effective speaking through the preparation and in-class presentation of numerous short speeches. Consideration is given to general communication patterns, particularly persuasion. This course is an All-College graduation requirement. (Offered fall and spring terms)

### **CM 210 Interpersonal Communication**

#### **3 credits (AS)**

Interpersonal communication lies at the heart of all relationships. In this course students will examine interpersonal communication, including the presentation of the self; the development and maintenance of relationships; the management of interpersonal conflict; and the impact of individual communication styles and competencies in each of these areas. By studying interpersonal communication students can better understand themselves and others as individuals and as partners in relationships. (Offered fall term)

### **CM 211 Introduction to Broadcasting**

#### **3 credits (CS)**

This course provides an introduction to the world of radio and television broadcasting by combining a foundation of classroom study with hands-on experience at WITC, the Cazenovia College radio station. Students will learn the fundamentals of on-air performance. (Offered spring term)

### **CM 220 Small Group Communication**

#### **3 credits (AS)**

This course examines communication and social interaction in small groups. Students will gain an understanding of group communication and improve their skills as effective group members. Topics covered will include: the structure and creation of groups and teams; listening and communication strategies; creative and critical thinking in groups; management of conflict within the group; and problem solving. (Offered alternate spring terms)

### **CM 230 Nonverbal Communication**

#### **3 credits (AS)**

Does what you wear communicate? Does where you stand communicate? Students in this course will examine communication beyond verbal interaction. Topics covered will include: expression, movement, and other types of personal presentation; proxemics and physical environment; touch; immediacy; and clues about deception. The impact of social roles and status will also be addressed throughout the course. (Offered alternate spring terms)

### **CM 231 Introduction to Journalism**

#### **3 credits (AS)**

This course focuses on gathering information, reporting, and writing the news. All students in the course will participate in the writing and production of *The Quad*, the Cazenovia College student newspaper. Students will learn to work on deadline, use language correctly, and will gain a sense of news style and format. Students will also examine social and policy issues that shape our news environment. (Offered fall terms)

### **CM 240 Multicultural Communication**

#### **3 credits (AS)**

Our culture has a substantial impact on our understanding of ourselves, others, and the world. Culture provides our context, and differences in cultural backgrounds resonate in the communication process. Students in this course will examine communication in the multicultural society of the United States and in the global community. Through a series of readings and activities students will focus on: the spread of Western popular culture; power, discrimination, and conflict; and ideas about beauty, sexuality, status, and disability. The goal is to improve competence as both communicators and citizens of the world. (Offered alternate spring terms)

### **CM 301 Speech and Rhetoric**

#### **3 credits (AS)**

The purpose of this course is to improve written and spoken communication, to recognize and practice the relationship between the two, and to deepen the understanding of the discourse and the creation of meaning in a range of contexts. Building on skills and principles taught in CM 121 *Effective Speaking* and EN 201 *Academic Writing II*, topics covered will include: oral presentation; the effective use of language; writing and research; group facilitation and inclusive decision making; interviewing and the presentation of self; writing and research; and appropriate application of rhetorical strategies. Emphasis throughout the course is on practical application and the empowerment of students to express themselves well and with confidence. (Offered fall and spring) *Prerequisites: CM 121 Effective Speaking, EN 201 Academic Writing II, and junior standing.*

## **CM 302 Communication Theory**

### **3 credits (AS)**

What is the nature of human communication? What are the obvious and not-so-obvious assumptions behind the words we use? The goal of this course is to better understand the communication process and to harness that understanding to improve our participation in relationships and our awareness of both our public and private worlds. Students will review and compare leading theories about verbal and nonverbal communication and will apply those theories to analyze a range of human behaviors, public policies, and social problems. (Offered alternate fall terms) *Prerequisites: CM 110 Introduction to Human Communication, EN 201 Academic Writing II.*

## **CM 313 Debate**

### **3 credits (AS)**

Want to be heard? Want to learn to advocate for the things you care about? This course will allow participating students to better understand the role of public advocacy and debate, and to build related communication skills. Topics covered will include: critical thinking, advocacy and reasoning, techniques in argumentation, and defense strategies. The course will conclude with participation in the annual Great Debate on the Cazenovia College campus. (Offered spring term) *Prerequisites: CM 121 Effective Speaking, EN 201 Academic Writing II. This course may be taken twice for credit.*

## **CM 320 Communication in the Mass Media**

### **3 credits (AS)**

We are a media-saturated society. The purpose of this course is to gain perspective about the role of the media in our lives. Students will explore the development of mass communication and the impact of television, radio, the Internet, news, popular music, and cinema on our perception of reality and our judgment of what is important. Students will also consider the depiction of gender and ethnicity in the media, the distortion of fame, media ownership, commercialism, freedom of expression, and the huge role of the media in modern elections. (Offered alternate fall terms) *Prerequisite: EN 101 Academic Writing I.*

## **CM 331 Feature Writing and Editing**

### **3 credits (AS)**

The purpose of this course is to advance journalistic writing and editing skills. Students will explore a broad range of writing styles. The course will also focus on assignment and copy editing. Students will undertake an in-depth examination of the news values that guide story development in relation to the campus community. Students will also learn peer review and copy-editing techniques. This course will prepare students for leadership positions on the staff of The Quad. (Offered alternate spring terms) *Prerequisite: CM 231 Introduction to Journalism.*



### **CM 341 Intermediate Broadcast Production**

#### **3 credits (CS)**

This course provides students with an opportunity to advance their broadcast production skills. Students will lead production of weekly programs on WTTC, and will also engage in semester-length projects in audio and video production. (Offered fall term) *Prerequisite: CM 211 Introduction to Broadcasting.*

### **CM 381 Communication Studies Internship**

#### **3 credits (CS)**

This course is designed to provide upper level students in the Communication Studies program with the opportunity to further develop and apply their knowledge in the professional world. Students will participate in a structured, supervised internship experience at an appropriate venue related to the communication field. Opportunity for support and reflection will be provided through interaction with course faculty and other participating students. (Offered fall and spring terms) *Prerequisites: CM 110 Introduction to Human Communication, EN 201 Academic Writing II, and CM 301 Speech and Rhetoric. Students must have a 2.5 GPA and junior standing or have permission of both the program director and course instructor.*

### **CM 410 Advocacy and Public Communication**

#### **3 credits (AS)**

This course will examine the importance of public communication for social change, participation, the expression of power, and crisis management. Topics covered will include: the primary methods of public communication; the fundamentals of policy creation at both the local and national level; the role of individuals and groups in promoting solutions to large problems; and effective advocacy strategies. Specific examples of successful advocacy and practical application of concepts will be emphasized throughout the course. (Offered fall terms) *Prerequisites: CM 121 Effective Speaking, EN 201 Academic Writing II.*

### **CM 420 Persuasion**

#### **3 credits (AS)**

Persuasion is everywhere. This course will examine key theories and concepts about persuasion in a variety of contexts including personal interaction, politics, advertising, and the media. The student will consider visual images, language, reasoning, and motivation to gain awareness and understanding about the positive and negative force of persuasive communication. (Offered alternate spring terms) *Prerequisite: EN 201 Academic Writing II.*

### **CM 430 Organizational Communication**

#### **3 credits (AS)**

The professional and civic world is a matrix of organizations. By understanding the structure, culture and communication environment of various organizations students can be more effective in both their professional and civic lives. This course will examine a range of theories and concepts about management and communication culture

in various organizations. The role of leadership, interpersonal relationships, and ethical participation in organizations will be important throughout the course. The course will also introduce students to the use of the communication audit as a research tool. (Offered alternate spring terms) *Prerequisite: EN 201 Academic Writing II.*

### **CM 440 Advanced Topics in Communication**

#### **3 credits (AS)**

This course will explore key advanced areas in the study of communication and rhetoric. Students will deepen their understanding of core communication concepts and their application in a range of contexts with a particular focus on power, ethics, and social justice. Course material will be drawn from both historical and current media resources. (Offered alternate spring terms) *Prerequisite: EN 201 Academic Writing II.*

### **CM 441 Media Management**

#### **3 credits (CS)**

This course is designed for students who wish to further develop their skills as journalists, media producers, and project managers. Students will explore key facets of media management including project proposals, audience identification, time management, personnel management, creative process, and logistics. Students will have the opportunity to develop content and apply their skills at The Quad, the Cazenovia College Newspaper, and at WITC, the Cazenovia College radio station. This course will provide students with the tools needed to take up leadership roles in media production-based projects. (Offered alternate fall term) *Prerequisites: CM 211 Introduction to Broadcasting, or CM 231 Introduction to Journalism; course requires upper-level standing. This course may be taken twice for credit.*

### **CM 481 Communication Internship**

#### **3 or 6 credits (CS)**

This course may be taken as a second internship for three credit hours or as a more immersive internship valued at six credit hours. This course is designed to provide upper level students in the Communication Studies program with the opportunity to refine and continue to apply their knowledge in the professional world. Students will participate in a structured, supervised internship experience at an appropriate venue related to the communication field as either a second internship following CM 381 or as a six credit hour internship. Opportunity for support and reflection will be provided through interaction with course faculty and other participating students. (Offered fall and spring terms) *Prerequisites: CM 110 Introduction to Human Communication, EN 201 Academic Writing II, and CM 301 Speech and Rhetoric. Students must have a 2.5 GPA and junior standing or have permission of both the Program Director and course instructor.*

## **Criminal Justice/Homeland Security**

### **CJ 151 Introduction to Criminal Justice & Homeland Security**

#### **3 credits (CS)**

This course will provide an overview of the components of the criminal justice system, including the courts, the police, trials, legislative mandates and the alternatives of incarceration, community diversion, probation, parole, terrorism and homeland security. This course will examine conflicts within the criminal justice system, such as the rights of victims versus the rights of the accused. (Offered fall term).

### **CJ 152 Juvenile Delinquency**

#### **3 credits (CS)**

This course is designed to help students understand the nature of juvenile delinquency, its causes and correlates, as well as strategies utilized to control or eliminate its occurrence. Criminology applied to juveniles is a dynamic, ever-changing field of inquiry. Students will explore recent developments and trends in the field by researching contemporary issues. (Offered spring term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

### **CJ 251 Corrections and Alternatives**

#### **3 credits (CS)**

This course introduces students to issues and practices of a modern corrections system. Students will examine the historical development of the current system as well as the role of corrections, parole and probation, in our society. Students will also explore the methods of corrections management, current corrections practices, and alternatives, such as house arrest, electronic monitoring, day treatment, boot camps and drug courts, and the importance of community corrections. (Offered fall term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

### **CJ 252 Crime Scene Investigation**

#### **3 credits (CS)**

An overview of approaches to detecting and resolving crimes through the discovery, collection, and preservation of physical evidence. This course will provide students with a mixture of theoretical and hands-on instruction in approaches to and techniques used by the criminal investigator at the crime scene. A crime scene kit fee may be charged. (Offered fall term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

### **CJ 253 Criminal Law and Procedure**

#### **3 credits (CS)**

This course will examine the bodies of law that provide definitions of crimes, and procedures for dealing with them. An examination of rights of the accused will also be explored. (Offered every other year). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

## **CJ 255 Terrorism and Homeland Security**

### **3 credits (CS)**

This course explores the nature of terrorism and the United States' response to it, in particular, the creation of the Department of Homeland Security, the CONPLAN, Presidential Directives and Executive Orders, the Patriot Act, RICO, and other federal and state laws. (Offered spring term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

## **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. (Offered annually). *Prerequisite: Permission of the instructor only.*

## **CJ 330 Forensic Photography**

### **3 credits (CS)**

This course examines the theory and techniques of forensic photography as a tool to aid in crime scene investigations, surveillance techniques, and presentation of photographic and imaging proof at trial. The methodologies used to teach this course include lectures, laboratory work, PowerPoint presentations, videotapes, case studies, and class discussions. (Offered every other year). *Prerequisite: SA 161 Photography I or permission of the instructor.*

## **CJ 341 Criminology**

### **3 credits (AS)**

This course reviews the relationship between deviant behavior and the problems of social control, by examining the jurisprudence of criminal law in the context of criminological theory, analyzing the arrangements and justifications for social control, corrections, and rehabilitation. Students explore the relationship between the rule of law and individual rights. Serial killings and infamous crimes are examined in detail. *Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes.*

## **CJ 351 Criminal Justice Process**

### **3 credits (CS)**

This course provides a study of criminal investigation and police practices within the context of the Fourth Amendment to the United States Constitution by analyzing the legal, social, and historical foundations of landmark cases. The course will examine the balance between an individual's expectation of privacy and the government's ability to conduct searches and make seizures. The Fifth and Sixth Amendments will also be examined. (Offered every other year). *Prerequisites: CJ 151 Introduction to Criminal Justice and Homeland Security.*

## **CJ 354 Policing in America**

**3 credits (CS)**

This course examines police as part of society's official control apparatus. Major topics include historical development of the police, role of the police in the criminal justice system, functions and effectiveness of the police, police corruption, police ethics, civil liability issues, and the relationship of the police with the communities they serve. The changing face of policing and the future of policing in America will be explored. The course will also examine the nature and role of law enforcement first-responders to terrorist attacks or events involving use of weapons of mass destruction. (Offered fall term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

## **CJ 355 Understanding Disasters**

### **3 credits (AS)**

The course explores the history of natural and technological hazards and disasters, and the impacts upon individuals, communities, governments and nations, and potential of disaster as a result of a WMD terrorist attack. The student will be introduced to the field of crisis and emergency management and the evolution of national emergency management policy, and how local, state and federal systems respond and manage disasters utilizing the all-hazards methodology. The capabilities, effectiveness and limitations of various emergency management organizations and systems will be examined. The roles and responsibilities of lead governmental and non-profit agencies will be covered, especially the Department of Homeland Security and the Federal Emergency Management Agency. Emergency Management Disciplines; Mitigation, Response, Recovery, Preparedness and Communication will be introduced and analyzed.

## **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. (Offered fall term). *Prerequisites: CJ 151 Introduction to Criminal Justice and Homeland Security and HG 121 U.S. History to 1877, or HG 122 U.S. History 1877 to present.*

## **CJ 358 Ethical Issues in Criminal Justice and Homeland Security**

### **3 credits (CS)**

This course is designed to identify and examine ethical issues in the criminal justice and homeland security fields. Such issues may include law enforcement discretionary power to arrest; when to use deadly force; when to engage in plea bargaining; when to accept and when to decline representation of defendants in criminal trials; perjury and destruction of evidence; prosecutorial discretion in the indictment process; the clash between security and personal liberty, such as warrantless wiretaps; and profiling at airports. (Offered spring term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security.*

## **CJ 359 Forensic Psychology**

### **3 credits (CS)**

This course is an introduction to the science and practice of psychology as applied to the law and the criminal justice system. Students will examine the major concepts, theories, and research findings in psychology as they relate to a broad range of legal issues, including the function and participants of the legal system, crime and criminal investigation, civil and criminal cases, and ethics. (Offered every other year) *Prerequisite: PS 120 Introduction to Psychology.*

### **CJ 360 Financing Terrorism Investigation**

#### **3 credits (CS)**

This course will explore the nature of and the methods used by terrorists to obtain and launder money to support their illegal operations. Students will study the connections among corrupt government officials, super-wealthy sponsors, and narco-terrorist kingpins. The course will identify and analyze both U.S. laws and international laws used to combat the flow of terrorist money. (Offered fall term). *Prerequisite: CJ 151 Introduction to Criminal Justice and Homeland Security; AC 110 Fundamentals of Accounting is suggested.*

### **CJ 398 Criminal Justice and Homeland Security Internship**

#### **3 or 6 credits (CS)**

This course provides students with the opportunity to assess their interests and apply their classroom knowledge in a supervised internship experience in an area of criminal justice or Homeland Security. (Offered annually). *Prerequisites: CJ 151 Introduction to Criminal Justice and Homeland Security, and students must have junior or senior status.*

### **CJ 498 Criminal Justice Internship II**

#### **3 credits (CS)**

This course provides students with the opportunity to assess their interest and apply their classroom knowledge in a supervised internship experience in an area of criminal justice. (Offered annually). *Prerequisite: Permission of the instructor only.*

### **CJ 499 Senior Capstone**

#### **3 credits (CS)**

The Senior Capstone project provides an opportunity for students, in close consultation with the instructor, to define and conduct research appropriate to the conclusion of the undergraduate program of study, write a major paper, and to present the findings to an audience comprised of peers and teachers. It is a distinct effort that demonstrates the student's knowledge and expertise as a graduating senior. Objectives of the course include the continuing development of communication skills (written and oral), critical thinking, problem-solving, social interaction, and computer literacy skills. Upon completion of this course, the student will be expected to demonstrate the ability to research and present a topic in criminal justice or homeland security studies. (Offered annually). *Prerequisite: SB/HU 375 Methods of Inquiry or PS 377 Research Methods: Psychology. Students must be eligible for graduation at the end of the term in which the seminar is taken.*

## **Education**

### **ED 090 Workshop: Child Abuse/Neglect Identification and Reporting**

0 credits (CS)

This 2 hour training workshop provides students with information about the physical and behavioral indicators of child abuse and neglect, the reporting requirements established in the New York State Social Services Law as well as strategies to prevent child abduction in accordance with Education Law section 803-a. This workshop meets the mandated reporter training requirements of Chapter 544 of the Laws of 1988, which mandates such training for specified professionals and section 3004 of the Education Law. (Offered fall term)

### **ED 091 Workshop: Substance Abuse/HIV Prevention and Health**

0 credits (CS)

This 2 hour training workshop is required for all teacher candidates seeking teacher certification in New York State. It provides students with an understanding of the causes and effects of alcohol, tobacco, and drug abuse in accordance to Education Law section 804 as well as teaches them universal precautions to prevent the spread of HIV and other communicable diseases and safety education in accordance with Education Law 806. (Offered fall term)

### **ED 092 Workshop: School Violence Prevention**

0 credits (CS)

This 2 hour training workshop is required for all teacher candidates seeking teacher certification in New York State. Emphasis is on warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a non-violent school climate and enhance learning; integration of social and problem-solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Fire and arson prevention in accordance to with Education Law section 808 and safety education in accordance with Education Law 806 are also reviewed in this workshop. (Offered spring term)

### **ED 093 Workshop: Dignity for All Students Act (DASA)**

0 credits (CS)

This 6 hour training workshop is required for all teacher candidates seeking teacher certification in New York State. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This workshop will review the Dignity for All Students Act and will address harassment, bullying and discrimination in schools. It will present proactive approaches for creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. (Offered spring term)



### **ED 111 Child Development and Observation**

3 credits (CS)

This course takes a longitudinal and multifaceted, multicultural look at children's physical, psychosocial, language, racial, gender, cultural and cognitive development during the formative early childhood years from pre-birth to age twelve. Students will examine theories and research about childhood development in multiple contexts and learn to recognize and understand significant child behavior as well as significant milestones in their own continuing development. (Offered spring term) Prerequisites: ED 111L or taken concurrently with ED 111L.

### **ED 111L Child Development and Observation Field Placement**

1 credit (CS)

Students will complete 15 hours of field work in college-supervised field placements. Field placements will occur in various general education settings serving children Birth-6th grade. While in their field placements, students will complete observational field work related to child development. (Offered spring term) Prerequisites: ED 111 or taken concurrently with ED 111.

### **ED 131 Teaching & Learning in Diverse Communities**

3 credits (CS)

This course will examine the various complexities and diversity of the classroom today. Students will engage in fields of study which include, but are not limited to the following: gender, race, ethnicity, special education, family structures and dynamics, societal influences on education, and educational law and history. The history, philosophy, and role of education, the rights and responsibilities of teachers and the importance of productively working with all school/community stakeholders to promote/support student growth and learning will also be reviewed and examined. These topics and others will guide students to challenge their presumptions with regard to teaching and learning. Additionally, it will set the foundational stage in the framework of becoming a dynamic teacher. (Offered fall term) Prerequisites: ED 111, ED 111L and ED 131L or taken concurrently with ED 131L.

### **ED 131L Teaching & Learning in Diverse Communities Field Placement**

1 credit (CS)

Students will complete 15 hours of fieldwork observational coursework in college-supervised field placements. Field placements will occur in various inclusive educational settings serving children Birth-6th grade. While in their field placements, students will complete field work assignments related to teaching and learning in diverse communities (Offered fall term) Prerequisites: ED 111, ED 111L and ED 131 or taken concurrently with ED 131,

### **ED 217 The Learning of Mathematics**

3 credits (AS)

This course will give future teachers the opportunity to investigate how young students in diverse settings and from diverse backgrounds learn mathematics. Current theory in mathematics education will be explored through class

discussions, readings and assignments. Students in this course will investigate the different methods for communicating and teaching math, reflect on how students learn math, and translate learning theories into effective teaching practices that can be applied in PK-12 school settings. Students' own dispositions and understandings of mathematical content will also be examined in an effort to help them become reflective teachers of mathematical content. (Offered fall term) Prerequisites: ED 111, and SM 161, SM 165 or SM 261.

### **ED 312 Inclusive Primary-Level Curriculum and Methods**

4 credits (CS)

This course will provide future teachers with guidance on how to a blend educational theory and best pedagogical practice to develop comprehensive integrated/interdisciplinary social studies lesson plans/units for teaching students in diverse primary level classrooms. In this course, New York State learning standards and the content standards of the National Council of Teachers of Mathematics, the National Council of Teachers of Science, the National Council for the Social Studies, the International Literacy Association, the Council for Exceptional Children will be reviewed and used as the basis for the development of integrated/interdisciplinary instructional activities suited for diverse student populations. Students enrolled in this course will learn within a culturally responsive and differentiated context, how to accommodate diverse learners, utilize child-centered instructional methods, promote technological and content area literacy, and establish an inquiry based learning environments. In preparation for student teaching, students in this course will be required to participate in an extensive 55 hour field placement in an inclusive or self-contained primary level classroom during the semester. While in their placement, students will actively participate in all aspects of the classroom and will directly assist the classroom teacher(s) in planning, instructing, and evaluating children as well as monitoring classroom behavior. Students will begin by working with children 1:1 and in small groups; gradually assuming more responsibility so that they are prepared and can demonstrate proficiency leading whole group instruction. (Offered spring term) Prerequisites: ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 320, ED 320L.

### **ED 320 Emergent Literacy**

3 credits (CS)

This course will prepare students to recognize the complexities of literacy in the emergent stages of language development in children. Additionally, students will examine the processes of oral and written language and connect that to classroom practice with regard to instructional decision making and planning for children who are beginning the process of reading and recognizing print. An exploration of various reading and instructional theories (Phonics, Whole Language, Guided Reading, Basal Readers, Reading Recovery, and others) will guide students to making informed decisions through a balanced approach in the teaching of literacy. New York State learning standards will be incorporated into integrated thematic units. (Offered spring term) Prerequisites: ED 111, ED 111L, ED 131, ED 131L and ED 320L or taken concurrently with ED 320L.

### **ED 320L Emergent Literacy Field Placement**

1 credit (CS)

Students will complete 15 hours of fieldwork in college-supervised field placements. Field placements will occur in various inclusive educational settings serving children P-3rd grade. While in their field placements, students will complete field work assignments related to teaching emergent literacy concepts (Offered spring term). Prerequisites: ED 111, ED 111L, ED 131, ED 131L and ED 320 or taken concurrently with ED 320.

### **ED 325 Multicultural Literacy**

3 credits (CS)

This course will explore the socio-political trends impacting today's classrooms, the foundations of multicultural education, language acquisition and literacy development by English language learners and the ways to improve learning environments for students of diverse cultures through culturally responsive literacy instruction. Additionally, this course will prepare students to enrich their classrooms with varied amounts of high-quality multicultural literature as well as will prepare them to create literacy based instructional units and lessons that meet the needs of diverse learners. Literacy based teaching methodologies such as; phonics, whole language, guided reading, and literacy across the content area will be re-examined and reintroduced using multicultural literature and resources. Developmentally appropriate multicultural literature will be reviewed and analyzed for quality. (Offered fall term) Prerequisites: ED 111, ED 111L, ED 131, ED 131L T, ED 217, ED 320, ED 320L, ED 312.

### **ED 350 Strategies for Teaching Students with Mild to Moderate Disabilities**

3 credits (CS)

This course provides a review of the nature and manifestations of mild to moderate disabilities including but not limited to learning disabilities, speech impairments, sensory and perceptual disabilities, mild cognitive disabilities, other health impairments, emotional and behavioral disorders, and other mild/moderate disabilities. In this course, students will learn the historical, social, and legal foundations of special education. Students will also develop the knowledge, understanding, and skills for assessing/evaluating the academic/behavioral levels, differentiating/modifying curriculum, positively managing behavior, and effectively teaching the general content areas to children with mild to moderate disabilities. Students will also learn strategies for how to support literacy development and communication through assistive technology, strategies for working with families, and appropriate environmental and programmatic universal design adaptations so that they can best serve students with mild/moderate disabilities in educational settings. (Offered spring term) Prerequisites: ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 320, ED 320L.

### **ED 371 Assessment and Intervention in Education**

3 credits (CS)

This course focuses on uses, strategies, and tools for assessing children's development and the environments arranged for them. Students will examine and apply a variety of formal and informal assessment techniques designed for use with children from infancy through age 12. Students will also examine how and why assessment is linked to curricular planning and interventions for children in diverse and inclusive settings. Critical issues and ethical considerations in the uses of assessment with children will also be explored. (Offered spring term) **Prerequisites: ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 320, ED 320L.**

### **ED 388 Student Teaching: Primary Level**

6 credits (CS)

Student teaching in the Inclusive Early Childhood and Elementary Education Programs are designed to provide student teachers with opportunities to apply their knowledge, understanding, and skills in a way that has a positive

impact on student learning. The student teaching component of the IECE and IEE programs provide student teachers 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. IECE student teachers will spend a total of 7 full weeks in either a 1st or 2nd grade inclusive or self-contained supervised student teaching placement. IEE student teachers will spend a total of 7 full weeks in either a 1st or 2nd or 3rd grade inclusive or self-contained supervised student teaching placement. Both IECE and IEE student teachers will spend approximately 40 hours/week, M-F in their student teaching placements and attend a weekly seminar on campus that has been designed to support their continued professional growth and development. (Offered spring term) Prerequisites: ED 090, ED 091, ED 092, ED 093, ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 320, ED 320L. Pre- or Co-requisites: ED 312, ED 350, ED 371.

### **ED 411 Inclusive Pre-K and Kindergarten Curriculum and Methods**

4 credits

This course will provide future teachers with guidance on how to a blend educational theory and best pedagogical practice to develop comprehensive integrated/interdisciplinary science lesson plans/units for teaching students in diverse Pre-K and Kindergarten classrooms. In this course, New York State learning standards and the content standards of the National Council of Teachers of Mathematics, the National Council of Teachers of Science, the National Council for the Social Studies, the International Literacy Association, the Council for Exceptional Children will be reviewed and used as the basis for the development of integrated/interdisciplinary instructional activities suited for diverse student populations. Students enrolled in this course will learn within a culturally responsive and differentiated context, how to accommodate diverse learners, utilize child-centered instructional methods, promote technological and content area literacy, and establish an inquiry based learning environments. In preparation for student teaching, students in this course will be required to participate in an extensive 50 hour field placement in an inclusive Pre- K or Kindergarten classroom during the semester. While in their placement, students will actively participate in all aspects of the classroom and will directly assist the classroom teacher(s) in planning, instructing, and evaluating children as well as monitoring classroom behavior. Students will begin by working with children 1:1 and in small groups; gradually assuming more responsibility so that they are prepared and can demonstrate proficiency leading whole group instruction. Prerequisites: ED 090, ED 091, ED 092, ED 093, ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 312, ED 320, ED 320L, ED 350, ED 371, ED 388.

### **ED 412 Inclusive Intermediate-Level Curriculum and Methods**

4 credits (CS)

This course will provide future teachers with guidance on how to a blend educational theory and best pedagogical practice to develop comprehensive integrated/interdisciplinary science lesson plans/units for teaching students in diverse intermediate level classrooms. In this course, New York State learning standards and the content standards of the National Council of Teachers of Mathematics, the National Council of Teachers of Science, the National Council for the Social Studies, the International Literacy Association, the Council for Exceptional Children will be reviewed and used as the basis for the development of integrated/interdisciplinary instructional activities suited for diverse student populations. Students enrolled in this course will learn within a culturally responsive and differentiated context, how to accommodate diverse learners, utilize child-centered instructional methods, promote technological and content area literacy, and establish an inquiry based learning environments. In preparation for student teaching, students in this course will be required to participate in an extensive 50 hour field placement in an inclusive intermediate level classroom during the semester. While in their placement, students will actively participate in all

aspects of the classroom and will directly assist the classroom teacher(s) in planning, instructing, and evaluating children as well as monitoring classroom behavior. Students will begin by working with children 1:1 and in small groups; gradually assuming more responsibility so that they are prepared and can demonstrate proficiency leading whole group instruction. (Offered fall term) Prerequisites: ED 090, ED 091, ED 092, ED 093, ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 312, ED 320, ED 320L, ED 350, ED 371, ED 388.

### **ED 450 Strategies for Teaching Students with Severe and/or Multiple Disabilities**

3 credits (CS)

This course provides a review of the nature and manifestations of multiple and/or severe disabilities including but not limited to autism, physical disabilities and emotional disabilities. Students will also develop the knowledge, understanding, and skills for assessing/evaluating the academic/behavioral levels, differentiating/modifying curriculum, positively managing behavior, and effectively teaching the general content areas to children with multiple and/or severe disabilities. Students will also learn strategies for how to support literacy development and communication through assistive technology, strategies for working with families, and appropriate environmental and programmatic universal design adaptations so that they can best serve students with multiple and/or severe disabilities in educational settings. The course will also provide students with information regarding transitional services, vocational rehabilitation services, employment opportunities, and support networks available to support individuals with disabilities and their families. (Offered fall term) Prerequisites: ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 312, ED 320, ED 320L, ED 350.

### **ED 484 Student Teaching: Pre-Kindergarten or Kindergarten**

6 credits (CS)

Student teaching in the Inclusive Early Childhood Education Program is designed to provide student teachers with opportunities to apply their knowledge, understanding, and skills in a way that has a positive impact on student learning. The student teaching component of the IECE program provides student teachers 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. IECE student teachers will spend a total of 7 full weeks in either a Pre-K or Kindergarten inclusive supervised student teaching placement. IECE student teachers will spend approximately 40 hours/week, M-F in their student teaching placements and attend a weekly seminar on campus that has been designed to support their continued professional growth and development. (Offered fall term) Prerequisites: ED 090, ED 091, ED 092, ED 093, ED 094, ED 095, ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 312, ED 320, ED 320L, ED 350, ED 371, ED 388. Pre- or Co-requisites: ED 411, ED 450, ED 325.

### **ED 488 Student Teaching: Intermediate Level**

6 credits (CS)

Student teaching in the Inclusive Elementary Education Program is designed to provide student teachers with opportunities to apply their knowledge, understanding, and skills in a way that has a positive impact on student learning. The student teaching component of the IEE program provides student teachers 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. IEE

student teachers will spend a total of 7 full weeks in either a 4th, 5th or 6th grade inclusive supervised student teaching placement. IEE student teachers will spend approximately 40 hours/week, M-F in their student teaching placements and attend a weekly seminar on campus that has been designed to support their continued professional growth and development. (Offered fall term) Prerequisites: ED 090, ED 091, ED 092, ED 093, ED 094, ED 095, ED 111, ED 111L, ED 131, ED 131L, ED 217, ED 312, ED 320, ED 320L, ED 350, ED 371, ED 388. Pre- or Co-requisites: ED 412, ED 450, ED 325.

### **ED 495 The Reflective Practitioner (Capstone)**

3 credits (CS)

This course is rooted in inquiry and self-study and will expand upon the work that the students began in SB 375-Methods of Inquiry. Students in this course will engage in a variety of pre- professional activities geared towards helping them become reflective educational practitioners and preparing them to enter the teaching profession. Students in this course will be encouraged to examine reflective practice as it relates to problem-solving, curricular decision making, the broader educational community, and the attainment of professional excellence in diverse and inclusive educational settings. The culminating activity for this course will be a self-selected original research project where the students will collect and analyze data, determine their findings, connect their findings to the work of published researchers, and provide recommendations for how their findings can be used in the field of education. Students will present their original research in a formal capstone paper and presentation. (Offered spring term) Prerequisite: Successful completion of All IECE or IEE career courses identified for major. Taken in the semester directly preceding graduation.

## **English**

### **EN 101 Academic Writing I**

#### **3 credits (AS)**

A required component of the College General Education Program, Academic Writing I focuses on analysis and argument. Students will practice critical thinking and critical reading while developing essays to analyze texts and create an academic argument. Students must earn a C (74%) or higher in order to qualify for EN 201 Academic Writing II.

### **EN 101H Academic Writing I Honors**

#### **3 credits (AS)**

Academic Writing I Honors is a course that is open to members of the All-College Honors Program. Students will be introduced to the basic expectations of college writing, with emphasis on writing from reading. It will also allow students to practice and develop their ability to analyze written and other texts from multiple viewpoints; develop clear and convincing thinking in response to topics and questions; communicate thoughts with clarity; and revise your written work to improve its effectiveness.

### **EN 102 Foundations of Academic Writing**

#### **3 credits (AS)**

Foundations of Academic Writing introduces students to college level academic writing with an emphasis on writing from critical analysis and critical reading. Students will develop and improve writing skills essential to beginning college level writing tasks. Practicing these skills will involve applying rhetorical elements such as audience, context and purpose as well as organizational strategies and text/source analysis and evaluation to produce MLA style documented essays. By demonstrated need, students will work to expand their vocabularies and refine their control of diction, style, and mechanics in their writing. Some activities will be self-paced, others large group oriented, and still others may be completed collaboratively in small groups. A writing portfolio will be assembled for final evaluation purposes. At the conclusion of EN 102, students must receive a C (74%) or higher to advance to EN 201.

### **EN 112 Stages**

#### **3 credits (AS)**

"All the world's a stage," Shakespeare wrote. Throughout history, thinkers seeking to understand the human condition have drawn on the concept of stages in the sense of interrelated but transforming historical eras, as periods of a human life, and as a metaphor drawn from theater to explain how we act in our daily lives. This interdisciplinary course focuses on issues relevant to literature, theater, art, and film, and their connections to everyday life. It is designed to help link studies of these different art forms to the ways we use the creative process to make sense of the world.

## **EN 201 Academic Writing II**

### **3 credits (AS)**

A required component of the College General Education Program, Academic Writing II emphasizes writing from research. Students will create analytical and short argument essays, research and analyze texts, and craft a variety of focused writings in order to enter an academic conversation through a sustained argument essay. *Prerequisite: A "C" or better in EN 101 Academic Writing I.*

## **EN 201H Academic Writing II Honors**

### **3 credits (AS)**

In this course, reading assignments and writing projects will help students develop a mature style and insights into their own writing and the writing of professional writers. Current composition theory will provide students with a framework that invites them to explore the relationships among the writer, the reader, the world, and the message. The course may be focused on a theme such as language, 19th century capitalism, or immigration; and students will be expected to use a variety of approaches and points of view to explore this issue in their research, readings, classroom discussions, and writing assignments. Students will work collaboratively on some writing projects. In this course, a final proficiency exam is a required part of student assessment. Satisfies the All-College graduation requirement. (Offered spring term) *Prerequisites: A grade of C or better in EN 101 Academic Writing I, 3.0 grade point average, and successful completion of all courses attempted.*

## **EN 210 Approaches to Literature: Analysis and Interpretation**

### **3 credits (AS)**

This course provides an introduction to the field of literary and cultural studies. The goal is to develop and practice the methods and tools of critical analysis using a variety of viewpoints (biographical, historical, and theoretical) in order to interpret literary texts. The course focuses on a deep and thorough examination of multiple works from one author, period, or genre. This year's course will focus on fairy tales, from their origins as folk tales through contemporary adaptations. The course will also emphasize the practice of clear and correct analytical writing. The course fulfills the General Education Cultural Literacy requirement. (Offered spring term) *Prerequisite: Must have completed or be concurrently enrolled in EN 101 Academic Writing I.*

## **EN 213 Creative Writing-Fiction**

### **3 credits (AS)**

Students read short stories by authors of different time periods and cultures to increase their knowledge of the forms and techniques of fiction. In-class workshops, peer critiquing, and short writing exercises help students develop their individual writing styles. Students produce several short stories or a novel excerpt. (Offered alternate spring terms) *Prerequisite: EN 101 Academic Writing I.*



### **EN 214 Creative Writing-Poetry**

#### **3 credits (AS)**

Students read poetry of different ages and nations in order to learn about the genre, its forms and techniques. They apply their knowledge in the many poems they write to increase their versatility and develop their own style. (Offered alternate spring terms) *Prerequisite: EN 101 Academic Writing I.*

### **EN 216 Shakespeare and His Rivals**

#### **3 credits (AS)**

In this class students read plays by Shakespeare, as well as selected plays by his contemporaries, imitators, heirs, descendants and adapters. Plays are studied in their dramatic, literary and cultural contexts. Particular attention is given to examining the works as performance texts. By examining both the similarities and the differences between Shakespeare and his rivals, students will gain a wider perspective on the playwrights and their periods. (Offered fall term) *Prerequisite: Must have completed or be concurrently enrolled in EN 101 Academic Writing I.*

### **EN 221 Ethnic American Literature**

#### **3 credits (AS)**

Students read and discuss important works by writers from different ethnic groups, such as African-American, Chicano, Jewish-American, and Native American. Writers are examined as individuals, as members of ethnic groups, and as participants in world culture. The course fulfills the General Education Cultural Diversity requirement. (Offered alternate spring terms) *Prerequisite: Must have completed or be concurrently enrolled in EN 101 Academic Writing I.*

### **EN 228 Women in Literature**

#### **3 credits (AS)**

Students will explore different images of women presented in literary works written by female authors and apply feminist theories to textual analysis. Class discussions will focus on gender construction that takes place at the intersection of sex, social class and race/ethnicity, as well as on the restrictive social roles of women within patriarchal societies. Since literary images do not exist in a vacuum but are firmly situated within social/political/cultural realities, this course will reflect a multidisciplinary approach in its examination of literary texts as well as films and other visual material.

### **EN 241 Children's Literature**

#### **3 credits (AS)**

This is an introductory-level literature course that explores works written for, or read primarily by, children. The course readings focus on classic and recent texts that exemplify the basic modes, styles, and themes of children's literature (excluding the picture-book): traditional folk and fairy tales; nonsense; fantasies; and realistic stories. The course also addresses the cultural history of Children's Literature and presents a variety of theoretical approaches to reading and analysis.

## **EN 2xx Topics in Literature**

### **3 credits (AS)**

This introductory level course will explore areas in the study of Literature, focusing on a particular genre, theme, or issue, and enables comparison and analysis of multiple texts. The topic varies from year to year, and the course may be repeated for credit when the topic is different.

## **EN 312 Advanced Expository Writing**

### **3 credits (AS)**

Students read and write essays, building on and extending skills developed in lower-division courses. Emphasis is on reading analytically, interpreting texts, and drawing on new ideas. Through frequent workshops, the course fosters self-confidence and encourages writers to become proficient editors of their own work. (Offered spring term) *Prerequisite: EN 201 Academic Writing II.*

## **EN 314 British Literature: To 1800**

### **3 credits (AS)**

Students read selected works by major British authors through the 18th century. Cultural and historical contexts are emphasized. *Prerequisite: EN 101 Academic Writing I.*

## **EN 315 British Literature: 1800-present**

### **3 credits (AS)**

Students read selected works by major British authors of the 19th and 20th centuries. Cultural and historical contexts are emphasized. *Prerequisite: EN 101 Academic Writing I.*

## **EN 316 Advanced Creative Writing**

### **3 credits (AS)**

Having taken a 200-level creative writing course prior to this class, students continue to read literature of different eras in order to learn about poetry and fiction, and their forms and techniques. Particular attention will be paid to contemporary trends in the context of the literary tradition. Students will apply the knowledge gained to their own writing to increase their versatility and develop their style. Students will further learn to critique their own work and the work of others by participating in the workshop process. They will learn to revise manuscripts based on the critical evaluations they receive in the workshop and from the instructor. Advanced students will use the tools acquired in the introductory course to further refine their critical capacity and to produce sophisticated products that show familiarity with literary techniques or trends. All sections of EN 316 are offered concurrently (“stacked”) with sections of EN 213, Fiction, or EN 214, Poetry. *Prerequisite: EN 213 or EN 214. Offered fall and spring semesters; may be taken twice for credit.*

### **EN 321 Literature of the United States: 1800-1914**

#### **3 credits (AS)**

Students read selected works by major U.S. writers of the period. Cultural and historical contexts are emphasized.  
*Prerequisite: EN 101 Academic Writing I.*

### **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.  
*Prerequisite: EN 101 Academic Writing I.*

### **EN 341 Myth and the Modern Mind**

#### **3 credits (AS)**

This course undertakes a general consideration of the concept of myth and its relationship to the modern world through a study of important works of both classic and recent science fiction and fantasy. Students explore the landscape of mythic questions and themes which express our culture's relationship with history and the world in general. (Offered alternate spring terms)

### **EN 342 Studies in Children's Literature**

#### **3 credits (AS)**

Students explore the many genres of children's literature, examining each through its history and how it reflects societal values. Students will acquire a broad knowledge of the field through assigned textbooks and supplemental readings, research assignments and discussions. One creative project, a research paper and several workshop-style activities will be required to demonstrate mastery of course objectives. *Prerequisite: EN 101 Academic Writing I.*

### **EN 351 Introduction to Post Colonial Literature**

#### **3 credits (AS)**

This course focuses on a study of postcolonial literature within a global framework, emphasizing the political, historical, and cultural dimensions of selected texts. The course will begin with a study of late nineteenth-century imperial texts by such writers as Conrad and Kipling and move to recent literature by Soyinka, Achebe, Desai, Rushdie and others. Topics of discussion may include nationalism, race and gender. (Offered on a rotating basis)  
*Prerequisite: EN 201 Academic Writing II.*

### **EN 401 Narrative Structure**

#### **3 credits (AS)**

This course covers essential aspects of the theory and practice of narratology: what stories are, how they are made, what they do, and how we talk about them. The course will focus on theoretical concepts and their application to specific narratives, mostly using examples from popular culture. A substantial portion of the course will be devoted to the analysis of graphic narratives and comics, as the combination of visual and verbal elements provides an ideal way to study narrative. While this is an English course, the topic of narrative is highly interdisciplinary and multidimensional. Some course projects will give students the opportunity to do creative as well as critical work.

### **EN 441 Seminar: Genres and Movements**

#### **3 credits (AS)**

Focusing on a genre or subgenre of literature, or on a literary period or movement, students participate in an advanced study of literary texts with an emphasis on cultural contexts. Through the study and application of secondary theoretical and critical works, the course considers a variety of interpretive and analytic positions. .

### **EN 451 Seminar: Major Authors**

#### **3 credits (AS)**

Focusing on a single author or several closely-related writers, students participate in an advanced study of literary texts with an emphasis on biographical and cultural contexts. Through the study and application of secondary theoretical and critical works, the course considers a variety of interpretive and analytic positions. May be retaken with permission of the program director.

### **EN 463 Studies in Literature and Culture: 1900-Present**

#### **3 credits (AS)**

20th Century with an eye toward what those works reveal about changing artistic visions of the human condition. The course will also cover important theoretical approaches to definition and interpretation of literary texts. (Offered alternate fall terms) *Prerequisite: EN 101 Academic Writing I.*

### **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. *Prerequisite: EN 101 Academic Writing I.*

## **Equine Management**

### **EQ 101 Western Horsemanship I**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes position and schooling in the basic gaits, riding ring etiquette and safety, basic pattern work and development of competency and/or increasing competency in the western seat. Riding theory, equipment usage, patterns, and show ring procedures are included. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Students not competent at a minimum skill level of 1 will be required to take private lessons until competency is met. There is an additional fee for private lessons.*

### **EQ 102 Hunter Seat Equitation I**

#### **2 credits (CS, 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. Riding theory, common equipment usage, jumping and show ring procedures are included. This course may be taken twice for credit. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Students not competent at a minimum skill level of 1 will be required to take private lessons until competency is met. There is an additional fee for private lessons.*

### **EQ 103 Dressage I**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the refinement of the dressage seat, basic gaits and paces within the gaits (with emphasis on improvement by use of the training scale), figures, possibly including movements up to and including USEF “First Level”, basic lateral work, riding ring etiquette and safety, and development of competency and/or increasing competency in dressage. Some more advanced work (medium gaits and more advanced lateral work) may also be included, dependent upon the progression of the rider and horses. Emphasis will be placed upon the logical sequencing of movements in a training program. Show ring procedures are included. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: At least one previous riding course and evaluation by instructor to assess safety and competency at this higher level of riding.*

### **EQ 104 Reining I**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed at a high degree by students at the end of the semester. The student will also gain knowledge of the

NRHA judging system. Riding theory, equipment usage, patterns and show ring procedures are included. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: At least two previous Western Horsemanship courses and evaluation by instructor to assess safety and competency at this higher level of riding.*

### **EQ 105 Pleasure Driving I**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes knowledge of the harness, carriage and hitching the driving horse, driving etiquette and safety, and development of competency and/or increasing competency in driving in both indoor and outdoor settings. Long lining, show driving, obstacle and cones driving as well as cross country driving practices and procedures are included. Safe methods of working around the pony/horse and vehicles will be stressed at all times, therefore participants need not have prior knowledge of equine driving, but it is necessary to have basic horsemanship knowledge and skills. It should be noted that all riding classes at Cazenovia College encompass a combination of theoretical work with the ridden application of that theory. A student may repeat this course once for credit. There is an additional fee for each course. (Offered every other year)

### **EQ 110 Introduction to Equine Management**

#### **3 credits (CS)**

This course introduces the new equine business management student to the field of Equine Management. Time in class is spent discussing a wide variety of topics to ensure that students have a solid grasp of the diverse nature of the industry in which they intend to work. A beginning emphasis is placed on the past, present and future of the equine industry and the current career possibilities available in the industry. Other topics emphasized in the course include the evolution of the horse to the animal we work with today; equine behavior; basic equine structure and conformation; types and breeds of horses; equine sports and other rotating topics dependent upon current issues in the industry. Students outside the equine major may enroll if space allows but should recognize that some of the course material and assignments are specifically designed for those seeking the BPS in Equine Business Management. There is a course fee. Student must pass with a "C-" or better. (Offered fall term)

### **EQ 113 Tractor Driving**

#### **0.5 credits (CS)**

This course is designed to provide students with the opportunity to learn to safely drive a farm tractor. Students will have actual lab time on the tractor at the equine center in addition to the theoretical aspects related to machinery use. Students will identify and utilize the safety equipment relating to tractors and auxiliary machinery, demonstrate safe driving (and backing) of a tractor (with and without a spreader) and demonstrate proper hitching of auxiliary equipment. (Offered periodically in spring term) *Prerequisite: Students must have a valid driver's license.*

## **EQ 115 Equine Care Techniques I**

### **2 credits (CS)**

This course is designed to ensure that students develop competencies in required hands-on skills evaluated as a part of each student's skills assessment program. Students in the equine program are required to enroll in this course during the first available semester of their freshman year. Transfer students are required to enroll during their first semester in the program. In order to successfully complete this course each student must demonstrate competency in skills emphasized throughout the course. Students who fail to demonstrate competency in all of the necessary skills will be required to re-enroll in this course until competency is demonstrated. Students must earn minimum of "C-" grade to pass. (Offered fall term)

## **EQ 121 Equine Selection, Improvement, Judging**

### **3 credits (CS)**

This course emphasizes the importance of correct structure in the area of form to function. The course of study includes current standards of equine excellence for the selection and improvement of breeding and show stock. Emphasis is placed on judging procedures for the English and Western horse and rider. (Offered fall term of odd years)

## **EQ 130 Introduction to Horse Show Management**

### **1 credit (CS)**

In this course, students will learn the various concepts and responsibilities involved with the management of horse shows. Budgeting, staffing, legal issues, insurance, facilities and scheduling will be discussed. Show associations, ribbons/prizes, emergency preparedness, hospitality, sponsorship, media and public relations will also be addressed. The appropriate show hosting material from the USEF rulebook will be covered. A horse show management software program will be utilized. Students will work together throughout the semester to prepare for a college hosted horse show that they will organize and manage. Course can be repeated once for credit.

## **EQ 201 Western Horsemanship II**

### **2 credits (CS, fulfills equitation requirement)**

Instruction includes refinement of position and schooling in the various forms of the gaits, riding ring etiquette and safety, increasing competency in pattern work and basic trail class work and development of competency and/or increasing competency in the western seat. Riding theory, equipment usage, patterns, and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 101 Western Horsemanship I.*

## **EQ 202 Hunter Seat Equitation II**

### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the various forms of the gaits, riding ring etiquette and safety, and development of competency and/or increasing competency in the hunter seat. More advanced riding theory, additional equipment usage, appropriate flatwork exercises, jumping and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 102 Hunter Seat Equitation I.*

## **EQ 203 Dressage II**

### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the continuing refinement of the dressage seat, various forms of the gaits and paces within the gaits (with emphasis on improvement by use of the training scale), figures, movements up to and including USEF “First Level”, lateral work, riding ring etiquette and safety, and development of increasing competency in dressage. Some more advanced work (medium gaits and more advanced lateral work) will also be included, dependent upon the progression of the rider and horses. Emphasis will continue to be placed upon the logical sequencing of movements in a training program, per the training scale. More advanced riding theory through the use of current and previous textbooks, lecture and application of this while riding will be stressed. USEF show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 103 Dressage I.*

## **EQ 204 Reining II**

### **2 credits (CS, fulfills equitation requirement)**

Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed with a higher degree of competence (than in EQ 104) by students at the end of the semester. The student will also gain further knowledge of the NRHA judging system. Riding theory, equipment usage, patterns and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 104 Reining I.*

## **EQ 205 Pleasure Driving II**

### **2 credits (CS, fulfills equitation requirement)**

Instruction includes further knowledge of the harness, carriage and hitching the driving horse, driving etiquette and safety, and development of competency and/or increasing competency in driving in both indoor and outdoor settings. Additional harness and vehicle types will be discussed. More advanced show driving, obstacle and cones driving as well as cross country driving practices and procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall term) *Prerequisite: Successful completion of two semesters of EQ 105 Pleasure Driving I.*



## **EQ 206 Schooling and Competition Techniques for Show Jumpers**

### **2 credits (CS)**

This is a mounted course in which the student will become familiar with the techniques of preparing and showing horses in the Jumper Divisions. This course is designed for students with extensive experience in the show ring at recognized shows. In this class, students will negotiate courses such as those which appear in advanced equitation classes and jumper classes in the show ring. They will practice turns and gymnastic exercises, as well as do flatwork beneficial for show jumpers. Students will also become familiar with techniques for training competitive show jumpers. Methods of course construction and analysis along with the USEF rules for jumper competitions will be discussed. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. (Offered fall and/or spring terms) *Prerequisite: At least two hunterseat riding courses at Cazenovia and evaluation by instructor to assess safety and competence at this higher level of riding and jumping.*

## **EQ 207 Schooling and Competition Techniques for Show Hunters**

### **2 credits (CS)**

This is a mounted course in which the student will become familiar with the techniques of preparing and showing horses in the Hunter Divisions. This course is designed for students with some experience in the show ring. In this class, students will negotiate courses such as those which appear in hunter classes at USEF horse shows. They will practice flat and jumping exercises designed to improve the movement and jumping form of horses suitable for the hunter ring. Students will also become familiar with the techniques for training competitive show hunters. Methods of course construction and analysis along with the USEF rules for hunter competitions will be discussed. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. (Offered fall and/or spring terms)

*Prerequisite: At least one hunterseat riding course at Cazenovia and evaluation by instructor to assess safety and competence at this higher level of riding and jumping.*

## **EQ 220 Equine Nutrition**

### **4 credits (CS/AS)**

Students study the theoretical and practical aspects associated with the science and art of equine nutrition. The topics of digestive anatomy and physiology are reviewed; classes of nutrients and feeds in which they are contained are discussed and the relationship between quality feeds and top performance is explored. Also included: feeding various classes of horses and current topics in equine nutrition. A weekly laboratory session provides time for forage and concentrate identification along with studying techniques of ration analysis. Nutritional disorders are covered along with the relationship between nutrition and proper conditioning. (Offered fall term) *Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.*

## **EQ 223 Competitive Horse Judging**

### **1 credit (CS)**

Students further develop skills learned in EQ 121 Equine Selection, Improvement, Judging. This is accomplished through horse judging practices, as well as formal competition. Students enrolling during the fall term will compete in the All American Quarter Horse Congress Judging Contest while students enrolling during the spring term will compete in the Intercollegiate Horse Show Association Judging Contest. Students may enroll more than once for credit. (Offered periodically in the fall term)

## **EQ 230 Concepts and Methods in Horse Training**

### **3 credits (CS)**

This course is concerned with the theory and techniques of schooling young or problem horses to ride and drive. Various methods and procedures are covered, and students are given the opportunity to apply them. Emphasis is placed on understanding horses' behavior as it relates to humane care and training. The psychology of the horse is studied. Proper use of equipment is stressed in actual practice. (Offered periodically) *Prerequisites: EQ 110 Introduction to Equine Management and at least one riding course.*

## **EQ 231 Equine Behavior**

### **3 credits (CS)**

The course involves a comparative study of equine behavior. Students in the course discuss equine behavior principles and observe domestic horse behavior at the Cazenovia College Equine Education Center. Students then embark on a study trip to observe feral and/or semi-feral horse herds in order to compare and contrast behavior between domestic and semi-feral horses. (Offered spring term-periodically) *Prerequisite: EQ 110 Intro. to Equine Management*

## **EQ 234 Equine Experiential Employment Practicum**

### **1-2 credits (CS)**

This course is intended to allow equine business management students to create their own experiential opportunities that will enhance their applied knowledge in a specific area of interest related to the equine industry. Credits may range from 1 to 2, with 40 contact hours required for each credit earned. This course is intended to encourage students to pursue subject areas that could be of interest as a potential career or areas in which they would like to expand their level of experience. Course may be taken twice for credit.

## **EQ 241 Theory and Methods of Equitation Instruction I**

### **3 credits (CS)**

Students examine the theories behind the various riding techniques. They study methods of effective teaching, including ways of dealing with riders who differ in their abilities, age, experience and comfort level. They learn how to organize and present a lesson. Students observe actual teaching and training sessions with several industry professionals. They discuss objectives and methods with the instructor. When ready, students assume the role of instructor with responsibility (under appropriate supervision) for the instruction of other students. (Offered fall term of even numbered years) *Prerequisite: at least one riding class.*

## **EQ 242 Theory and Methods of Equitation Instruction II**

### **3 credits (CS)**

A continuation of EQ 241 Theory and Methods of Equitation Instruction I. Students complete independent student teaching assignments and continue to learn more advanced teaching and training techniques. Riding Instructor Certification Programs are discussed and the American Riding Instructor's Association (ARIA) is studied in depth. Students are given the opportunity to become certified through the American Riding Instructors Association (ARIA) toward the end of the semester when the testing is offered at Cazenovia College. (Offered spring term of odd numbered years) *Prerequisite: EQ 241 Theory and Methods of Equitation Instruction I.*

## **EQ 265 Horse Show Management**

### **3 credits (CS)**

Students learn the mechanics of planning and managing a horse show. They become familiar with the U.S. Equestrian Federation (USEF) rulebook and the principles of judging. Students will learn the roles of manager, secretary, treasurer, ring steward, announcer, course designer, jump crew and paddock master. All methods of managing a successful horse show will be examined. Other equine events including clinics, horse trials and open houses are discussed. The class sponsors and organizes a horse show. (Offered spring term of even numbered years)

### **EQ 270 Equine Photography**

#### **3 credits (CS)**

This course focuses on basic photographic techniques using the horse as a subject. Emphasis is placed on correct techniques for halter and performance horse photography for use in promotion and sales. A variety of photographic imaging – from conventional to digital – may be covered. The course does not involve darkroom work. Students must be prepared to incur costs of an appropriate digital camera and mounting of final project pieces. (Offered periodically)

### **EQ 285 Equine Studies Internship**

#### **3-6 credits (CS)**

Students who choose to participate in an equine internship have the opportunity to select their own area of emphasis (e.g. breeding, training, instruction) and to work off-campus under professional guidance to increase their knowledge and experience. They will work with the equine internship coordinator to find appropriate placement. No transportation is provided. Forty internship hours equate to 1 credit hour. (Offered fall and spring terms) *Prerequisite: Sophomore standing in the Equine Business Management specialization and appropriate level of skill relative to site placement; the program director of Equine Business Management has final approval of all internship placements.*

### **EQ 301 Western Horsemanship III**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes refinement of position and schooling in the various forms of the gaits, riding ring etiquette and safety, increasing competency in pattern work and trail class work and overall increasing competency in the western seat. More advanced riding theory, additional equipment usage for specific schooling or showing situations, patterns, and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 201 Western Horsemanship II.*

### **EQ 302 Hunter Seat Equitation III**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the various forms of the gaits, riding ring etiquette and safety, and increasing competency in the hunter seat. More advanced riding theory, equipment usage for specific schooling or showing situations, flatwork appropriate for the hunter, jumper or equitation horse, exercises over fences for the hunter, jumper or equitation horse and coursework and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 202 Hunter Seat Equitation II.*

### **EQ 303 Dressage III**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the refinement of the dressage seat, basic gaits and paces within the gaits (with emphasis on improvement by use of the training scale), figures, movements up to and including USEF “First Level,” lateral work, riding ring etiquette and safety, and development of competency and/or increasing competency in dressage. Some more advanced work (medium gaits and more advanced lateral work) may also be included, dependent upon the progression of the rider and horses. Emphasis will be placed upon the logical sequencing of movements in a training program. Show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 203 Dressage II.*

### **EQ 304 Reining III**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed with a higher degree of competence (than in EQ 104 & 204) by students at the end of the semester. The student will also gain further knowledge of the NRHA judging system in order to score runs. More advanced riding theory, additional equipment usage, patterns and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 204 Reining II.*

### **EQ 306 Schooling and Competition Techniques for Show Jumpers II**

#### **2 credits (CS)**

This is a mounted course in which the student will build upon principles learned in EQ 206 involving the techniques of preparing and showing horses in the Jumper Divisions. This course is designed for students with extensive experience in the show ring at recognized shows. In this class, students will negotiate more difficult courses such as those which appear in advanced equitation classes and jumper classes in the show ring. They will practice turns and advanced gymnastic exercises, as well as do advanced flatwork beneficial for show jumpers, with the expectation of increased competence (per industry standards) from EQ206. Students will also further experience additional techniques for training competitive show jumpers. Additional methods of course construction and analysis along with the USEF rules for jumper competitions will be discussed, as well as other theories & training methods from various texts. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. *Prerequisite: Two semesters EQ 206 and permission of the instructor.*

### **EQ 307 Schooling and Competition Techniques for Show Hunters II**

#### **2 credits (CS)**

This is a mounted course in which the student will build upon principles learned in EQ 207 involving the techniques of preparing and showing horses in the Hunter Divisions. This course is designed for students with experience in the show ring. In this class, students will negotiate courses such as those which appear in hunter classes at USEF horse shows. They will practice more advanced flat and jumping exercises designed to improve the movement and jumping form of horses suitable for the hunter ring, with the expectation of increased competence (per industry standards) from EQ207. Students will further experience additional techniques for training competitive show hunters. Additional methods of course construction and analysis along with the USEF rules for hunter competitions will be discussed. Current USEF rule changes will also be discussed. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. *Prerequisite: Two semesters of EQ 207 and permission of the instructor.*

### **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) *Prerequisite: SM 215 Equine Anatomy and Physiology.*

### **EQ 322 Equine Diseases and Injuries II**

#### **3 credits (CS/AS)**

A continuation of EQ 321 Equine Disease & Injuries I, this course places its emphasis on lameness encompassing muscle, bone and joint disorders associated with the performance horse, as well as neurological disorders. The discussion of treatment and prevention is emphasized, as well as X-ray analysis. The laboratory portion involves analysis of actual and theoretical cases to ensure the appropriate application of knowledge gained through the lectures/discussions. (Offered spring term) *Prerequisite: EQ 321 Equine Diseases and Injuries I.*

### **EQ 323 Equine Reproductive Management**

#### **3 credits (CS)**

The theoretical and applied aspects of the equine reproductive industry are studied. Topics covered include mare and stallion reproductive anatomy and physiology, prenatal development, foaling, neonatal care, reproductive technologies including semen collection and evaluation, artificial insemination, cooled and frozen semen techniques, record keeping and current breeding management topics. Some practical aspects of genetics and pedigree selection may be included. This course is the basis to the reproductive management certificate and must be taken prior to EQ 324, EQ 327 and EQ 427. (Offered fall term) *Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology. Prerequisite or co-requisite: SM 215 Equine Anatomy and Physiology.*

### **EQ 324 Breeding Lab Management and Design**

#### **1 credit (CS)**

This course is a practical application course centered on the breeding lab. Students utilize the breeding lab at the Equine Education Center to gain knowledge of equipment, inventory control, and budgetary aspects of this field in the equine industry. Students are required to complete a breeding lab analysis culminating in a breeding lab inventory project. (Offered spring term of odd numbered years) *Prerequisites: SM 215 Equine Anatomy and Physiology, EQ 323 Equine Reproductive Management.*

### **EQ 327 Breeding and Foaling Management I**

#### **1 credit (CS)**

This course is a practical application course centered on the breeding of horses and foaling of mares. Students are required to participate in approximately 60+ hours of experiences that may include: teasing mares, training stallions to the phantom, live cover breeding, collection of stallions, semen evaluation, artificial insemination, foal watch, and handling of foals. (Offered spring term) *Prerequisites: SM 215 Equine Anatomy and Physiology, EQ 323 Equine Reproductive Management.*

### **EQ 330 Advanced Concepts and Methods in Horse Training**

#### **3 credits (CS)**

A continuation of EQ 230 Concepts and Methods in Horse Training, this course further hones the student's skills at developing abilities in the horse. Emphasis is placed on directing and modifying the response of a horse to a given cue. (Offered periodically) *Prerequisites: EQ 230 Concepts and Methods in Horse Training.*

### **EQ 334 Advanced Equine Experiential Employment Practicum**

#### **1-2 credits (CS)**

This course is intended to allow junior and senior equine business management students to create their own advanced experiential opportunities that will enhance their applied knowledge in a specific area of interest related to the equine industry. Credits may range from 1 to 2, with 40 contact hours required for each credit earned. This course is intended to encourage students to pursue subject areas that could be of interest as a potential career or areas in which they would like to expand their level of experience. Junior/Senior standing is required. *Previous completion of BU481 internship is advised. Course may be taken twice for credit.*

### **EQ 341 Techniques of Show Coaching**

#### **3 credits (CS)**

The student learns the various aspects of coaching including preparation of horses and riders for participation in intercollegiate and USEF horse shows in the hunter, jumper and equitation divisions. Students wishing to specialize in other disciplines may likewise be accommodated. (Offered periodically in the fall term as an independent study) *Prerequisites: EQ 241 Theory and Methods of Equitation I and EQ 242 Theory & Methods of Equitation II.*

### **EQ 345 Therapeutic Riding Instruction**

#### **3 credits (CS)**

Working with a local organization for riding for the physically and mentally challenged, students learn various techniques for teaching the challenged rider. This course requires additional outside time spent at an off-campus facility. (Currently offered as an independent study.)

### **EQ 401 Western Horsemanship IV**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes refinement of position and schooling in the various forms of the gaits, riding ring etiquette and safety, increasing competency in pleasure, rail and pattern work, trail class work, western riding patterns and overall increasing competency in the western seat. More advanced riding theory, additional equipment usage for specific schooling or showing situations, patterns, and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 301 Western Horsemanship III.*

### **EQ 402 Hunter Seat Equitation IV**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the various forms of the gaits (working, “collected”, lengthened, “extended”), riding ring etiquette and safety, and development of competency and/or increasing competency in the hunter seat. More advanced riding theory, equipment usage for appropriate training, schooling or show ring situations, flatwork including refinement of longitudinal and lateral work to increase the horse’s training and physique, exercises over fences for the hunter, jumper or equitation horse as well as coursework and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 302 Hunter Seat Equitation III.*

### **EQ 403 Dressage IV**

#### **2 credits (CS, fulfills equitation requirement)**

Instruction includes schooling in the ever continuing refinement of the dressage seat, schooling and enhancing the gaits and paces within the gaits (with emphasis on improvement by use of the training scale), figures, movements including USEF “First Level” and higher, lateral work, riding ring etiquette and safety, and increasing competency in dressage. More advanced work (medium gaits and more advanced lateral work) will also be included, dependent upon the progression of the rider and horses. Emphasis will be placed upon the logical sequencing of movements in a training program, per the training scale and in the context of correcting individual training issues exhibited by the horses. In most cases students will have one horse as a training project for the semester. Show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms) *Prerequisite: Successful completion of two semesters of EQ 303 Dressage III.*



## **EQ 404 Reining IV**

### **2 credits (CS, fulfills equitation requirement)**

Instruction includes all reining maneuvers, slow small and large fast circles, spins, lead changes, rollbacks, sliding stops and back-ups. These maneuvers are done in a specific order, which are called patterns. These patterns will be performed with a higher degree of competence (than in EQ 104, 204 or 304) by students at the end of the semester. The student will also gain further knowledge of the NRHA judging system in order to score entire runs. More advanced riding theory, additional equipment usage, patterns and show ring procedures are included. A student may repeat this course once for credit. There is an additional fee for each course. (Offered fall and spring terms)  
*Prerequisite: Successful completion of two semesters of EQ 304 Reining III, EQ 406-01/02 Schooling and Competition Techniques for Show Jumpers III and EQ 407-01/02 Schooling and Competition Techniques for Show Hunters III.*

## **EQ 406-01/02 Schooling and Competition Techniques for Show Jumpers III**

### **2 credits (CS, fulfills equitation requirement)**

This is a mounted course in which the student will build upon principles learned in EQ 306 involving the techniques of preparing and showing horses in the Jumper Divisions. This course is designed for students with extensive experience in the show ring at recognized shows. In this class, students will negotiate increasingly difficult courses such as those which appear in advanced equitation classes and jumper classes in the show ring, as well as additional exercises that can be used in training the show jumper. They will practice turns and gymnastic sequences, as well as advanced flatwork beneficial for show jumpers, with the expectation of increased competence (per industry standards) from EQ 306.

Students will also experience additional techniques for training competitive show jumpers. Training methods for upper level horses, green horses, and horses with confidence issues will be discussed and applied. Additional methods of course construction and analysis for upper level jumper courses along with the USEF and FEI rules for jumper competitions will be discussed, as well as other theories & training methods from various texts. A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included.

There is an additional fee for the course. *Prerequisite: two semesters of EQ 306 and permission of the instructor.*

## **EQ 407-01/02 Schooling and Competition Techniques for Show Hunters III**

### **2 credits (CS, fulfills equitation requirement)**

This is a mounted course in which the student will build upon principles learned in EQ 307 involving the techniques of preparing and showing horses in the Hunter Divisions. This course is designed for students with experience in the show ring. In this class, students will negotiate courses such as those which appear in hunter classes at USEF horse shows. They will practice more advanced flat and jumping exercises designed to improve the movement and jumping form of horses suitable for the hunter ring, with the expectation of increased competence (per industry standards) from EQ 307. Students will further experience additional techniques for training competitive show hunters. Additional methods of course construction and analysis along with the USEF rules for hunter competitions will be discussed. Current USEF rule changes will also be discussed. Training the green horse for the hunter ring, as well as reschooling problem horses or horses with confidence issues will also be emphasized. Students will be expected to approach these situations and develop training exercises for such horses as a professional hunter rider/trainer would.

A student may repeat this course once for credit and this course counts for riding class requirements. Riding theory, equipment usage and show ring procedures are included. There is an additional fee for the course. Prerequisite: Two semesters of EQ 307 and Permission of the instructor.

### **EQ 426 Equine Medical Management**

#### **3 credits (CS)**

The student will continue to gain more advanced hands-on experience in the application and management of equine treatments and medications through both lecture and practical laboratory work at the Equine Education Center. The student is provided with the opportunity to assist a veterinarian, farrier and dentist; therefore some field hours in addition to normal course hours may be necessary. (Offered fall term, often on an Independent Study basis.) *Prerequisite: EQ 321 Equine Diseases and Injuries I and EQ 322 Equine Diseases and Injuries II.*

### **EQ 427 Breeding and Foaling Management II**

#### **2-3 credits (CS)**

This course is a continuation of the experiences in EQ 327 and is designed to ensure that students receive adequate exposure to all phases of breeding and foaling management. The hours involved with this course will exceed those required for EQ 327. Students in this course are also required to undertake the study of the contractual relationships that arrive from breeding management. (Offered spring term) *Prerequisites: EQ 323 Equine Reproductive Management, EQ 324 Breeding Lab Design and Management, EQ 327 Breeding and Foaling Management I.*

### **EQ 456 Advanced Equine Reproductive Techniques**

#### **0.5 credits (CS)**

The purpose of this course is to inform and to instruct students in the theories and methods of advanced techniques involved with the equine breeding business. This includes: freezing stallion semen, potential observation of deep horn insemination, uterine flushes and other procedures. As equine reproduction continues to adapt technologies that are standard in other livestock breeding businesses, the knowledge of why and how technologies can be used will be more useful among students pursuing coursework in equine reproductive management. (Offered as an independent study in the spring term) *Prerequisites: EQ 323 Equine Reproductive Management and EQ 327 Breeding and Foaling Management I. Co-requisite: EQ 427 Breeding and Foaling Management II.*

## **Fashion Design/Merchandising**

*FD designates courses in the Fashion Design program; FM designates courses in the Fashion Merchandising program. Courses listed as FD/FM are courses for both Fashion Design and Fashion Merchandising programs.*

### **FD 110 Clothing Construction I**

#### **3 credits (CS)**

Students will learn the techniques of sewing machine operation and garment construction needed to master the basic principles of clothing construction required for fashion design courses. A series of sample projects will be demonstrated and students will complete sample projects in muslin. Students will also construct garments from commercial patterns. Students are expected to purchase their own supplies and fabric for this class. (Offered fall term)

### **FD 111 Clothing Construction II**

#### **3 credits (CS)**

Students will further their knowledge of the sewing and garment construction fundamentals taught in FD 110 Clothing Construction I. Students will complete garments from commercial patterns and will complete sample exercises as demonstrated by the instructor. There will be an emphasis on more complex sewing concepts and vocabulary necessary to communicate effectively in the fashion industry. (Offered spring term) *Prerequisite: FD 110 Clothing Construction I.*

### **FD 113 Fashion Drawing**

#### **3 credits (CS)**

Students will learn basic fashion drawing as it is used in the apparel industry. They will create and use the basic croquis and technical flats to visually communicate design concepts, finished garments, fabric and construction details to a product development team. Students will be introduced to principles of design relating to the figure and the elements of line, shape, color and texture in designing and drawing. A variety of media and techniques will be explored as means to present three-dimensional designs in a two-dimensional format. Emphasis will be placed on keeping a sketch journal and developing drawing skills which are aesthetically pleasing and technically accurate. (Offered fall term)

### **FD/FM 131 Survey of the Global Apparel Industry**

#### **3 credits (AS)**

This is an introductory course that establishes the various product categories in apparel and the processes that sustain the global apparel industry. Students will acquire an understanding of the nature of fashion and the development of the various segments of the apparel industry and examine the interdependency of these segments. In addition, this course analyzes the apparel business; how products are conceived, marketed, and sold. Students will study the trends and the power of fashion in society and determine the scope of jobs in the fashion business and how the student can plan fashion careers. Management: Fashion Merchandising students must take this course in their second semester. (Offered spring term)

## **FD 212 Draping Design**

### **3 credits (CS)**

In this course skills and techniques in apparel design are developed by experimentation and with samples created using 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. (Offered spring term) *Prerequisites: FD 110 Clothing Construction I and FD 111 Clothing Construction II.*

## **FD/FM 213 Textiles**

### **3 credits (CS)**

This course is designed to acquaint students with textile properties, products and production processes of fiber, yarn, fabric, color applications and finishes. Production methods, end-use performance and aesthetics of textile materials will be stressed in terms of their importance in fashion applications, including fashion merchandising and design of apparel and related soft goods. Lectures, laboratory exercises and student projects further the student's understanding of fabric as the foundation of the fashion industry. (Offered fall term) *Prerequisite: EN 101 Academic Writing I.*

## **FD 221 Flat Pattern Design**

### **3 credits (CS)**

Students will gain an understanding of the apparel production process through a study and application of garment design, pattern drafting, and construction of basic garments. Through lectures, demonstrations, and projects, students will develop the ability to visualize garment design and construct garments using flat pattern techniques and the use of creative, technical construction skills. Emphasis will be on developing proper fit, comfort, quality, and construction of the garment for specific designs. Professional level patterns of designs will be made into finished garments. (Offered fall term) *Prerequisites: FD 110 Clothing Construction I and FD 111 Clothing Construction II.*

## **FM 250 Fashion Merchandising**

### **3 credits (CS)**

Students will explore the theoretical and practical functions and roles of merchandising in fashion-related manufacturing and retail businesses. Specific focus will be on the planning, development and presentation of product lines in retail stores. Students will study the principles, procedures and techniques practiced by merchandisers of fashion goods in determining buying assortments, resource selection and product pricing and promotion. (Offered spring term) *Prerequisites: BU 110 Principles of Management, BU 240 Principles of Marketing and FD 131 Survey of the Global Apparel Industry.*

## **FD 255 Digital Fashion Illustration**

### **3 credits (CS)**

Students will explore Fashion Illustration as it is used in the apparel industry. Focus will be placed on using the creative programs of the Adobe Suite: Photoshop and Illustrator. Students will use both the computer and traditional methods in illustrating fashions to show an understanding of various customers, categories, and price points. Class will begin with basic exercises to learn the programs, then will turn to more specific fashion design projects. Computer-designed layouts will be a focus, as this is a major component in many Designer/Buyer meetings. (Offered spring term) *Prerequisites: FD 113 Fashion Drawing and VC 118 Digital Foundations.*

## **FM 261 Fashion Show Production**

### **3 credits (CS)**

Students plan, promote and produce annual student fashion show by working in student teams to develop and promote all aspects of the show in which student-designed garments are shown. Students will be responsible for the creation and implementation of an industry-oriented fashion show through research, lectures, individual and team-based assignments and projects. (Offered spring term) *Prerequisite: Sophomore standing.*

## **FD 313 Advanced Fashion Drawing**

### **3 credits (CS)**

Students will develop advanced fashion drawing and illustration skills as used in the apparel industry. Students will continue to study the fashion figure and use fashion proportions to illustrate garment and accessory designs. Focus will be on the development of drawing skills to visually communicate concepts, garment lines, silhouettes, construction details and fabric pattern and texture. Students will create technical flat and specifications drawings as used in technical design packages, and incorporate detailed call-outs and production information in these documents. Students will use a variety of media and techniques and presentation methods to communicate fashion concepts and garments. Students will keep visual fashion sketchbook/journals and research current fashion trends for style and color and presentation methods. This class may meet concurrently with FD 113 Fashion Drawing and follow a stacked model of teaching and learning in a studio environment. This class may be offered in a hybrid format with a combination of in-class and on-line teaching and learning methods. *Prerequisite: FD 113 Fashion Drawing.*

## **FD 318 20th Century Fashion Designers**

### **3 credits (AS)**

Students in this class will focus on understanding how culture, society, economics and history impacted fashion designers during the 20<sup>th</sup> century. This course will explore the evolving role of fashion in society, how the future is linked to the past and how global economic development, political influences and technology influenced the growth of the fashion industry. A consistent theme to be addressed will be the development of design houses, which led to the development of business models used in the fashion industry today. This course is built on a framework of the six most influential fashion designers in high-fashion in the 20th century including Charles Worth, Paul Poiret, Coco Chanel, Elsa Schiaparelli, Christian Dior and Yves Saint Laurent. A host of other designers will be studied throughout the course. (Offered alternate spring terms)

## **FD 320 Advanced Flat Pattern Design**

### **3 credits (CS)**

Students will develop advanced flat pattern skills, create garment designs using flat pattern techniques, complete samples and finished garments and build upon the skills developed in FD 221 Flat Pattern Design. Students will create flat patterns and construct samples for garments, sketch ideas for final garments, create full-scale working and final patterns, construct toiles and construct final garments according to assigned concept criteria. Students will demonstrate understanding of proper flat pattern techniques, concept creativity, following industry standards, appropriate fabrication, fit and application of design and patternmaking techniques. Students will construct final garments that may be coordinated into a final mini-collection. Students are expected to purchase supplies and fabric for this class. This class may meet concurrently with FD 221 Flat Pattern Design and follow a stacked model of teaching and learning in a studio environment. *Prerequisites: FD 110 Clothing Construction I and FD 111 Clothing Construction II and FD 221 Flat Pattern Design.*

## **FD 321 Junior Fashion Studio**

### **3 credits (CS)**

Student will explore advanced techniques in patternmaking (flat pattern and draping) through a variety of design challenges. Emphasis will be on developing both flat pattern and draping techniques and on exploring what design techniques are best suited to each type of patternmaking. Students will develop and learn to refine their skills in design and construction problems. This course will also introduce students to all the different target markets and identify how patternmaking changes with each market. Professional level patterns of designs will be made into finished garments that focus on proper fit, comfort, and quality construction. (Offered spring term) *Prerequisites: FD 221 Flat Pattern Design and FD 212 Draping Design.*

## **FD 322 Computerized Patternmaking (CAD)**

### **3 credits (CS)**

Students will be introduced to the application of computers in the fashion design process. Students will learn how to use the Optitex Patternmaking Software to create patterns and continue their understanding of Adobe Photoshop and Illustrator as they relate to textile design, and complete exercises to practice various programs for patternmaking and textile design. Students will create a surface pattern design by repeat and color way by using professional design software, as well as understand the use of an engineered print fabric. By the end of the course students will be able to use various software tools for fabric design in order to create an engineered print as well as all-over textile design, repeats, and color ways. Students will be able to print their designs on fabric and use their textile print in an actual finished garment. (Offered fall term) *Prerequisites: FD 221 Flat Pattern Design and FD 255 Digital Fashion Illustration.*

## **FD 355 Global Perspectives of Dress in Culture and Society**

### **3 credits (AS)**

This course builds students' understanding of dress as it pertains to the individual wearing garments as well as the perceptions those choices of dress communicate to the observer. This course will open one's mind to the influence and impact of dress on various areas of life, age, gender, culture and society. By the end of the course students will be aware of the meanings of dress and be able to apply this knowledge to the area of design through the awareness of dress, the sociological and psychological impact of dress, merchandising and marketing. (Offered on a rotating basis.)

### **FM 361 Fashion Promotion**

#### **3 credits (CS)**

Students will gain an overview of promotion practices in the apparel design, product development, manufacturing, and retail merchandising environment, including promotion planning and budgeting, special event organization, advertising, public relations, publicity, fashion show production, and visual merchandising. Students will identify current trends in fashion promotion, visual merchandising, and production of fashion shows as well as evaluate the effectiveness of promotion practices in the retail merchandising environment. *Prerequisite: FM 131 Survey of the Global Apparel Industry.*

### **FD/FM 365 Product Development Principles**

#### **3 credits (CS)**

This course provides specific knowledge and skills necessary to evaluate and create the apparel products found in the ready-to-wear industry. Students will be introduced to the product development process and learn the basic skills needed to take an apparel product from conception to consumption and analyze ready-to-wear garments using industry standards related to end uses. Students will learn the basics of technical packets and identify information needed to document the process in which to take a garment from idea to end use. Students will use their knowledge of technical packets to build a fashion portfolio that demonstrates knowledge of apparel design, garment construction, and industry standards. This course may be taught in a distance learning format. (Offered in fall term) *Pre-requisite: FD 255 Digital Fashion Illustration or permission of the instructor.*

### **FD/FM 366 Product Development Applications**

#### **3 credits (CS)**

Students will gain a better understanding of the product development cycle as it pertains to specific target markets through a series of projects that capitalizes on the skills learned in FD/FM Product Development Principles. Students will develop the ability to forecast, plan, conceptualize, source, spec, construct, grade and price for a defined user group and produce garments that are marketable for their defined user group. Designers and merchandisers will work in teams to create production samples and technical packets that will be presented in a showroom/market format. This course may be taught in a distance learning format. (Offered fall term) *Prerequisite: FD/FM 365 Product Development Principles.*

### **FD 381 Fashion Internship**

#### **3 credits (CS)**

Students participate as interns in a variety of fashion-related businesses. The internship provides an opportunity to work off-campus under professional guidance to gain increased knowledge and career experience in the fashion field. Seminars accompany the internship to allow for exchange of information about students' experiences. The College assists in making arrangements for the placement. Fashion faculty must approve internship sites. (Offered annually) *Prerequisites: Junior level standing as an FD or FM major, successful completion of FD/FM 393 Internship Prep and permission of instructor.*

## **FD/FM 382 New York Fashion Tour**

### **2 credits (CS)**

Students will tour fashion businesses to observe operations and production and meet with managers in a range of positions. Personnel in businesses ranging from small private enterprises to large, multi-national corporations will share insights on how they remain profitable in today's competitive global business environment. Off-campus tours will include trips to companies in 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 complete assignments and develop an individualized career plan, based upon the information obtained from the week's activities. (Offered between fall and spring terms, students enroll in the course for the spring semester.) *Prerequisite: FD/FM 131 Survey of the Global Apparel Industry, Junior-level standing or permission of instructor; fee-based course.*

## **FD/FM 393 Internship Preparation**

### **1 credit (CS)**

This course provides students with the skills and materials required to search for and obtain an internship in FD 381 Fashion Internship. This one-credit course focuses on the professional behaviors of the fashion industry and requires students to create some of the materials needed for the internship experience. (Offered annually)

## **FD 412 Advanced Draping Design**

### **3 credits (CS)**

Students will develop advanced draping skills, create three-dimensional designs draped on dress forms and build upon the skills from FD 212 Draping Design. Students will drape samples for garments, sketch ideas for final garments, drape toiles, create final draped patterns and construct final garments. Stress is placed on proper draping technique, concept creativity, industry standards, fit and application of advanced draping design techniques. Students will construct draped garments which may be coordinated into a final mini-collection. Students are expected to purchase supplies and fabric for this class. This class may meet concurrently with FD 212 Draping Design and follow a stacked model of teaching and learning in a studio environment. *Prerequisites: FD 110 Clothing Construction I, FD 111 Clothing Construction II, FD 212 Draping Design, FD 221 Flat Pattern Design.*

## **FD 422 Advanced Computerized Patternmaking (CAD)**

### **3 credits (CS)**

Students will utilize the Optitex Patternmaking Software to create advanced patterns and further develop their mastery of Adobe Photoshop and Illustrator as they relate to textile design, patternmaking and other fashion design applications. They will complete advanced exercises and projects to practice various patternmaking skill sets for 2D and 3D patternmaking and textile design including digitally printed surface pattern designs for engineered prints, complex repeat designs and color and style trend forecasting. This class may be offered in a stacked format with FD 322. *Prerequisite: FD 322 Cad patternmaking.*



## **FD 450 Advanced Digital Fashion Illustration**

### **3 credits (CS)**

Students will use digital media to create fashion illustrations, technical design images and complex technical package artwork. Focus will be on the use of digital applications as used in the fashion industry to communicate between different segments of the fashion supply chain and promote brand images. Students will create specifications and call-out illustrations of complex design details. These images will be incorporated into technical package sheets and presentation boards, as used by design companies for presentation to merchandisers, buyers or manufacturers. Course may be conducted using a studio or hybrid on-line format. This class may meet concurrently with FD 255 Digital Fashion Illustration and follow a stacked model of teaching and learning in a studio environment. This class may be offered in a stacked format with FD. *Prerequisites: FD 113 Fashion Drawing, VC 118 Digital Foundations and FD 255 Digital Fashion Illustration.*

## **FD 451 Senior Fashion Studio**

### **3 credits (CS)**

In this course students undertake advanced work in design and patternmaking to develop a collection. Students will research, sketch, illustrate, create technical documents, draft, drape, grade, explore fabrics, create slopers and construct and fit garments to individual models. Students will present a proposed final line of five (five) complete outfits. Students will strengthen existing skill levels and explore advanced creative design and construction techniques to use in their senior collection. Students will also create a collection and consider the different target markets that might be included in such an endeavor. This course helps to create for a specific ready-to-wear target market. The work in this class will be conceptually connected to the research and writing of the capstone paper in the Senior Research Methods General Education course and serve as the basis for the development of the senior collection to be completed in FD 499 Senior Project: Apparel Collection course in the spring. (Offered fall term) *Prerequisite: FD 321 Junior Fashion Studio.*

## **FD 493 Professional Practices and Portfolio**

### **3 credits (CS)**

Students are exposed to the process of portfolio development, as required for the fashion industry. They will document their mastery of the knowledge and technical skills gained as fashion students through illustrations, photographs, and digital images and other material. They will develop the components of their portfolio along with the knowledge and skills necessary to begin a professional job search, including resumes and other business documents, cover letters, interviews, and networking. A variety of sources used to locate jobs in the fashion industry will be investigated along with discussions of career paths open to graduates with fashion degrees. (Offered spring term) *Prerequisite: FD 255 Digital Fashion Illustration.*

## **FD 498 Senior Project: Research and Development**

### **3 credits (CS)**

This course is the first of a two-class sequence that constitutes the Senior Capstone experience, an academic requirement for all students at Cazenovia College. The research paper and design line planning will allow the student to reflect upon the experiences gained in their academic career, demonstrate their mastery of the skills and knowledge they have acquired as fashion students while preparing for their future profession. The focus of the class will be on the research methods and processes required for the development of a capstone research paper and project. The

research process will include a study of research methods, concept proposal and definition, and a final written and documented research paper. Research will also be required for reflective and analytic papers, trend reporting/ forecasting, and line development. (Offered fall term) *Prerequisite: EN 201 Academic Writing II.*

### **FD 499 Senior Project: Apparel Collection**

#### **3 credits (CS)**

This course is a continuation of the Senior Project: Research and Development course, in which students will create patterns, first samples, story boards; and conduct fittings and construct final garments for their senior collections. They will also plan and present lines as part of the annual student fashion show. Students will complete fashion collections of garments and presentation pieces, related conceptually to their research papers that tie their academic experiences to future endeavors. During the last three weeks of the term, students will present oral defenses of both their written and creative work, discussing the relationship between these two aspects of their Senior Projects. (Offered spring term) *Prerequisite: FD 498 Senior Project: Research and Development.*

### **College Catalog Independent Study Description:**

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. A student may be permitted to complete a regular course with supervision of a faculty member if a needed course is not offered or there is a course scheduling conflict. Faculty members are limited in the number of independent studies they are allowed to supervise in an academic semester. The Academic Dean must approve all independent study contracts.

### **Fashion Design and Fashion Merchandising Independent Study:**

For Fashion Design and Fashion Merchandising students, there are certain requirements to complete a non-catalog Independent Study (IS) class. The following section explains the process for students majoring in Fashion Design and Fashion Merchandising to take a course not offered in the subsequent semester.

### **Fashion Design and Fashion Merchandising Non-Catalog Independent Study Classes**

The purpose of non-catalog Independent Study courses is to permit a student to explore a topic not covered by existing catalog courses, as stated in the College Catalog description, listed above.

Fashion Program non-catalog Independent Study classes provide an individualized learning opportunity for students with specific learning goals who demonstrate serious commitment to fashion classes and the proposed IS topic that support their academic goals.

### **Independent Study Fashion Classes for non-catalog courses:**

- Are a privilege granted to students to support individualized learning goals.
- Are NOT catalog courses chosen by a student to add to their schedule like other classes.
- Require a Contract for Independent Study form to be completed and approved by the student, instructor, program director, division chair, Vice President for Academic Affairs, submitted to Enrollment Services and listed in a student's course listing for a semester.
- Require a syllabus for IS that accompanies the IS contract for approval of the course.

**Student Eligibility:**

- Normally, Junior standing (60 credits completed) or higher.
- Successful completion of all required 100 and 200 level courses in the FD/FM program.
- Normally, GPA of 3.0 or higher in career classes.
- Acquired skill proficiency for the content and level of the IS class
- Demonstrated professional classroom behavior with consistent attendance and has contributed to a productive teaching and learning classroom environment.

**Process for creating IS Fashion classes:**

- Professor initiates discussion with a student to develop an IS class.
- A student may propose an IS topic for consideration by a professor.
- Syllabus is created according to IS standards. This syllabus will serve as the contract between professor and student.
- Required paperwork is completed.
- Paperwork is submitted for approval and signatures from: Advisor, Program Director, Division Chair, Dean of Academic Affairs and, final, Enrollment Services.
- Enrollment Services will send notification via email and course is added to student's semester courses.

## **Finance**

### **FI 310 Investment Analysis and Portfolio Management**

#### **3 credits (CS)**

Investment management and analysis, the investment setting, selecting investments in a global market, asset allocation, diversification of investments, portfolio management and optimization, valuation principles and practices, analysis and management of stocks and bonds, passive and active management, alternative investments, and performance evaluation.

### **FI 320 Corporate Financial Budgeting**

#### **3 credits (CS)**

Importance of budget processes and human behavior, components of the budget, and budget periods and adjustments.

### **FI 330 Corporate Finance**

#### **3 credits (CS)**

Fundamental concepts of corporate finance, fixed income securities, stocks and options, projects and valuations, cash distributions and capital structure, and global operations.

### **FI 340 Real Estate Investments**

#### **3 credits (CS)**

Real estate finance documentation, payment structures, valuation, leasing, risk analysis, taxation of investments, properties investing, securitization, and real estate investment trusts.

### **FI 350 Alternative Investments**

#### **3 credits (CS)**

Investment alternatives with emphasis on understanding the complexities of each alternative asset class and learning quantitative techniques for evaluation.

### **FI 360 International Financial Markets**

#### **3 credits (CS)**

International financial markets and currency factors, foreign exchange, risk management, regulatory environments, financing, and investing.

### **FI 370 Entrepreneurial Finance**

#### **3 credits (CS)**

Entrepreneurial finance, the entrepreneurial environment, developing the business idea, organizing, financing and operating the venture, determining value, and harvesting the investment.

### **FI 380 Financial Markets and Institutions**

#### **3 credits (CS)**

Financial markets and institutions, the Federal Reserve and monetary policy, debt security, equity, and derivative security markets, commercial banking, and non-bank operations.

### **FI 385 Personal Financial Planning**

#### **3 credits (CS)**

Personal planning, managing basic assets, credit, insurance needs, investments, and retirement and estate planning.

### **FI 410 Risk Management and Derivatives**

#### **3 credits (CS)**

Introduction to derivatives, creating value with risk management, hedging with forward and future contracts and options, derivative products demand and supply, credit risks and derivatives.

### **FI 420 Finance Ethics**

#### **3 credits (CS)**

Practical issues that confront finance professionals and policy makers, issues in mutual funds and financial engineering, independence of analysts at investment banks, bank responsibilities for conduct of clients, conflicts of interest, ethical issues in IPOs, and examples of scandals.

## **Fine Arts**

### **FA 111 Art History: to the Middle Ages**

#### **3 credits (AS)**

Lectures, discussions, and slide presentations trace major art movements and tendencies in Western painting, sculpture, and architecture from prehistoric times through the Middle Ages. The political, religious, and social contexts of art are also studied. (Offered fall and spring terms)

### **FA 112 Art History: Renaissance to the Present**

#### **3 credits (AS)**

The course covers Western art movements and styles from the Renaissance through the present. Sculpture, architecture, graphics, painting and new art trends and movements are considered as well as the political, religious, and social contexts of art. (Offered fall and spring terms)

### **FA 144 Music Appreciation**

#### **3 credits (AS)**

This is a course that is designed to enhance your enjoyment of all types of music. Why is a particular pop or rock song so appealing? What makes a 200 year old symphony still relevant today? How were composers affected by the historical or social events of their time? How can media impact how we feel about the music we listen to? No one needs to take a course in order to enjoy music. But looking deeper into a musical composition uncovers elements of melody, harmony, rhythm, form and timbre. Together we will explore and experience many musical genres, their ingredients, their historical and social influences, and their many varieties of musical expression. In the end, we will transition from hearing music to listening to music... from simply liking music to appreciating it.

### **FA 123 Introduction to Film Analysis**

#### **3 credits (AS)**

Everyone knows what movies do. They tell stories, they entertain, and they both convey and critique cultural values. In this course, students move beyond what movies do to how they do it. Students become more conscious and analytical readers of movies. Through the viewing and writing about a number of interesting motion pictures, students will break the how of film into component parts to better understand both the filmmaker's technique and the place of film in a broader cultural context. (Offered fall term)

### **FA 125 History and Contemporary Trends in Photography**

#### **3 credits (AS)**

From Daguerre's photographic process introduced in 1839 to Robert Frank's groundbreaking book "The Americans", published in the U.S. in 1959, continuing on through the development of postmodernism, constructed imagery, and the snapshot aesthetic, photography has undertaken a dizzying multifaceted journey. This course will trace that trajectory through history to the contemporary moment. We will study the story of photography in a larger social context, and highlight the important personalities who made significant contributions to this history. (Offered spring term)

### **FA 131 History of Architecture and Interiors I: Antiquity to the Renaissance**

#### **3 credits (AS)**

This course examines the history of architecture and interior design from antiquity to the Renaissance. Specific hallmarks of the major periods of design history and culture are emphasized. Students will be expected to recognize the major concepts, movements, and individuals that influenced the progression of architecture and interior design. (Offered fall term)

### **FA 132 History of Architecture and Interiors II: Baroque to the Present**

#### **3 credits (AS)**

This course examines the history of architecture and interior design from the Baroque period to the present day. Specific hallmarks of the major periods of design history and culture are emphasized. Students will be expected to recognize the major concepts, movements, and individuals that shaped 20th Century architectural and interior design. (Offered spring term)

### **FA 161 Theatre History: Prehistory to the Jacobean Period**

#### **3 credits (AS)**

Students study the theater's place in history from the prehistoric through the Jacobean period. Theater is explored from the perspectives of theater architecture, scene design, costume styles, acting methods, production techniques, dramatists and dramatic literature. (Offered spring term)

### **FA 162 Theatre History: Restoration to the Present**

#### **3 credits (AS)**

Students study the theater's place in history from the English Restoration through contemporary theater. Theater is explored from the perspectives of theater architecture, scene design, costume styles, acting methods, production techniques, dramatists and dramatic literature.

### **FA 165 Acting Workshop**

#### **3 credits (CS)**

This course introduces students to the acting process, tools and skills with practical application through rehearsed scene work. Students will explore role and scene interpretation, as well as communication skills in performance. Class will include lecture and workshop. (Offered fall and spring terms)

## **FA 210 Art of the World**

### **3 credits (AS)**

This course presents a broad survey of painting, sculpture, craft, and architecture from non-Western areas of the world – Africa, India, Southeast Asia, China, Japan, Korea, the Pacific, and the Americas – treating works from prehistory to the present, as appropriate, for each cultural and geographic region. Students will be expected to recognize artists, individual works, content, materials, and stylistic patterns, and to understand the relationship between these and the cultural contexts in which they are created.

## **FA 218 History of Fashion**

### **3 credits (AS)**

Students will study periods of fashion from the ancient Egyptian to present day to illustrate how styles reflect the past, and how fashion is affected by the psychological, sociological and aesthetic forces around us. A timeline progression for inventions/technology and culture is the framework for student work and research topics. Students with special interests in art history, culture and world events will enjoy how these topics influenced fashion and will continue to predict fashion trends. The course also emphasizes how designers have drawn on the past for current fashion inspirations.

## **FA 265 Theatre Production**

### **3 credits (CS)**

This course introduces students to the multi-faceted nature of the theatre experience through the hands-on and collaborative work of mounting a main stage production. Students engage in the processes of selecting/creating scripts for production, casting, designing and publicizing. Topics studied include the interdependency of acting, art and design, advertising, business management, set construction, costume design and construction, communication, lighting, community relations, directing, text study and analysis, contextual study, photography, journalism, copywriting, and other areas that are drawn upon to produce a play. Translating a written text into a three-dimensional, living art under the pressure of a performance deadline allows students to explore group dynamic and the performative nature of each of the topics studied. May be taken two times for credit. (Offered fall and spring terms)

## **FA 267 Stage Movement**

### **3 credits (AS)**

In this course students learn about the connectivity of the body and how it moves through space in order to improve on and build confidence in stage movement skills. In addition to strength training and aerobic/dance routines, students research basic Pilates and Feldenkrais techniques and practice their application in class. (Offered fall term)



### **FA 285 Liberal Arts Internship**

#### **3 credits (CS)**

The Liberal Arts internship is an elective course that gives Liberal Arts students the opportunity to test career options related to their Liberal Arts area of study. The internship includes a set of preliminary class meetings on professional conduct and their connections to liberal arts study. Seminars accompany the internships to allow for exchange of information about students' internship experiences. The College makes final arrangements for the internship placement and provides transportation when possible. This course does not satisfy General Education or distribution requirements in the Fine Arts area. (Arranged) *Prerequisites: A minimum grade of "C" in EN 101 Academic Writing I and CM 121 Effective Speaking, sophomore status.*

### **FA 301 The Creative Process in the Arts**

#### **3 credits (AS)**

This course investigates artistic decision-making by involving students in the creative process, and examines the communication and problem-solving skills necessary for creating works of art. A combination of independent study and seminar, each student designs, researches and produces artistic work focused on an area of his or her individual interest within the arts; collectively, the students examine the nature, progress and outcomes of their investigations. Students analyze artistic choice by examining works of art, researching and discussing the artist and his or her context. (Offered alternate years)

### **FA 309 Special Topics in the Arts**

#### **3 credits (CS)**

This is a repeatable course in which the content varies annually. Different faculty may teach this rotating course; the content will depend on the faculty member's expertise and the needs and interests of the student population. Prerequisites may be necessary for certain offerings. (Offered on a rotating basis)

### **FA 311 Women in the Visual Arts: 1960s - Today**

#### **3 credits (AS)**

This course examines a number of the important achievements of individual women artists, collaborative groups, art historians, and theorists who have and continue to revolutionize aesthetic practice and cultural politics. A survey of images, film, readings and discussion will reveal the diverse voices of women artists from the Americas, Europe, Asia, and Africa. It is intended that students will emerge from the course with a clearer understanding of theoretical writings and the contributions of independent women artists, collaborative groups and projects. (Offered on a rotating basis) *Prerequisite: FA 111 Art History: to the Middle Ages, FA 112 Art History: Renaissance to the Present, FA 210 Art of the World, or FA 401 Contemporary Developments in the Arts, or by permission of the instructor.*

## **FD 318 20th Century Fashion Designers**

### **3 credits (AS)**

Students in this class will focus on understanding how culture, society, economics and history impacted fashion designers during the 20th century. This course is built on a framework of the six most influential fashion designers in high-fashion in the 20th century including Charles Worth, Paul Poiret, Coco Chanel, Elsa Schiaparelli, Christian Dior and Yves Saint Laurent. A host of other designers will be studied throughout the course. This course will explore the evolving role of fashion in society - how the future is linked to the past and how global economic development, political influences and technology influenced the growth of the fashion industry. A consistent theme to be addressed will be the development of design houses, which led to the development of business models used in the fashion industry today.

## **FA 325 Cinema Studies**

### **3 credits (AS)**

A critical study of cinema as an evolving art form, this course concentrates on film as cultural text. Students view and discuss films and prepare written analyses on the artistic technique and cultural impact of film as a narrative form. (Offered alternate spring terms) *Prerequisite: EN 201 Academic Writing II.*

## **FA 351 Museum as Medium**

### **3 credits (CS)**

This course is designed for students who are interested in all aspects of gallery work and museum collections and those who are preparing for future opportunities in exhibiting their own work. It is structured as a shared research and gallery practicum course that directs a critical lens on the use and function of exhibition space and the museum and gallery as spatial material and framework for culture. (Offered alternate spring terms)

## **FA 366 Advanced Acting Workshop**

### **3 credits (AS)**

This course is a continuation of skills introduced to students in the Acting Workshop. Students work closely with the instructor to explore and develop advanced role and scene interpretation skills, as well as to further improve their communication skills in performance. Class includes lecture and workshop. (Offered fall and spring terms) *Prerequisite: FA 165 Acting Workshop.*

## **FA 373 Research in the Performing Arts I**

### **3 credits (AS)**

Students are assigned an advanced dramatic text around which are designed dramaturgical research and scholarship projects. The subject matter is explored as text and as performance, with some emphasis on drama and performance theories. Research methods and materials are examined. During most semesters, research is linked to a current or upcoming production. Those enrolled in FA 473 are assigned additional and more complex research work. This course does not require performance.

### **FA 385 Internship I**

#### **6 credits (CS)**

Internships consist of off-campus field-work based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities (Arranged) *Prerequisites: CM 301 Speech and Rhetoric, PS 234 Social Psychology.*

### **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 arts, including a study of gender, race and culture. Students have numerous opportunities to put these theories into practice through in-class exercises, formal workshops, and creative projects. (Offered most semesters)

### **FA 405 The Arts in the Community**

#### **3 credits (AS)**

Arts in the Community explores the many types of relationships among artists, art and audiences, especially as mediated by cultural institutions. The history, intention, function and ownership of the arts will be examined at both the individual and institutional level. Art as an agent of social and political change will be discussed. Readings, field trips, guest speakers, projects and research will provide a real life context. The course considers the ethnic, social and racial diversity of cultural production primarily within the United States. (Offered spring term)

### **FA 408 Aesthetics: Philosophy of the Arts**

#### **3 credits (AS)**

This course examines key problems and themes in the philosophical discipline of aesthetics. Through the close reading of primary sources by noted philosophers and theorists, students develop a range of analytical skills that enable them to think critically about the arts and artistic experience. Main topics to be addressed include understanding the nature of aesthetic experience, the "essence" or defining characteristics of the work of art, artistic creativity and genius, and our understanding of aesthetic concepts such as beauty, horror, tragedy, and the sublime. Throughout these investigations, close attention will be paid to the question of how our experience of art and sense experience in general factors into broader – sociological, political, moral – questions of human life and existence.

### **FA 473 Research in the Performing Arts II**

#### **3 credits (AS)**

See FA 373 Research in the Performing Arts I

## **FA 485 Internship II**

### **3 credits (CS)**

Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Arranged) *Prerequisite: FA 385 Internship I.*

## **FA 489 Independent Professional Study**

### **3 credits (CS)**

This course may take a variety of forms: studio, portfolio, research project, or intense reading and a major paper. Characterized by a mentor or preceptor relationship, the course places significant demand on the students' capacity for independent critical thought. (Arranged)

## **FA 499 Capstone Seminar in the Humanities**

### **3 credits (AS)**

Principally designed for students completing course work in a humanities-oriented area (literature, performing arts, communication), the Capstone Seminar allows students to propose and carry out specific academic projects that build on the knowledge and skills emphasized in previous course work. Projects may be individual or team-based. The course stresses written, oral, and visual communication, problem-solving, setting and achieving specific goals, teamwork, and self-assessment. The overall goal is to prepare for the next stage of students' education or professional development. The course culminates with a public presentation of the finished project. (Offered fall and spring terms) *Prerequisite: Student must be eligible for graduation at the end of the term in which seminar is taken.*

## **Health Care**

### ***Health***

#### **HE 110 Community First Aid and Safety**

##### **1 credit (CS)**

This course provides students with the knowledge and skills needed to recognize emergencies, make decisions regarding care, and carry out appropriate first aid until professional medical help arrives. Students practice rescue breathing, choking relief, CPR and first aid skills for adults, children and infants. The course also includes information on the prevention of injury and illness. American Red Cross certification in Community First Aid and Safety is awarded upon completion of the course. (Offered annually)

### ***Health Care Management***

#### **HC 110 Introduction to Health Care Management**

##### **3 credits (CS)**

This course is an introduction to health care and health promotion as a profession and a career. Topics include competencies for health professionals, history of health care in the United States, health determinants, philosophical base of health, theories on behavioral and organizational changes, resources and professional organizations. Emphasis on the process and practice of health care in society, the organization and the individual. Other topics will include practices in health care, hospital and medical staff organization, patient records, retention, budgeting, and third-party reimbursement.

#### **HC 210 Medical Terminology**

##### **3 credits (CS)**

This course is focused on structure, meaning, and use of medical terms with emphasis on those relating to disease, and operations performed on the human body. Study will cover integumentary, musculoskeletal, nervous, sensory, endocrine, cardiovascular, respiratory, reproductive, genitourinary, digestive, and pharmacology.

#### **HC 310 Legal Aspects of Health Care**

##### **3 credits (CS)**

This course will include a study of accreditation and regulatory agencies for health care facilities, including the study of medical/legal aspects of medical records, the medical record as a legal document, confidential communication, the United States Court structure, and legal procedure and patient consents. Other topics will include the study and application of quality/utilization/risk management and physician credentialing. *Prerequisite: HC 110 Introduction to Health Care Management.*

### **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. *Prerequisite: HC 110 Introduction to Health Care Management.*

### **HC 330 Current Trends in Health Care**

#### **3 credits (CS)**

This course is focused on topics related to current issues and research as related to the health care profession. Emphasis is placed on consumer, professional, and societal impact of current trends observed, documented, and researched. *Prerequisite: HC 110 Introduction to Health Care Management.*

### **HC 410 Health Care Planning**

#### **3 credits (CS)**

This course is focused on the development and knowledge of those skills necessary to plan and implement health promotion/wellness in a variety of settings. Issues of interest to health professionals such as health care management and cost containment, goal setting, assessing organizational needs, program evaluation, and marketing program intervention are addressed. *Prerequisite: HC 110 Introduction to Health Care Management.*

## **History and Government**

### **HG 101 World Civilization to 1550**

#### **3 credits (AS)**

This course covers the period from the origin of human civilizations to the Renaissance. Through a thematic and comparative approach to world history, it is expected that by focusing significantly on the non-western regions of the world, but not excluding European cultures, it is hoped that the student will reach a greater understanding of and respect for the diversity of cultures around the world. (Offered fall term)

### **HG 102 World Civilization 1550 to Present**

#### **3 credits (AS)**

This course covers the history of civilizations around the world from the Renaissance to the present day. Utilizing a thematic and comparative approach to world history, this course exposes students to the global structures, issues and events that shape the contemporary world. (Offered spring term)

### **HG 121 U.S. History to 1877**

#### **3 credits (AS)**

Through an examination of the New World's development from the coming of the Norsemen to Reconstruction, the student is expected to develop a more complete understanding of the factors that have made us what we are today. (Offered fall term)

### **HG 122 U.S. History 1877 to Present**

#### **3 credits (AS)**

Through an examination of America's past, from the Gilded Age through to the present, the student develops a greater understanding of the factors that contributed to America's growth as an urbanized industrial society. (Offered spring term)

### **HG 130 Introduction to Economics**

#### **3 credits (AS)**

The study of basic economic concepts in micro and macroeconomics provides a framework for the analysis of national economic policies, recession, unemployment, inflation, taxation and the business firm. Application of these theories to current economic problems such as poverty, women's rights, government regulation, and our ecology provides a basis upon which the individual may be prepared to make critical economic decisions. (Offered annually)  
This course is not meant for business majors or those who need HG 131 or 132. Students who have received credit for HG 131 or HG 132 may not enroll in HG 130.

## **HG 131 Macroeconomics**

### **3 credits (AS)**

This course examines the economy considered as a whole. Topics include national income accounting, unemployment, inflation, determination of total output, monetary and fiscal policy, and the international economy. Emphasis will be placed on developing the student's ability to analyze the economy and economic policies. (Offered annually)

## **HG 132 Microeconomics**

### **3 credits (AS)**

This course examines the behavior of consumers and firms in markets. Topics include supply and demand, elasticities, competition, product markets, resource markets, labor markets, income distribution and government policy. Emphasis will be placed on developing the student's ability to analyze the economy and economic policies. (Offered each semester)

## **HG 141 Government and Politics of the United States**

### **3 credits (AS)**

This course is an examination of the national government and the American political system, and how the two differ. The course seeks to place contemporary governmental problems in their historical framework. Students examine the functioning and interrelationships of the legislative, executive and judicial branches of government as well as political and interest groups. (Offered annually)

## **HG 143 State and Local Government**

### **3 credits (AS)**

State and Local Government is an issue-oriented introduction to the world of government close to home. There is coverage of how laws are created (from idea through the entire legislative process), the relationship between the federal, state, and local governments, and the big players on the state and local front. In addition, the course focuses on real problems that many students will encounter in their own lives and careers such as: how to secure government funding for programs they are working on (child abuse, drug abuse, the arts, education); how to be effective at town meetings (taxation, school sports, local traffic); how education is funded; how communities bring jobs to their area (economic development); and election campaign issues. (Offered annually)

## **HG 206 History & Sociology of the American Family**

### **3 credits (AS)**

This is a social history course, which uses sociological concepts to examine historical changes in the functions of American families and the lives of family members. Inquiries will address questions about rapid social change as it relates to (1) changes in the structures and functions of American families, (2) changes in the roles assumed by and role-conflicts experienced by children and adult family members, and (3) changes in the life cycles of family members.



Students will examine the impact of major societal transformations – from hunting and gathering to sedentary agrarian to urban industrial/technological – upon family functions and upon the social experiences and development of children, adolescent and adult family members. (Offered on a rotating basis) *Prerequisite: EN 101 Academic Writing I.*

### **HG 208/308 History of Mexico**

#### **3 credits (AS)**

This course introduces students to the people and history of Mexico from its ancient past through the present day, focused on developing students' understanding of our distant neighbor and enhancing students' appreciation of its diverse culture. This course further seeks to increase students' awareness of the relationship between past events and present realities through readings, discussions, and assignments intended to highlight such relationships. (Offered on a rotating basis)

### **HG 211/311 History of the African Diaspora**

#### **3 credits (AS)**

In a span of almost four centuries, millions of Africans were transported to North America, South America, and the Caribbean Islands as slaves. Forcibly removed from their homelands and separated from their kin and societies, they were enslaved in a new world where all familiar customs were suppressed. This course examines how Africans, despite these brutal conditions, managed to reform their identities in a new world. Through a comparative examination of African experiences in different new world societies, students will gain an appreciation of the ways in which Africans created social identities and cultures for themselves in these trying conditions. (Offered on a rotating basis) *Prerequisites: EN 101 Academic Writing I for 200 level and EN 201 Academic Writing II for 300 level.*

### **HG 212/312 History of Africa**

#### **3 credits (AS)**

This course introduces students to the general themes of African history from the ancient civilizations of Egypt and Mali to the current day. Particular attention is paid to the basic patterns of indigenous African civilizations and the impact of outside forces upon those patterns. This investigation helps students understand how African responses to the slave trade, European imperialism, and the spread of world religions such as Christianity and Islam have created the world of modern Africa. Readings and discussion of selected case studies provide additional depth to students' investigation of these topics. (Offered on a rotating basis) *Prerequisites: EN 101 Academic Writing I for 200 level and EN 201 Academic Writing II for 300 level.*

### **HG 223 Women in American History**

#### **3 credits (AS)**

This course examines the economic, social, political and cultural experiences of women in American history. Students study historical themes central to explaining our country's history from the perspective of women. (Offered on a rotating basis)

## **HG 224/322 U.S. Legal History: Colonization to Present**

### **3 credits (AS)**

This upper division course, stacked as a 200-300 level course, is a mainstay of both the discipline of history, and its ancillary discipline, Legal Studies. While the history of the Supreme Court and an interpretive analysis of its opinions will play a fundamental role in our course, these cases and the implications of *stare decisis* will not be the *only* function of this course. This course will be broader, looking at the wider scope of our legal tradition—including the development of statutory law, the study of law in American law schools, the development of a criminal and tort law tradition in the United States, and a development of an American philosophy of law. Thus, it will emphasize both public and private law in the American tradition. Taught in a chronological fashion, this course will utilize readings (of both primary and secondary sources), the *New York Times*, seminar discussion, and student essays to inform our discussion. This course fulfills one of the requirements for the pre-law minor. Both HG 224 and HG 322 will meet at the same time; both will be reading the same materials. The difference between the two will be built into the writing assignments.

## **HG 241 Comparative Government and Politics**

### **3 credits (AS)**

Working on the assumption that what happens in other countries is important to us all, this course examines the governments of the industrialized democracies, the European Community, the former Soviet states, and Third World nations, in an attempt not only to find similarities and differences, but also to apply lessons from their development to the future growth of the United States. *Prerequisite: HG 141 Government and Politics of the U.S.*

## **HG 261 Comparative Political Ideologies**

### **3 credits (AS)**

This course examines major political philosophies of the 20th Century and their impact on the systems of government in different world areas. In addition to studying the basic principles of liberal democracy, communism and fascism, the course focuses on the successes and failures of these ideologies and the political challenges facing both developed and developing nations. (Offered bi-annually)

## **HG 310 Modern Latin America**

### **3 credits (AS)**

This course traces the political, social, cultural and economic evolution of the nations of Latin America from the Independence period through the present day. Particular attention is paid to the diversity of experience and culture generated by the interaction of the region's indigenous, African, and European peoples. (Offered on a rotating basis)

## **HG 320 New York State History**

### **3 credits (AS)**

This course will facilitate an understanding of the ways that New York State played a vital role in the economic, political, and social development of the United States of America at national and local levels. The village of Cazenovia is located near the sites of tragic battles, religious evangelism, abolition activities, the quest for women's rights, and many others. We will discuss several of those places. Other topics that will be covered include the diversity of New York's citizens, immigration, activism, culture, race, and industrial and technological developments from the earliest Native American inhabitation to the present day.

## **HG 225/325 United States in the 1960's**

### **3 credits (AS)**

This course undertakes an intensive study of what is arguably the most domestically divisive—and intellectually challenging—decade in our nation's history. Using primary sources, books, novels, and culture iconography in a seminar format, the student will create a scholarly, rather than a pop culture assessment of the period. Subjects discussed will include: The Legacy of the 1950's; Civil Rights for African Americans; The Student Movement and the New Left; Kennedy; Johnson; Vietnam and the Antiwar Movement; Civil Rights for Women; The Seminal Year of 1968. (Offered on a rotating basis)

## **HG 315 Historical Theory**

## **HG 333 Regional and Urban Economics**

### **3 credits (AS)**

Regional and Urban Economics is the study of the location of economic activity. We consider why cities form and grow; changes in urban form; changes in transportation technology; and the conditions that facilitate economic development. Two distinct aspects about location that are of interest to us are the distance from other economic activity and the income of households in a place. Relying heavily on market concepts developed in introductory economics, we study location theory for firms relative to markets, and explore issues related to government efforts to encourage growth. (Offered on a rotating basis) *Prerequisite: HG 132 Microeconomics.*

## **HG 334 State and Local Public Economics**

### **3 credits (AS)**

The primary objective of this course is to provide the basis for evaluating both efficiency and equity of sub-federal taxation and spending. Many of the same issues are relevant for states and local governments as at the federal level, while some issues are altogether different. For example, federal governments do not need to be concerned about tax competition, but local governments do; and development is an inherently local activity. (Offered on a rotating basis) *Prerequisite: HG 132 Microeconomics.*

### **HG 335 International Economics and Trade**

#### **3 credits (AS)**

This course is an introduction to international economics and trade, with an emphasis on the evolution of various economic theories and discussion of global trends and areas of business opportunities. (Offered annually) *Prerequisites: HG 131 Macroeconomics and HG 132 Microeconomics.*

### **HG 358 International Law**

#### **3 credits (AS)**

This course introduces the student to basic principles of international law, and the system of rules, institutions and procedures that regulate interaction among nations and between states and individuals. Students will examine international agreements, treaties, and charters, including the UN Charter, the Hague Convention, and the Geneva Convention. Students will be exposed to various methods used to resolve transnational problems in human rights and international criminal law. (Offered on a rotating basis) *Prerequisite: EN 201 Academic Writing II.*

### **HG 375 Historical Methods**

#### **3 credits (AS)**

Designed for the advanced Social Science student in history, political science, or pre-law, the course centers on the art of history – what it is – and the science of the historian – professional historical research. Students will be introduced to the varying ways of defining history, as well as to advanced techniques for library, oral history, statistical and archival research. (Offered annually) *Prerequisites: Successful completion of at least 12 hours in HG coursework (exclusive of Economics), successful completion of EN 201 Academic Writing II.*

## **Hospitality**

### **HP 108 SI Intro to Hospitality Management**

#### **3 Credits**

Become immersed in the exciting world of hospitality! In this class, you will be introduced to a variety of occupations within the hospitality industry. You will learn the day-to-day operations of hotels and restaurants. The course will culminate in a student-planned and executed event for the campus community.

### **HP 119 Intro to Hospitality Management**

#### **3 Credits**

Introduction to Hospitality Management provides a general understanding of the scope of the hospitality industry. Students are introduced to the various aspects of hospitality including, travel & tourism, restaurant operations, casinos, spa management, and event planning.

### **HP 124 Travel and Tourism**

#### **3 Credits**

An introduction to travel and tourism from local to international levels. Topics covered will include domestic and international travel, different mediums of travel, the air and rail industry, and a special emphasis on how the travel industry markets to consumers. Other topics include the recreational and business consumer, and the economic, legal, political aspects of tourism and its implication to the management functions.

### **HP 128 Spa Management**

#### **3 Credits**

This course provides a strong foundation of knowledge for any interested in learning about the spa community. Through this course, students will learn a vision of the spa business. Through philosophy of spa, history and cultural development of spa, spa terminology, and financial considerations. The course also examines the qualities of an outstanding spa experience and discusses industry trends and future directions.

### **HP 216 Club and Resort Management**

#### **3 Credits**

This course provides an overview of resort management and operations. The scope of these industries will be discussed along with the principles of successful marketing, management, and development of a resort. This course will introduce students to the operations of modern day resorts including ski, golf and gaming resorts. This will include a review of the history of the growth of resorts in the United States, expansion of resorts worldwide, and their operations and characteristics. Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts. Some assignments and instructor communications will be

given via the web and email. It will be necessary for all students to have access to the WWW and email to successfully complete this class. *Prerequisites: Students must complete BU 119 prior to taking this course.*

### **HP 225 Bed & Breakfast Management**

#### **3 Credits**

This course will prepare students for the challenges of running and managing a bed and breakfast. Students will study topics related to the management, marketing, advertising, forms of ownership and record keeping associated with this type of lodging. Students will also prepare a bed and breakfast small business.

### **HP 314 Event Management**

#### **3 Credits**

This course will explore aspects of event management and the successful implementation of actual events. Topics to be covered include human resource management, diversity management, financial planning, interpreting financial statements, pricing, client and vendor relationships, purchasing, business etiquette, and flowcharting events.

### **HP 316 Casino Management**

#### **3 Credits**

Topics include gaming trends, casino hotel organizational structure, government regulations, consumer behavior, marketing strategies, economic impact, social and cultural concerns and the casino games.

### **HP 403 Restaurant Management**

#### **3 Credits**

This course identifies the managerial elements involved in the successful operation of a restaurant. Students are taken through the process of creating a concept, developing a menu, budgeting and controlling costs, staffing the restaurant, purchasing food and equipment, bar and beverage management, daily operations and developing a marketing plan. Includes online "virtual field trips." *Prerequisites: Students must complete BU 119 prior to taking this course.*

### **HP 404 Cost Control**

#### **3 Credits**

This course introduces the various cost procedures used in the hospitality industry. Cost controls used on the income statement and balance sheet are presented at an introductory level. Students will develop an understanding of how to keep food and beverages cost under established standards that will make them profitable for a business. Application of cost techniques for food and beverage are also introduced as well as cost terminology and its relevance to the hospitality industry. *Prerequisites: Students must complete AC 201 or AC 222 prior to taking this course.*

## **HP 415 Hotel and Lodging Management**

### **3 Credits**

This course introduces students to Hotel Administration and covers the fundamental and advanced areas of management. Students will explore the functions and responsibilities of the personnel from the General Manager to the other working personnel. All functions of hotels departments such as human resources, front office, sales, marketing, advertising, housekeeping, maintenance, food and beverage will be presented. (3 credits). *Prerequisites: Students must complete BU 119 prior to taking this course.*

## **Human Services**

### **HS 110 Introduction to Human Services**

#### **3 credits (CS)**

The primary goal of the course is to introduce the student to the broad scope of human services. Students examine the evolution of the profession of human services. Major fields of practice are identified, such as social services for children and youth, rehabilitation services for people who are physically and/or mentally challenged, social welfare services for people who are impoverished, and other disadvantaged groups. Emphasis is placed on the students understanding the common core of knowledge, values, and skills for all human service professionals. (Offered annually)

### **HS 121 Child, Youth, and Family Services**

#### **3 credits (CS)**

Problems relating specifically to children and youth, such as child abuse and juvenile delinquency, are examined. Students are introduced to child/family welfare services, such as foster care, adoption, and protective services. Principles of intervention techniques designed to strengthen family life are explored. (Offered annually)

### **HS 133 Community Mental Health Issues and Services**

#### **3 credits (CS)**

This course will examine the basic concepts, issues, and concerns of the community mental health system, the organization of mental health programs and systems, and the types of consumers who use these systems. Students will explore counseling, case management, and other roles that human service workers play within these systems, and will study current trends in the delivery of community mental health services. Students will learn how to discern political connections behind funding of programs, community support for services, and how these two forces intertwine to affect populations served. (Offered alternate years)

### **HS 134 Introduction to Alcohol and Substance Abuse**

#### **3 credits (CS)**

This course introduces students to the issues related to alcohol and substance abuse, including the role of the professional. It will provide the knowledge base regarding the models and theories of addictions and other chemical abuse. Treatment approaches will be introduced and reviewed, and current trends in elderly, minority groups and veterans, will be presented. (Offered annually)

### **HS 240 Introduction to Counseling**

#### **3 credits (CS)**

The primary objective of the course is to introduce students to the basic skills required in a counseling relationship. Students learn how to listen and respond effectively to those seeking help with problems. This course provides opportunities to learn how to (1) explore and clarify problem situations; (2) reach new perspectives and



understandings of problem situations, and set goals based on new perspectives; and (3) develop and implement strategies to reach set goals. Both theoretical and experiential learning opportunities are provided. (Offered annually) *Prerequisites: PS 120 Introduction to Psychology and one Human Services course, or permission of the program director.*

### **Human Services Internships**

Students participate as interns in field settings chosen from a wide variety of human services agencies. The internship provides an exposure to the human services delivery network, and an opportunity to become involved with clients, goals, and programs of an agency. Professional supervision is provided by the agency and the College. Weekly seminars accompany the internship to allow for exchange of information about students' experiences. The College makes final arrangements for the placement. (Offered annually) *Permission of the program director is required.*

*Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course to qualify for an internship opportunity, and permission of the program director. Two of the following courses must be completed before the internship experience: HS 110 Introduction to Human Services, HS 121 Child, Youth, and Family Services (for HS 282), HS 133 Community Mental Health Issues and Services (for HS 283), HS 134 Introduction to Alcohol and Substance Abuse (for HS 284), HS 240 Introduction to Counseling. Students must have earned 30 academic hours to be eligible for internships.*

### **HS 282 Social Services for Children and Youth Internship II**

**3-6 credits (CS)**

### **HS 283 Counseling and Mental Health Internship II**

**3-6 credits (CS)**

### **HS 284 Alcohol and Substance Abuse Internship II**

**3-6 credits (CS)**

### **HS 330 Ethical Issues in Substance Abuse Treatment**

**3 credits (AS)**

This course will examine the concepts, issues, and concerns of the ethical issues of the treatment of addictions in our society. Students explore and discuss the ethics and issues related to the counseling of those who are addicted and the other roles that counselors play within the systems. Specific populations will be addressed such as children, adolescents and women. HIPAA and confidentiality concerns will also be reviewed.

### **HS 331 Group Dynamics**

**3 credits (CS)**

Group Dynamics examines group processes, group development, group goals and tasks, group leadership styles, roles of group members, and the concept of teamwork. Students will learn about group dynamics by participating in groups

during classroom activities, and this experiential component will supplement the major theories of group development. Students will discover how group work is practiced in a variety of settings, such as mental health, self-help organizations, health care, rehabilitation, recreation, and corrections. (Offered annually) *Prerequisite: HS 240 Introduction to Counseling.*

### **HS 341 Counseling Theories**

#### **3 credits (CS)**

This course concentrates on the history of counseling, divergent counseling theories, and some of the applied psychotherapies, such as Gestalt, Rational/Emotive, Transactional Analysis, and Client Centered. This course will discuss how different counseling theories and techniques impact both the clients and the counselors. Cross-cultural issues in counseling will be examined. (Offered alternate years) *Prerequisite: HS 240 Introduction to Counseling.*

### **HS 343 Intervention Strategies**

#### **3 credits (CS)**

This course explores intervention strategies that can be used at different times with a variety of clients and systems. These strategies include individual and group counseling, case management, family work, community planning, and social action. The importance of recording skills and accurate documentation will be examined. (Offered annually) *Prerequisite: HS 240 Introduction to Counseling.*

### **HS 344 Intervention Strategies for Alcohol and Substance Abuse**

#### **3 credits (CS)**

The main goal of this course is to explore human service intervention strategies for alcohol and substance abuse. These strategies include: rehabilitation programs, inpatient and outpatient clinics, case management, group and family therapy, support/education groups, community planning, and advocacy. The process of assessment and specific interventions required for this population will be defined and discussed. The importance of recording skills and accurate documentation will also be examined. (Offered alternate years) *Prerequisites: HS 134 Introduction to Alcohol and Substance Abuse and HS 240 Introduction to Counseling.*

### **HS 345 Counseling Families in Crisis**

#### **3 credits (CS)**

This course will focus on an examination of the dynamics of family interactions from a crisis perspective. Students will explore crises affecting the contemporary family, patterns of coping, and strategies and techniques appropriate for dealing with these crises. Students will learn assessment procedures and a variety of approaches through case studies and role-playing. *Prerequisite: HS 240 Introduction to Counseling.*

## **HS 361 Therapeutic Recreation**

### **3 credits (CS)**

This course will examine how therapeutic recreation helps to improve or maintain physical, mental, emotional, and social functioning of children or adults with disabilities, as well as the elderly. Students will explore how to assess and evaluate people who would benefit from therapeutic recreation. The course will present different theories and techniques supporting therapeutic recreation. (Offered annually) *Prerequisite: HS 240 Introduction to Counseling, or permission of the program director.*

## **HS 382 Social Services for Children and Youth Internship III**

### **3-6 credits (CS)**

Students participate in programs that serve children and youth and their families. Examples of sites include group homes for runaways, classrooms for students who are learning disabled, residential facilities for troubled youth, alternate school programs for pregnant teens, day care for abused children, and recreational programs for high-risk adolescents. Students' previous experiences and their academic preparation determine internship placement. The internship allows students to use a variety of interventions, such as case management, group work, family work, and community planning to serve the needs of the clients and human service systems. A weekly seminar that integrates academic concepts with professional application and practice accompanies the internship. (Offered annually) *Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course; HS Internship I or II, HS 240 Introduction to Counseling, and one of the following: HS 341 Counseling Theories, HS 343 Intervention Strategies, HS 345 Counseling Families in Crisis, or HS 331 Group Dynamics. The permission of the program director is also required for the internship experience.*

## **HS 383 Counseling and Mental Health Internship III**

### **3-6 credits (CS)**

Students work as interns in mental health sites such as: outpatient day treatment centers, community mental health agencies, residences for homeless people, programs for people with developmental disabilities, rehabilitation centers for substance abuse, inpatient psychiatric units, and community residences for people with mental illness. Students' previous experiences and their academic preparation determine internship placement. The internship allows students to use a variety of interventions, such as case management, group work, family work, and community planning to serve the needs of the clients and human service systems. A weekly seminar that integrates academic concepts with professional application and practice accompanies the internship. (Offered annually) *Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course; HS Internship I or II, HS 240 Introduction to Counseling, and one of the following: HS 341 Counseling Theories, HS 343 Intervention Strategies, HS 345 Counseling Families in Crisis, or HS 331 Group Dynamics. The permission of the program director is also required for the internship experience.*

## **HS 384 Alcohol and Substance Abuse Internship III**

### **3-6 Credits (CS)**

Students work as interns in alcohol and substance abuse settings such as inpatient and outpatient rehabilitation programs, community residences, state and county programs and counseling centers. Students' previous experience and their academic preparation determine internship placement. The internship allows students to use a variety of interventions such as individual and group therapy, family work, and community planning to meet the needs of the clients. A weekly seminar that integrates academic concepts with professional application and practice accompanies the internship. (Offered annually) *Prerequisites: A minimum grade of "C" must be earned in each 100/200 level Human Services course; HS Internship I or II, HS 240 Introduction to Counseling and HS 344 Intervention Strategies for Alcohol and Substance Abuse. The permission of the program director is also required for the internship experience.*

## **HS 431 Rehabilitation Services**

### **3 credits (CS)**

This course examines specific techniques in the rehabilitation process. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental health and alcohol and substance abuse programs. Assessment, treatment, and prevention techniques will be examined. Students will be able to identify how people with mental disabilities and alcohol and substance abuse issues are restored to their fullest psychological, social, and vocational capabilities. (Offered alternate years) *Prerequisite: HS 240 Introduction to Counseling.*

## **HS 475 Program Planning and Evaluation**

### **3 credits (CS)**

This course provides an examination of the theories and applied techniques for planning, implementing, and evaluating human service programs in organizations and communities. Components of plans, needs assessment, and funding are some of the topics that this course addresses, and the political and social pressures affecting policy formation will be identified. (Offered annually) *Prerequisites: EN 201 Academic Writing II and HS 240 Introduction to Counseling. Senior status only, or permission of the program director.*

## **HS 499 Senior Capstone**

### **3 credits (CS)**

This course will enable students to achieve maximum integration of knowledge, skills and values that have been explored through previous courses. Senior Human Services majors will complete a research project about a particular human service problem. They will complete a literature review on their topic, collect and analyze data, and write a research report. (Offered annually) *Prerequisite: Eligible for graduation upon completion of the course.*

## **Humanities**

### **HU 160 Introduction to Philosophy**

#### **3 credits (AS)**

This course introduces the central problems of philosophy and their cultural and intellectual foundations. It considers solutions proposed by some of the greatest thinkers of the Western philosophical tradition, and some from non-Western traditions as well. The material covered includes selections by both current and historically important philosophers and explores basic questions concerning the scope and limits of human knowledge, the fundamental nature of reality, and the personal and moral dimensions of human existence. The course fulfills the General Education Cultural Literacy requirement. (Offered fall term)

### **HU 165 Critical Thinking: Language and Logic**

#### **3 credits (AS)**

Students are introduced to and develop a range of critical thinking and reasoning skills necessary for effectively analyzing the assorted claims with which life confronts them. The course covers the basics of informal logic, specific types of argument, common errors in reasoning, and the keys to evaluating and constructing extended arguments. These tools are then applied to a variety of cases in which argument (often poor argument) plays an especially strong role: advertising, the news media, and politics. As a result, students gain skills useful for succeeding in both the college environment as well as that of the broader information society a whole. (Offered spring term)

## **HU 285 Liberal Studies Internship**

### **3 credits (CS)**

The Liberal Studies internship is an elective course that gives Liberal Studies students the opportunity to test career options related to their area of study. The internship includes a set of preliminary class meetings on professional conduct and their connections to liberal arts study. Seminars accompany the internships to allow for exchange of information about students' internship experiences. The College makes final arrangements for the internship placement and provides transportation when possible. This course does not satisfy General Education or distribution requirements in the HU area. (Arranged) *Prerequisites: A minimum grade of "C" in EN 101 Academic Writing I and CM 121 Effective Speaking, sophomore status.*

## **HU 301 Environmental Ethics**

### **3 credits (AS)**

This course will examine the current theoretical and practical issues contained in the field of environmental ethics. The course explores the diverse responses to the concerns raised by environmental problems, analyzing the ethical underpinnings of a wide variety of perspectives. During the course we will examine such issues as the value of wilderness, our duties to animals and the natural world, obligations to future generations, human relationships to nature, and environmental justice. *Prerequisite: EN 201 Academic Writing II.*

## **HU 361 Commitment and Choice**

### **3 credits (AS)**

This course serves as an in-depth introduction to practical ethics through the analysis of issues of contemporary moral, cultural, and political concern. Students will encounter a diverse range of views on some of the most contentious issues of the day, identify relevant moral facts and reasons, critically examine their own values, and develop the intellectual and critical skills necessary for both further study as well as for navigating the often tumultuous cultural and moral landscape of today. *Prerequisite: EN 201 Academic Writing II.*

## **HU 365 Ethics**

### **3 credits (AS)**

Students critically examine the perceptions and explanations of human values as expressed by major philosophers throughout history. Moral and ethical theories, concepts, and ideas that have significantly changed the course of history are analyzed. With these tools, students learn to interpret and evaluate contemporary moral issues and to explore how their own values shape their understanding of experience and history. (Offered fall and spring) *Prerequisite: EN 201 Academic Writing II.*

### **HU 375 Methods of Inquiry**

#### **3 credits (AS)**

This course is designed to increase the student's understanding of the research process and to enable the student to effectively evaluate research in his or her chosen field of study. The overall objective is to assist the student in developing the multi-faceted skills necessary to become an effective consumer of research. The study is directed toward teaching the student how to evaluate, rather than conduct, research studies. These evaluation skills prepare the student to respond to research presented in journals, professional interaction and the daily communication of information in today's society. (Offered annually) *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) *Prerequisite: CM 301 Speech and Rhetoric.*

### **HU 461 Values in the Modern World**

#### **3 credits (AS)**

In this course students engage in the intensive exploration and study of a single, contemporary issue of pressing social, moral, and philosophical concern. The precise issue varies from section to section. Topics featured in the past include justice and equality, censorship, environmental ethics, technology, and biomedical ethics. (Offered alternate spring terms) *Prerequisite: HU 361 Commitment and Choice or HU 365 Ethics.*

### **HU 465 Ethical Issues in Organizations**

#### **3 credits (AS)**

Students examine social, political, legal and ethical issues confronting modern professional and commercial organizations. The course focuses in particular on the relationships of organizations to the internal, external, local, national and international environments in which they operate. (Offered fall and spring terms) *Prerequisite: HU 361 Commitment and Choice or HU 365 Ethics.*

### **HU 485 Internship II**

#### **3 credits (CS)**

Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student

develops a final report that synthesizes the internship and academic activities. (Arranged) *Prerequisite: HU 385 Internship I.*

### **HU 489 Independent Professional Study**

#### **3 credits (CS)**

This course may take a variety of forms: studio, portfolio, research project, or intense reading and a major paper. Characterized by a mentorship or preceptorship relationship, the course places significant demand on the student's capacity for independent critical thought. (Arranged)

### **HU 499 Capstone Seminar in the Humanities**

#### **3 credits (AS)**

Principally designed for students completing course work in a humanities-oriented area (literature, performing arts, communication), the Capstone Seminar allows students to propose and carry out specific academic projects that build on the knowledge and skills emphasized in previous course work. Projects may be individual or team-based. The course stresses written, oral, and visual communication, problem-solving, setting and achieving specific goals, teamwork, and self-assessment. The overall goal is to prepare for the next stage of students' education or professional development. The course culminates with a public presentation of the finished project. (Offered fall and spring terms)



## **Interior Design**

### **ID 111 Drafting**

#### **3 credits (CS)**

This course introduces students to basic manual drafting techniques and architectural graphic standards. 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 continues development of freehand sketching, orthographic drawings and the use of perspective drawings as a means of exploring and representing interior environments. Students will be introduced to computer visualization tools and learn techniques for creating architectural models that relate to "human scale" factors, furnishings, and creatively designed interior spaces. (Offered spring term) *Prerequisite: ID 111 Drafting.*

### **ID 121 Rendering**

#### **3 credits (CS)**

The student learns techniques for rendering the elements of interior spaces in detail, including finishes, textiles, furniture and accessories. The course introduces the student to the use of varied media in the representation of light, shadow, texture, color, and form. This course also includes the study of one-point and two-point perspective drawings. (Offered spring term)

### **ID 221 Residential Design**

#### **3 credits (CS)**

Students learn to analyze the properties and functions of residential interiors in order to design attractive and efficient plans for a variety of clients. They apply principles and elements of design and engage in the phases of design, such as programming, schematic design, and design development. Students make formal class presentations, which may include floor plans and renderings, materials selections, and furniture specifications. (Offered spring term) *Prerequisites: ID 121 Rendering, and either ID 111 Drafting OR ID 271 AutoCAD.*

### **ID 225 Decorating**

#### **3 credits (CS)**

This course explores the aesthetics that are involved in creating a residential space and how certain elements enhance or detract from the overall appeal and appearance of an environment. Use of color, pattern, light, contrast, architectural style, and their respective effects on interiors will be discussed. Theoretical concepts of environmental psychology will be covered, as well as practical aspects such as budgeting, estimating, and product sourcing. (Offered in alternate years)

## **ID 232 Universal Design**

### **3 credits (CS)**

Students develop projects which implement ADA/ANSI standards to provide improved access for mobility-challenged users as well as all others. During the second half of the term it is typical for a health care project to be developed concurrently with course work in ID 271 AutoCAD in order to use AutoCAD as a design and presentation tool. Please note that normally this course coordinates with ID 271 AutoCAD. (Offered fall term) *Prerequisites: ID 111 Drafting and ID 121 Rendering. Recommended Co-Requisite: ID 271 AutoCAD.*

## **ID 242 Finishes and Materials**

### **3 credits (CS)**

This course covers the proper selection of architectural finishes and materials for use in both residential and commercial interiors. Content areas include study of coatings and various hard materials such as stone, glass, tile, etc. that may be used in both functional and decorative applications, whether applied to furnishings or surface areas of a building envelope. The lecture-style class format may also include small application projects, guest speakers, or field trips to product showrooms. (Offered fall term)

## **ID 243 Textiles for Interiors**

### **3 credits (CS)**

This course provides the fundamental fiber and fabric information needed to make informed decisions in the field of interior design. Material covered includes fiber properties, textile construction methods, as well as dyeing, printing, and the estimating process. Textile applications and performance are emphasized relative to flammability, weathering, and building codes. (Offered spring term)

## **ID 250 Building Construction**

### **3 credits (CS)**

This class covers contemporary theory and technique in the design and construction of residential and small commercial buildings as related to interior design. The student gains knowledge in the application of structural systems, HVAC, and mechanical systems, acoustics and the nature of building materials. (Offered spring term) *Prerequisites: ID 111 Drafting and ID 271 AutoCAD.*

## **ID 271 AutoCAD**

### **3 credits (CS)**

This course introduces basic skills the student needs to operate the Auto-CAD computer-aided drafting program. Students learn the menu structure of Auto CAD and its basic operations, such as draw, text and modify commands. Students are expected to set up and plot two-dimensional floor plans and elevations. (Offered fall term) *Prerequisite: ID 111 Drafting. Recommended Co-Requisite: ID 232 Universal Design.*

### **ID 317 Kitchens, Baths, and Custom Millwork**

#### **3 credits (CS)**

This course emphasizes the high-end design, specification, detailing and documentation of custom kitchens, baths and built-ins. Through this course, students will become familiar with the proper usage and application of moldings and millwork for adding aesthetic detail to residential and commercial interior environments. Course content includes common design elements found in both modern and traditional interior styles and includes in-depth exploration of the elements and principles of design. The course is intended to augment the current content of the Interior Design program through developing additional skill sets for creating beauty through the ornamentation of architecture.

### **ID 318 Furniture Design**

#### **3 credits (CS)**

The details, drawings, and furniture designs developed in this course include cabinetry details, drawings, and models. Course projects include re-purposing, refinishing, and designing and constructing an original piece with basic materials. (Offered annually) *Prerequisites: ID 111 Drafting and ID 121 Rendering.*

### **ID 320 Professional Practice**

#### **3 credits (CS)**

The course examines the professional practice of interior design, including its purpose and goals, structure and procedures, trade and client relations, fee structure, accounting practices, professional ethics and credentials. (Offered fall term )

### **ID 322 Contract Interiors**

#### **3 credits (CS)**

Students develop an understanding of design considerations for contract/furniture systems and functional work environments. Emphasis is given to the features of systems furniture products and sustainable design in corporate and institutional environments. (Offered spring term) *Prerequisites: ID 232 Universal Design, ID 271 Auto-CAD and ID 372 3D Computer Modeling.*

### **ID 324 Hospitality Design Studio**

#### **3 credits (CS)**

This course introduces students to the concepts of hotel, lodging, and restaurant design. Projects feature development of design concept, interior space planning, Universal Design, and selection of materials and finishes. Formal class presentations are required. (Offered fall term) *Prerequisites: ID 111 Drafting, ID 121 Rendering, ID 271 AutoCAD, and ID 232 Universal Design. Recommended Co-requisite: ID 372 3-D Computer Modeling.*

### **ID 330 Electronic Workflow**

#### **3 credits (CS)**

This course is an in depth survey of various digital design techniques in advanced AutoCAD, Photoshop, and introductory Revit to explore two-dimensional and three-dimensional applications. Students will expand their knowledge of modeling furniture and interiors, rendering realistic environments, and presenting effective visual components of a design project. Combining lighting design software with these practices, students can apply building information modeling skills to realistically light environments that focus on energy management and code compliance. These software skills are all applied to interior design projects to reinforce a more developed and strong visual outcome. *Prerequisites: ID-271-AutoCAD, ID-365-Lighting I, and either VC-118-Digital Foundations or VC-174-Digital Page Layout.*

### **ID 340 Event Planning & Design**

#### **3 credits (CS)**

This course is intended to introduce students to the design world of special events. Through this course, students will become familiar with the planning, design, and execution of large events including: weddings, business meetings and corporate events, fundraising galas, conferences and conventions, and other special events. Topics of study will include identifying potential clients, developing aesthetic proposals, building an event budget, coordinating with contractors, and designing successful events, including developing thematic concepts and executing tabletop, ceiling, lighting, wall, floral décor, etc. At the conclusion of the semester, students will have an understanding of a wide variety of special events and the techniques used by successful design professionals working in the events industry. *Prerequisite: EN 201 Academic Writing II.*

### **ID 350 Revit**

#### **3 credits (CS)**

Building Information Modeling is an architectural industry standard used by architects, engineers, and interior designers for multidisciplinary collaboration, design, and production. This course familiarizes students with Autodesk Revit, an intelligent 3D design software, and its tools for schematic design, design development, presentation, and construction drawings. This class will explore some of the ways that interior designers can successfully incorporate Revit into their workflows to design 3D building models that simultaneously document the project in schedules and 2D architectural drawings. Students will learn how to effectively use Revit to start a new building project, modify elements, document materials and finishes, and quickly and easily generate graphics for design presentations. *Prerequisites: ID-271 AutoCAD.*

### **ID 361 Lives of the Designers**

#### **3 credits (CS)**

A survey of key interior spaces, designers, decorators, and styles that shaped the development of twentieth century interior décor will help to reveal the current state of the field as we now know it. Topics of study will include the most significant contributions from influential interior designers and decorators, as well as design styles and movements that continue to shape current tastes and trends in the twenty-first century. Decorating styles, sources of inspiration, and current contributions to the field will also be discussed. Students will critically analyze the work of influential designers and decorators to determine each individual's aesthetic identity and design ethos, in an effort to

fully understand the social impacts that visionary has had. (Offered in alternate years) *Prerequisite: EN 201 Academic Writing II.*

### **ID 365 Lighting I**

#### **3 credits (CS)**

Topics covered include a history of and orientation to electric lighting, basic principles of electricity, color theory, architectural and theatrical controls and instruments, light sources, light measurement, brightness relationships, luminaires, charts, and photometrics, layout and specification. (Offered spring term) *Prerequisite: ID 111 Drafting.*

### **ID 369 Building Codes**

#### **3 credits (CS)**

This course acquaints students with various aspects of New York State Building Codes. General building codes of other areas are included as appropriate. Potential areas of difficulty in code compliance are explored in relation to interior design practice. (Offered spring term)

### **ID 372 3-D Computer Modeling**

#### **3 credits (CS)**

Students explore three-dimensional applications of computer visualization programs and related third-party software. Students learn to model realistic interior environments, including furniture, materials, lighting and other visual elements. (Offered fall term) *Prerequisite: Junior level standing and VC 118 Digital Foundations OR VC 174 Digital Page Layout.*

### **ID 381 Internship**

#### **3-6 credits (CS)**

The student develops a set of learning objectives and keeps a journal of work activities based on experiences at an internship site. A written report and oral presentation summarizing the internship experience, including examples of projects and learning outcomes, are required. (Offered spring and summer term) *Prerequisite: Student must have at least junior standing, and must have completed a minimum of one full-time semester at Cazenovia College.*

### **ID 425 Retail and Exhibition Design**

#### **3 credits (CS)**

Students are exposed to product branding, functional aesthetics, and creative problem-solving. Projects may include retail and destination spaces, exhibitions, trade shows, and fixture designs. (Offered fall term) *Prerequisites: ID 324 Hospitality Design, ID 365 Lighting I, and ID 372 Computer Modeling.*

### **ID 460 Interior Design Portfolio**

#### **3 credits (CS)**

Students choose design projects and computer drawings created during their four years of study to prepare them for their career-related portfolio. Students and faculty critique the work for professional standards necessary for job interviews. Students prepare statements of personal design philosophy, print portfolios, and digital portfolio websites. Guest speakers provide networking opportunities and jury students at final portfolio presentation. (Offered spring term) *Prerequisite: Student must have senior standing.*

### **ID 481 Internship**

#### **3-6 credits (CS)**

The student develops a set of learning objectives and keeps a journal of work activities based on experiences at an internship site. A written report and oral presentation summarizing the internship experience, including examples of projects and learning outcomes, are required. (Offered spring and summer term) *Prerequisite: ID 381 Internship, Student must have at least junior standing, and must have completed a minimum of one full-time semester at Cazenovia College.*

### **ID 498 Senior Topics**

#### **3 credits (CS)**

Students undertake advanced written work focusing on current interior design theory or trends. Students choose individual topics, engage in evidence-based inquiry, and develop a thesis-based research paper. This research lays the groundwork for design project development in ID 499 Senior Project Studio. (Offered fall term.) Note: ID 498 must be taken in the semester prior to ID 499. *Prerequisite: EN 201 Academic Writing II.*

### **ID 499 Senior Project Studio**

#### **3 credits (CS)**

Students complete a major design project to implement research developed in ID 498. Taken as a whole, the project is intended to demonstrate students' overall grasp of general education and Interior Design program content and capabilities. Each student creates and delivers an oral and visual presentation on their topic/project to a guest panel of critics. (Offered spring term) *Prerequisite: ID 498 Senior Topics.*

## Languages

### **LG 111 Beginning Spanish I**

#### **3 credits (AS)**

This course introduces students to the fundamental skills necessary to communicate in Spanish. The course also enables students to become familiar with a culture other than their own and to learn about the similarities and differences in behavioral patterns and customs. Students should have no more than one year (or the equivalent of prior experience) in college-level Spanish. (Offered spring 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 fall term)

### **LG 121 Beginning French I**

#### **3 credits (AS)**

This course introduces students to the fundamental skills necessary to communicate and function in French. The course also enables students to become familiar with a culture other than their own and to learn about the similarities and differences in behavioral patterns and customs. Students should have no more than one year (or the equivalent of prior experience) in college-level French. (Offered fall term)

### **LG 122 Beginning French II**

#### **3 credits (AS)**

This is a continuation of the skill-building begun in LG 121 Beginning French I. Students should have no more than one year (or the equivalent of prior experience) in college-level French. (Offered spring term)

### **LG 131 Beginning American Sign Language I**

#### **3 credits (AS)**

A beginning course in American Sign Language as used within the American deaf community, including a basic study of manual-visual communication with an introduction to vocabulary, sentence structure, and elementary conversations. Receptive skills (reading signs) and expressive skills (signing one's own thoughts) will be emphasized. Introduction to deaf culture is included. (Offered fall term)

## **LG 132 Beginning American Sign Language II**

**3 credits (AS)**

This is a continuation of the skill-building begun in LG 131 Beginning American Sign Language I. (Offered spring term) *Prerequisite: LG 131 Beginning American Sign Language I.*

## **LG 211 Intermediate Spanish I**

**3 credits (AS)**

This course is an expansion of the introductory course. During the second year of instruction, practice in listening comprehension and speaking, already begun, is reinforced continuously as the student's proficiency increases. 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. Students continue improvement in reading, writing, and grammar skills, accompanied by broadened understanding of French culture. (Offered fall term)

## **LG 222 Intermediate French II**

**3 credits (AS)**

This is a continuation of the skill-building developed in LG 221 Intermediate French I. (Offered spring term)



## **Psychology**

### **PS 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)

### **PS 121 Child Psychology**

#### **3 credits (AS)**

The focus of this course is on human development from conception through the middle years of childhood. The developmental aspects of the child's physical, emotional, social, personality, language and cognitive growth are presented. The impact of family, peers, and other environmental influences on the child are also investigated.

*Prerequisite: PS120 Introduction to Psychology.*

### **PS 122 Adolescent Psychology**

#### **3 credits (AS)**

This course focuses on the characteristics, needs and problems of adolescence. Biological, cognitive, societal, familial and peer influences on behavior are among the topics covered. *Prerequisite: PS120 Introduction to Psychology.*

### **PS 123 Adult Psychology**

#### **3 credits (AS)**

The developmental process of aging, including family adjustment, marriage, single adults, biological changes, intellectual development, retirement, senescence and death are addressed in this course. The focus is on the bio-physiological and psychosocial forces that affect adult development. *Prerequisite: PS120 Introduction to Psychology.*

### **PS 204/304 Positive Psychology**

#### **3 credits (AS)**

This course provides an in-depth overview of positive psychology. Human resiliency, coping, strengths, resources and wellness are all central to the field of positive psychology, an area of scientific study dedicated to maximizing human potential and well-being. Students are engaged in understanding the conceptual, empirical, and practical aspects of this field of study and its growing contributions to the general field of psychology. Students cannot receive credit for both PS 204 and PS 304. The courses run concurrently and PS 304 students complete the same requirements as PS 204 students, with the addition of two 2-3 page research papers. *Prerequisite: PS120 Introduction to Psychology.*

### **PS 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. (Offered spring term) *Prerequisite: PS 120 Introduction to Psychology.*

### **PS 234 Social Psychology**

#### **3 credits (AS)**

This course introduces students to the social approach in the discipline of psychology. The course focuses on how the presence of other people influences one's behavior and mental processes. Topics investigated include: social cognition, social influence and social relations. Students learn basic issues and methodologies prevalent in social psychology. They also evaluate social problems and examine their own beliefs and behaviors from a social psychology perspective. (Offered fall term) *Prerequisite: PS 120 Introduction to Psychology or SB 130 Introduction to Sociology.*

### **PS 260/360 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. Students cannot receive credit for both PS 260 and PS 360. The courses run concurrently and 360 students complete the same requirements as PS 260 students, with the addition of one 5-6 page research paper.

### **PS 323 Abnormal Psychology**

#### **3 credits (AS)**

This course is an introduction to the issues associated with defining, understanding, and treating maladaptive behavior. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions relating to diagnosis, treatment and research are raised and societal issues concerning maladaptive behavior are examined. (Offered fall term) *Prerequisite: PS120 Introduction to Psychology.*

### **PS 325 Educational Psychology**

#### **3 credits (AS)**

This course is a study of psychological principles and research as applied to classroom organization, teaching, learning and the various psychological tests used in the school setting. *Prerequisite: PS 120 Introduction to Psychology.*

### **PS 326 Personality Theories**

#### **3 credits (AS)**

This course provides an overview of the nature of personality theory as well as comprehensive summaries of specific theories of personality. Works of Freud, Adler, Jung, Horney, Rogers, May, and others are considered. Students examine theories concerning the nature and development of human personality and the factors producing integration or disorientation. The course also examines personality dynamics in relationship to stress, frustration, and conflict. (Offered spring term) *Prerequisite: PS120 Introduction to Psychology.*

### **PS 327 Brain and Behavior**

#### **3 credits (AS)**

The known universe's most amazing organ, the brain, is explored in this course; specifically, its role in lower-level functions to sustain basic drives and upper-level functions to enable thinking, speaking, and perceiving is considered. (Offered fall term) *Prerequisite: PS 120 Introduction to Psychology.*

### **PS 330 Sensation and Perception**

#### **3 credits (AS)**

How do we see and hear? How does the brain make sense of all the sensory input it gets to produce the rich perceptual world we experience? Through lectures, in-class demonstrations, and discussions, students learn how the anatomy and physiology of the eye and ear (and related parts of the brain) allow us to understand speech, perceive color, see motion and depth, and even recognize faces. *Prerequisite: PS 120 Introduction to Psychology.*

### **PS337 Psychology of Emotions**

#### **3 credits (AS)**

This course presents a range of topics related to the emotional experience including perspectives on categorizing or classifying emotions, biological and physiological approaches to understanding emotions, the development of emotions, individual differences in emotional experience, and the role of emotions in social relationships. *Prerequisite: PS 120 Introduction to Psychology.*

## **PS 341 Learning**

### **3 credits (AS)**

This course is a thorough introduction to the major theories of learning. As well as touching upon the work of Pavlov, Thorndike, Hull, Skinner, Tolman, and others, the course will cover such specific topics as habituation, classical conditioning, instrumental conditioning, stimulus control, aversive control, schedules of reinforcement, choice behavior, learning set, rule learning, place learning, and observational learning. The course will also stress practical applications of these principles (e.g., token economies, systematic desensitization, etc.). *Prerequisite: PS 120 Introduction to Psychology.*

## **PS 359 Forensic Psychology**

### **3 credits (CS)**

This course is an introduction to the science and practice of psychology as applied to the law and the criminal justice system. The major concepts, theories, and research findings in psychology as they relate to a broad range of legal issues, including the function and participants of the legal system, crime and criminal investigation, civil and criminal cases, and ethics, will be examined. (Offered fall term) *Prerequisite: PS 120 Introduction to Psychology and PS 323 Abnormal Psychology.*

## **PS 364 Cognition**

### **3 credits (AS)**

This course is an advanced introduction into the study of mental representations and processes. The topics covered include perception, attention, memory, language, concept formation, and decision-making. The course covers relevant theories and research findings and relates course content to real-world applications. *Prerequisite: PS 120 Introduction to Psychology.*

## **PS 377 Research Methods: Psychology**

### **3 credits (AS)**

This class gives students first-hand experience with empirical data. Students gain knowledge of scientific methodology and gain experience in organizing and interpreting observations from psychological experiments. They also gain experience in writing research reports and APA style. The course includes introductory lectures on experimental design, the performance of several research projects, the analyses of these projects using SPSS, and the preparation of research reports. This course is available to Psychology or Psychology/Criminal Justice Dual Degree students only. (Offered spring term) *Prerequisites: PS 120 Introduction to Psychology and SM 261 Statistics.*

### **PS 498 History and Systems of Psychology**

#### **3 credits (AS)**

A comprehensive examination of the history and growth of psychology as an experimental and applied science from the 1850's to the present. The course examines the development of psychology within the context of the social, cultural, and scientific history of the Western world. (Offered spring term) *Prerequisites: PS 120 Introduction to Psychology, PS 326 Personality Theories, and senior standing.*

### **PS 499 Senior Capstone**

#### **3 credits (AS)**

In the Capstone Seminar students focus on specific academic projects that integrate the knowledge and skills from their previous course work, and prepare them for the next stage of their professional development. The course stresses written, oral, and visual communication; pragmatic problem-solving skills; setting and achieving specific goals; and self-assessment. A major research paper will be written. (Offered fall and spring terms) *Prerequisite: PS 377 Research Methods: Psychology.*

## Science and Mathematics

### **SM 110 Intermediate and College Algebra**

**3 credits (AS)**

This Course is designed to provide essentials of College Algebra to students through review of Intermediate Algebra and extended student/teacher contact hours. The emphasis is to make algebra relevant to the students. A satisfactory completion of this course will prepare the students for each of these courses: Pre-Calculus, Calculus I, and Statistics.

### **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 irregularly)

### **SM 117 Diversity of Life**

**4 credits (AS)**

This course provides a survey of the diversity of life, from bacteria through fungi, plants and vertebrates, while emphasizing the functioning of an organism within its world. Topics include the essentials of energy metabolisms, bodily structures and functions, and the way organisms interact and evolve with their environments. The laboratory is integrated with class material, and incorporates experimental design, student demonstrations, observations, and computer simulations. Fulfills the lab science requirement. (Offered fall and spring terms)

### **SM 118 Cellular and Molecular Biology**

**4 credits (AS)**

Students investigate the organization and function of living cells, from the prokaryotes through the eukaryotes. Emphasis is on the biological molecules; organelle structure and function; cell division and signaling; cell metabolism; gene structure and function; genomics and population genetics; and how all of this can integrate to produce a well-functioning, multicellular organism. Fulfills the lab science requirement. (Offered fall and spring terms)

### **SM 121 General Chemistry I**

**4 credits (AS)**

General Chemistry is the study of matter and its transformation. Topics studied are atomic structure, stoichiometry, chemical equations, balancing redox equations, and chemical bonding. The laboratory emphasis is on the techniques of quantitative analysis. Three lectures and a laboratory session every week. (Offered fall term) *Prerequisite: SM 161 College Algebra, SM 165 Pre-Calculus, or SM 265 Calculus I.*

## **SM 122 General Chemistry II**

### **4 credits (AS)**

General Chemistry II is a continuation of SM 121 General Chemistry I with emphasis on more advanced aspects of chemistry. Topics studied are molecular structure and covalent bonding theories, gases, liquids, solids, chemical and ionic equilibrium, acid-bases, and electrochemistry. The laboratory component includes molecular models, physical measurements, acid-base chemistry, redox titrations, some semi-micro qualitative analysis and a research project. Three lectures and lab every week. Fulfills the lab science requirement. (Offered spring term) *Prerequisite: SM 121 General Chemistry I.*

## **SM 131 Physics I**

### **4 credits**

Students will gain an understanding of properties of matter and the basic principles of energy, heat and thermodynamics, waves, light and optics, and atomic and nuclear physics. The laboratory integrates experimentation with lecture topics. SM 131 Physics I with a laboratory component is one of the prerequisites for veterinary and medical schools. (Offered alternate spring terms) *Prerequisites: SM-161 College Algebra OR SM 165 Pre-Calculus OR SM 265 Calculus I must be completed prior to taking this course.*

## **SM 132 Physics II**

### **4 credits**

Students will gain an understanding of the basic principles of kinematics, Newton's laws of motion, momentum, rotational motion, gravity, fluids, and electricity and magnetism. The laboratory integrates experimentation with lecture topics. SM 132 Physics II with a laboratory component is one of the pre-requisites for veterinary and medical schools. (Offered alternate fall terms) *Prerequisites: SM-161 College Algebra OR SM 165 Pre-Calculus OR SM 265 Calculus I must be completed prior to taking this course (SM 131 Physics I is NOT a prerequisite for SM 132).*

## **SM 140 Environmental Science**

### **4 credits (AS)**

In this course, the impact of human activity on the environment is discussed within the context of basic ecological principles. Topics include energy, population biology, resource management and pollution. Lecture and discussion material is combined with field work conducted at local natural areas. Fulfills the lab science requirement. (Offered fall term)

## **SM 161 College Algebra**

### **3 credits (AS)**

This course features basic algebraic and logarithmic concepts necessary to prepare students for pre-calculus and statistics. Topics include algebraic fundamentals; rational expressions; exponents and radicals; linear, quadratic,

polynomial, rational, logarithmic and exponential functions; introduction to function inverses; systems of equations; matrices. Applications are stressed throughout. (Offered fall and spring terms) *Prerequisite: SM 100D or equivalent through placement testing.*

### **SM 163 Contemporary Mathematics**

#### **3 credits (AS)**

This course provides a practical alternative to traditional mathematics. The emphasis is on utility and applications to contemporary mathematical problems. Topics investigated will be drawn from management science; mathematics of social choice; size, shape and symmetry; and methods of data collection and description. Applications are stressed throughout. (Offered fall and spring terms) *Prerequisite: SM 100D or equivalent through placement testing.*

### **SM 164 Visual Mathematics**

#### **3 credits (AS)**

This course familiarizes students with fundamental properties of two and three dimensional geometric shapes and fosters an appreciation for the usefulness of geometry, with an emphasis on design through a projects based approach. Topics include: problem solving; geometric shapes and measurement; perimeter, area and volume; similarity; coordinate and transformation geometry; and Escher tessellations.

### **SM 165 Pre-Calculus**

#### **3 credits (AS)**

This course provides students with a thorough understanding of the mathematical concepts and skills needed as prerequisite for Calculus I. Emphasis is placed on developing mathematical reasoning and graphical visualization skills, thus helping students understand how the mathematical concepts can be applied to solve real world problems. Topics studied include graphs, functions, exponential and logarithmic functions, trigonometric functions, and matrices. (Offered fall and spring term) *Prerequisite: SM 100D or equivalent through placement testing.*

### **SM 211 Investigating Biology**

#### **3 credits (AS)**

Students are introduced to a variety of commonly used field and laboratory techniques for investigating biological topics. Emphasis is placed on hypothesis development, sample methodology and data collection, and the basics of data analysis, interpretation and presentation. Does not fulfill the lab science requirement. (Offered spring term) *Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.*



### **SM 215 Equine Anatomy and Physiology**

#### **4 credits (CS/AS)**

The course familiarizes students with the skeletal structure, musculature and internal systems of the horse, including the nervous, circulatory, respiratory, digestive, integumentary, special senses and reproductive systems. The course structure includes three lectures and one laboratory session each week. This course fulfills the lab science requirement in the general education core. (Offered spring term) *Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.*

### **SM 219 Aquatic Biology**

#### **4 credits (AS)**

The physical and biological aspects of aquatic ecosystems are investigated. Topics include the types of major freshwater habitats (ponds, lakes, rivers, bogs and swamps) and the physiological and behavioral adaptations of animals and plants in each of these habitats. The laboratory portion consists of field trips to various habitats, analysis of the physical factors, and determination of species present. (Offered fall term, every third year). *Prerequisite: SM 117 Diversity of Life or SM 140 Environmental Science.*

### **SM 221 Organic Chemistry I**

#### **4 credits (AS)**

This class focuses on a study of carbon-containing compounds upon which living things are based. It deals with the structure, bonding and reactivity of compounds that contain mainly carbon and hydrogen. Emphasis is placed on understanding relationships between molecular structure and properties and on designing syntheses of organic compounds. The use of spectroscopy in determining the molecular structure will be included as well. The laboratory provides hands-on experience with the tools and techniques of organic chemistry. Fulfills the lab science requirement. (Offered fall term, alternate years) *Prerequisites: SM 121 General Chemistry I and SM 122 General Chemistry II.*

### **SM 222 Organic Chemistry II**

#### **4 credits (AS)**

This course is a continuation of Organic Chemistry I with emphasis on monofunctional and polyfunctional organic compounds and multi-step methods of synthesis. Fulfills the lab science requirement. (Offered spring term, alternate years) *Prerequisite: SM 221 Organic Chemistry I.*

### **SM 224/324 General Zoology/Advanced Zoology**

#### **4 credits (AS)**

This course is a survey of the animal kingdom, covering major invertebrate and vertebrate groups. Emphasis is placed on structural and functional relationships related to evolution and physiology. Lab exercises compare these relationships among diverse taxonomic groups. Fulfills the lab science requirement. (Offered spring term, alternate years) *Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.*

### **SM 225/325 Plant Biology**

#### **4 credits (AS)**

Students explore in more depth the morphology, anatomy, development, metabolism, physiology and evolution of plants and their traditionally linked allies, the bacteria and fungi. Additionally topics emphasize plant domestication and economic/ecological importance. Fulfills the lab science requirement. (Offered spring term, every third year)

*Prerequisite: SM 117 Diversity of Life or SM 118 Cellular and Molecular Biology.*

### **SM 231 Comparative Vertebrate Anatomy**

#### **4 credits (AS)**

Students investigate the basic anatomy and histology of the principle organ systems of vertebrates with a focus on comparing the structural variation and adaptations with respect to taxonomy, evolution and ecological relationships. Lab is integrated with lectures. (Offered fall term, alternate years) *Pre-requisite: SM 117 Diversity of Life or SM 224 General Zoology.*

### **SM 243/343 BioTopics**

#### **3 credits (AS)**

This course serves as a spring entry-level course for the biology program. As such, the topics vary by instructor and year. Example topics include, but are not limited to, human anatomy, forest ecology, invasive species, oceans, seeds of change, and biology of parasites. Those students taking the course for 300-level credit must cover and complete additional material and assignments. Does not fulfill the lab science requirement. (Offered spring term)

### **SM 250/350 Service Learning/Laboratory Experience**

#### **1 credit (AS)**

An added component to course offerings in any semester, this course provides students with public outreach experience or an additional field/laboratory experience while reinforcing concepts learned in coursework. A contractual agreement between the instructor and student(s) will outline the objectives of the project and the credit level to be received at the completion of the project. May be repeated for credit if associated with a different topic.

*Prerequisite: Permission of the instructor.*

### **SM 261 Statistics**

#### **3 credits (AS)**

Statistics is designed for students interested in social, behavioral and natural sciences, business, and economics. Topics include descriptive statistics; counting methods; probability and probability distributions including binomial, normal, Poisson, and t-distributions; estimation; hypothesis testing; chi-square applications; linear regression and correlation. Technology will include the use of statistical software and will be introduced through workshops. *Prerequisite: SM 161 College Algebra, SM 165 Pre-Calculus, SM 265 Calculus I or SM 266 Calculus II ("C" grade or better strongly recommended).*

## **SM 265 Calculus I**

### **3 credits (AS)**

This course is an introduction to calculus with an exploration of the properties of relations and functions, limits and continuity, derivatives, related rates and other applications of the derivative. Students will also be introduced to Integral calculus.

## **SM 266 Calculus II**

### **3 credits (AS)**

This course is a continuation of SM 265 Calculus I. Students will explore the indefinite and definite integral techniques of integration, applications of the integral, infinite sequences and series, power series and Taylor and Maclaurin series. (Offered annually) *Prerequisite: SM 265 Calculus I.*

## **SM 302 Wetlands Ecology**

### **4 credits (AS)**

A coordinated lecture/laboratory approach that will emphasize wetlands within the continental United States. The course will provide a background in both historical and modern wetland issues; characteristics of freshwater, estuarine, and marine wetland types, including important plants and animals of each; processes of wetland determination and delineation; regulatory framework of wetlands protection; and procedures involved in wetland restoration and conservation. Students will also gain experience in wetlands research. (Offered fall term, every third year) *Prerequisite: SM 140 Environmental Science or SM 117 Diversity of Life or equivalents.*

## **SM 303 Topics in Mathematics**

### **3 credits**

Topics in Mathematics looks at different areas of mathematics by semester. These topics may rotate. Students may retake Topics in Mathematics for credit, with a different topic, one time as long as the topic has changed. Sample topics may include Number Theory, Analysis, Geometry and Combinatorics. *Prerequisite: SM161 College Algebra or SM165 Precalculus or SM265 Calculus I.*

## **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 fall term, every third year) *Prerequisite: SM 117 Diversity of Life and SM 118 Cellular and Molecular Biology or equivalents.*

### **SM 307 Animal Behavior**

#### **3 credits (AS)**

This course surveys the basic principles of animal behavior. We examine the proximate and ultimate causes of behavior, including the role that ecology, culture, evolution, and genetics play in behavior. Our focus will be both on the behaviors themselves and how we, as scientists or critical thinkers, can determine the causes for any particular behavior. Does not fulfill the lab science requirement. (Offered spring term alternate years) *Prerequisite: SM 117 Diversity of Life and SM 118 Cellular and Molecular Biology or equivalents.*

### **SM 311 Global Environmental Issues and Perspectives**

#### **3 credits (AS)**

Environmental problems often transcend countries' boundaries. A global perspective towards pressing environmental issues such as resource and energy depletion, sustainability, global warming, and pollution is examined. By using case studies and readings, students will explore how governments and international NGOs (Non-Governmental Organizations) attempt to address and resolve these problems. (Offered spring term, alternate years) *Prerequisite: SM 117 Diversity of Life or SM 140 Environmental Science or permission of instructor.*

### **SM 314 Field Botany**

#### **4 credits (AS)**

This course focuses on field recognition of individual plants and on the ecological structure of botanical communities of Central New York. Emphasis is on identification and ecology of the plants, herbarium preservation as a means of maintaining a record of local flora. There are three lectures and a lab each week. Fulfills the lab science requirement. (Offered fall term, every third year) *Prerequisite: any introductory biology course.*

### **SM 315 Genetics and Evolution**

#### **4 credits (AS)**

This course is an introduction to classical genetics, modern developments and evolutionary trends in genetics. We will consider major contemporary problems of importance related to genetics, such as genetic engineering, forensic genetics, and medical genetics. The laboratory is integrated with classroom topics and incorporates DNA techniques, simulations, recitation/discussions and experiments. There are three lectures and a lab every week. Fulfills the lab science requirement. (Offered annually) *Prerequisite: SM 117 Diversity of Life and SM 118 Cellular and Molecular Biology or equivalents.*

### **SM 331 Animal Physiology**

#### **4 credits (AS)**

This course presents a detailed study of animal function within the animal as well as with its physical environment. Topics include sensory systems, homeostatic control mechanisms like thermoregulation and osmoregulation, as well as the functional adaptations used by animals to overcome environmental challenges. (Offered alternate years)

*Prerequisite: SM 117 Diversity of Life or SM 224 General Zoology.*

### **SM 342 Principles of Ecology**

#### **3 credits (AS)**

Ecology is the scientific study of the relationships between organisms and their environment from the functioning of individual organisms to the perspective of our planet's environment as an integrated system forming the basis of a global ecology. This course provides the student with an introductory overview of this diverse field of study and an appreciation for the continuing importance of ecological science in guiding human relationships with our planetary home. (Offered annually) *Prerequisite: SM 117 Diversity of Life or SM 140 Environmental Science.*

### **SM 346 Linear Algebra**

#### **3 credits**

Students investigate the development of linear algebra starting with systems of linear equations and matrices. Linear transformations, dot products, vectors and vector spaces, Gauss-Jordan elimination, orthogonality, Eigenvectors and discriminants will also be looked at. Applications, proof writing and proficiency with matrix calculations are a goal of this course. *Prerequisites: SM 161 College Algebra or SM 165 Precalculus or SM 265 Calculus I.*

### **SM 361 Abstract Algebra**

#### **3 credits**

This introductory course in abstract algebra allows students to develop abstract reasoning skills through the study of group theory and abstract algebraic structures. This course emphasizes the writing of detailed proofs and the connections between abstract algebra and classroom algebra. Other possible topics include permutations, rings and ideals, fields, isomorphisms, cyclic groups, subgroups and cosets. *Prerequisite: SM 346 Linear Algebra.*

### **SM 366 Calculus III**

#### **3 credits**

In this Calculus III course students will move past the introductory univariate calculus to explore advanced topics, often with multiple variables. Basic differentiation and integration methods learned in previous calculus courses will be applied to multiple dimensions. *Prerequisites: SM 265 Calculus I and SM 266 Calculus II.*

### **SM 385/485 Internship I**

#### **3-6 credits (CS)**

Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Offered annually)

### **SM 396 Scientific Inquiry**

#### **3 credits (AS)**

Students gain intensive practical experience in all aspects of the process of scientific inquiry, including collection of primary and secondary literature and synthesis of relevant information from this literature, development of testable hypotheses, appropriate design and implementation of experiments, data analysis and presentation, scientific writing, and the peer-reviewed publication process. Students become familiar with strengths and weaknesses of important forms of scientific communication, including peer-reviewed primary research and review articles, conference presentations (oral and poster), grant proposals and Web sites. Additional topics include the history of scientific inquiry, ethical conduct of scientists, funding sources, and communicating with public audiences. (Offered annually)

*Prerequisite: One year of SM laboratory science courses and junior status.*

### **SM 402 Watershed Management**

#### **3 credits (AS)**

Students gain an understanding of hydrology and physical, biological, and chemical characteristics that influence water quality and quantity and are, therefore, important to watershed management. Topics include effects of various land uses, chemical and biological water quality indicators, and techniques for improving water quality and managing water quantity. An important culminating project is the development of a watershed management plan. Does not fulfill the lab science requirement. (Offered spring term, every third year) *Prerequisite: SM 140 Environmental Science or SM 302 Wetlands Ecology or permission of instructor.*

### **SM 411 Cell Biology and Physiology**

#### **3 credits (AS)**

This course examines major areas of cell biology, including detailed examination of the structure and function of eukaryotic cells and membranes, bioenergetics, cell signaling and cellular and molecular aspects of immunology and development. (Offered alternate years) *Prerequisites: SM 118 Cellular and Molecular Biology and SM 221 Organic Chemistry I.*

### **SM 451 Independent Research**

#### **2 credits (AS)**

Students conduct laboratory or field research on a project they create in consultation with one of the biology professors. The credits and project will be outlined via a contractual agreement between the student(s) and instructor(s); a final, potentially publishable research report will be produced by the end of the course. Offered every semester or annually as either a regularly scheduled course or an independent study. *Prerequisite: Junior status.*

### **SM 466 Differential Equations**

**3 credits**

This introductory course explores first and second order separable differential equations. Other topics may include systems of differential equations, Laplace transforms and various applications. *Prerequisites: SM 265 Calculus I and SM 266 Calculus II.*

### **SM 470 Environmental Interpretation**

**4 credits (AS)**

Building on concepts learned in the core of the Environmental Biology degree, this course integrates these concepts with the practical approach of communicating and interpreting nature for the general public. Students will further their knowledge of the inhabitants of local environments while designing and implementing environmental exhibits for the college and/or community in the form of slide presentations, informational leaflets, exhibits, and interpretive programs. (Offered fall term, every third year) *Prerequisite: Junior/senior standing.*

### **SM 499 Capstone Seminar**

**3 credits (AS)**

In the Capstone Seminar students focus on specific academic projects that both integrate the knowledge and skills from their previous course work and prepare them for the next stage of their professional development. The course stresses written, oral and visual communication; pragmatic problem-solving skills; setting and achieving specific goals; teamwork; and self-assessment. (Offered annually) *Prerequisite: SM 396 or HU 375 and senior standing.*

## **Social and Behavioral Sciences**

### **SB 104 College Success**

1 credit (AS)

Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, research skills, prep for examinations.

### **SB 109 State of the World**

1 credit (AS)

The purpose of this course is to examine current topics in the state of the world. The study of current topics, what is happening in the world around you, has myriad of benefits. This course will help students understand the importance of people, events, and issues in the news. Guest faculty (6-8) will discuss an area or event in the current state of the world that students should know about.

### **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 130 Introduction to Sociology**

3 credits (AS)

The course provides an overview of the study of society through an exploration of social structure and social change. Topics include culture, family, religion, deviance, race and ethnicity, gender inequality, sexuality, social stratification, as well as contemporary issues. (Offered fall and spring terms)

### **SB 151 The American High School: Identity and Difference in Schools**

3 credits (CS)

This course focuses on the construction of the American High School and its historical, philosophical and sociological underpinnings. It examines identity and difference in the American High School, focusing on the social construction of identity, and the impact of prejudice and discrimination (on the basis of class, race, gender and disability) on the social, psychological and educational well-being of adolescents. The course is designed to address the Cazenovia College's general education competency in Diversity and Social Consciousness which, according to the Cazenovia College catalog, aims, “[t]o demonstrate an awareness of the diversity that exists among all human groups, and to develop the necessary skills to understand diverse cultures and traditions.”



### **SB 201 Multicultural Contributions to American Society**

#### **3 credits (AS)**

The purpose of this course is to foster a better understanding of the rich diversity of cultural experiences that constitute American society. Using an interdisciplinary approach, various aspects of American history are examined from the perspective of the minority peoples themselves. Contemporary multicultural issues are also examined within the context of their historical framework. (Offered fall and spring terms)

### **SB 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.*

### **SB 230 Introduction to International Studies**

#### **3 credits (AS)**

The purpose of this course is to introduce students to what it means to be a global thinker and ideally, to motivate students to become globally engaged. Global thinking typically requires making use of the insights and paradigms of a variety of different disciplines. As such, this course will examine the contributions of geography, political science, sociology, anthropology, economics, and history to the pursuit of international studies. The course will operate between the twin poles of likeness and difference and seek out the root causes and lasting legacies of global trends toward and away from homogeneity and heterogeneity. Key themes central to international studies, including the search for stability, conflict and cooperation, and issues of identity will be addressed. Writing, oral presentation, and critical thinking skills will be developed through assignments designed to address each of these proficiencies.

### **SB 231 Social Problems**

#### **3 credits (AS)**

Contemporary social problems are explored through theoretical concepts of social disorganization, deviance and value conflicts. Topics include mental health, drugs and alcohol, juvenile delinquency, crime, criminal justice, stratification, racism, aging, population growth, gender roles, health care, education, the environment and the family. (Offered fall and spring terms) *Prerequisite: SB 130 Introduction to Sociology.*

### **SB 232 Sociology of Gender**

#### **3 credits (AS)**

This course examines influences that social structure and social change have on gender roles in modern societies. The course challenges students to examine their preconceptions about what it means to be women and men in modern societies, develops an understanding of cultural influences on women's and men's development, deepens their insights into the nature of women's and men's roles in society, and explores the future of gender roles and personal options. (Offered on a rotating basis) *Prerequisite: SB 130 Introduction to Sociology.*

### **SB 250/350 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.

### **SB 265 Alcohol and Other Drugs in Modern Society**

#### **3 credits (AS)**

This course assists students in understanding the role and impact of alcohol and other drugs in today's society. Topics included are historical and societal trends, political and economic issues of treatment, the nature of addictions, their effects on the family, and prevention and intervention methods. (Offered annually) *Prerequisite: PS 120 Introduction to Psychology or SB 130 Introduction to Sociology.*

### **SB 285 Liberal Studies Internship**

#### **3 credits (CS)**

The Liberal Studies internship is an elective course that gives liberal studies students the opportunity to test career options related to their area of study. The internship includes a set of preliminary class meetings on professional conduct and their connections to liberal arts study. Seminars accompany the internships to allow for exchange of information about students' internship experiences. The College makes final arrangements for the internship placement and provides transportation when possible. This course does not satisfy General Education or distribution requirements in the SB area. (Offered fall and spring terms) *Prerequisites: A minimum grade of "C" in EN 101 Academic Writing I and CM 121 Effective Speaking, sophomore status.*

### **SB 301 Models of Society**

#### **3 credits (AS)**

In this interdisciplinary course, students analyze and apply theoretical models drawn from the social sciences including, but not limited to, geography, economics, history and political science. Topics discussed include the impact of geography on economic and environmental issues, international economic systems and theories, individual and

collective economic and political decision-making, political systems and theories, and manifestations of authoritative and subaltern status in national and international contexts. (Offered alternate years)

### **SB 311 Contemporary Ethnic Families**

#### **3 credits (AS)**

This course examines the manner in which race, class and ethnicity affect family functioning styles in relation to a number of societal institutions. Students will be exposed to an overview of the uniquely diverse mixture of backgrounds found in American family life, and will examine their own ethno-cultural backgrounds to determine their impact on life experiences and choices. Students will also consider practical issues of applying the knowledge of ethno-cultural factors to their particular major. (Offered spring term) *Prerequisite: SB 110 Introduction to Anthropology or SB 130 Introduction to Sociology, PS 120 Introduction to Psychology or SB 201 Multicultural Contributions.*

### **SB 324 Childhood Disorders**

#### **3 credits (AS)**

This course considers basic issues in the etiology, diagnosis, and treatment of common behavioral disorders and developmental deviation. Topics included are antisocial behavior, hyperactivity, autism, mental retardation, and specific learning disabilities. Students examine possible short-term and long-term consequences of these disorders for both the child and his or her family. *Prerequisites: PS 120 Introduction to Psychology and either PS 121 Child Psychology, PS 122 Adolescent Psychology, or / PS 225 Lifespan Developmental Psychology*

### **SB 329 Women and Culture**

#### **3 credits (AS)**

This course will look at crucial aspects of the role of women in selected global societies, including the United States. Using an interdisciplinary approach, changes in social roles and expectations of women in more traditional societies are compared with women in newly and advanced industrialized countries. Students research gender issues in a particular culture or country of their choice. (Offered on a rotating basis) *Prerequisites: EN 201 Academic Writing II and CM 121 Effective Speaking.*

### **SB 333 Human Rights and Genocide**

#### **3 credits (AS)**

This course will examine the United Nation's Universal Declaration of Human Rights, and consider violations of human rights in the form of genocidal atrocities. The course introduces students to the major debates surrounding the study of genocide and how genocide should be defined. It will look at major theories explaining genocide; students will consider the uniqueness of each case in order to look for potential consistent patterns. A focus on the prevention of future genocide is included. Readings on the Armenians in Turkey, the Sudan, the Holocaust, Rwanda, Cambodia, the former Yugoslavia, and the experiences of Native Americans are required. (Offered on a rotating basis) *Prerequisite: EN 201 Academic Writing II.*

### **SB 335 Comparative Social Institutions in the United States**

#### **3 credits (AS)**

Students examine the key social and cultural institutions in the United States today: family, religion, education, politics, and the economy. These institutions are examined in terms of historical origins, underlying values, current functions and possible future evolution. The course includes an analysis of how individuals participate in American society through these social institutions. The experiences of selected subcultures are also examined. (Offered fall term)

### **SB 336 Social Welfare Policies**

#### **3 credits (AS)**

This course introduces students to the theories and methods used to analyze the policies of American social welfare. Students will focus on various social welfare programs, such as income maintenance and employment, the American health care system, child welfare policy, housing policies and others. Students will learn about the development of policy, the relationship between social problems and social policy, and ideologies that affect policy decision-making. (Offered spring term)

### **SB 343 Global Perspectives of Dress in Culture and Society**

#### **3 credits (AS)**

This course builds students' understanding of dress as it pertains to the individual wearing garments as well as the perceptions those choices of dress communicate to the observer. This course will open one's mind to the influence and impact of dress on various areas of life, age, gender, culture and society. By the end of the course students will be aware of the meanings of dress and be able to apply this knowledge to the area of design through the awareness of dress, the sociological and psychological impact of dress, merchandising and marketing.

### **SB 344 Criminology**

#### **3 credits (AS)**

This course reviews the relationship between deviant behavior and the problems of social control, by examining the jurisprudence of criminal law in the context of criminological theory, analyzing the arrangements and justifications for social control, corrections, and rehabilitation. Students explore the relationship between the rule of law and individual rights. Serial killings and infamous crimes are examined in detail. *Prerequisite: CJ 151 Introduction to Criminal Justice Functions and Processes.*

### **SB 356 Understanding Disasters**

#### **3 credits (AS)**

The course explores the history of natural and technological hazards and disasters, and the impacts upon individuals, communities, governments and nations, and potential of disaster as a result of a WMD terrorist attack. The student will be introduced to the field of crisis and emergency management and the evolution of national emergency management policy, and how local, state and federal systems respond and manage disasters utilizing the all-hazards methodology. The capabilities, effectiveness and limitations of various emergency management organizations and

systems will be examined. The roles and responsibilities of lead governmental and non-profit agencies will be covered, especially the Department of Homeland Security and the Federal Emergency Management Agency. Emergency Management Disciplines; Mitigation, Response, Recovery, Preparedness and Communication will be introduced and analyzed.

### **SB 358 Sport in Society**

#### **3 credits (AS)**

This course examines sports through a sociological lens. A critical examination of the impact on sports and society includes a discussion of the cultural, political and economic aspects of sports.

### **SB 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 365 Drugs and Human Behavior**

#### **3 credits (AS)**

This course deals with the history, mechanisms of action, short- and long-term effects, side effects, and uses and abuses of drugs that affect behavior. The drugs considered are alcohol, major and minor tranquilizers, antidepressants and stimulants, including cocaine, amphetamines and other commonly abused drugs. *Prerequisite: PS 120 Introduction to Psychology.*

### **SB 375 Methods of Inquiry**

#### **3 credits (AS)**

This course is designed to increase students' understanding of the research process and to enable them to effectively evaluate research in their chosen field of study. The overall objective is to assist students in developing the multi-faceted skills necessary to become effective consumers of research. The study is directed toward teaching students how to evaluate, rather than conduct, research studies. These evaluation skills prepare students to respond to research presented in journals, professional interaction and the daily communication of information in today's society. (Offered annually) *Prerequisite: EN 201 Academic Writing II.*

### **SB 380 Contemporary Slavery in the World**

#### **3 credits (AS)**

For thousands of years people have been enslaved. Ancient Egypt, ancient Greece, and the Roman and Inca Empires all made slavery an integral part of their social systems. What many do not realize is that slavery exists in many parts of the world today. This course will address the present day issues of slavery, including the new forms it has taken. It will look at the research into slaves, work being done to abolish it, and various case studies of existing slavery. (Offered on a rotating basis) *Prerequisite: EN 201 Academic Writing II.*

## **SB 385 Internship I**

### **6 credits (CS)**

Internships consist of off-campus fieldwork based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Offered annually) *Prerequisites: CM 301 Speech and Rhetoric, PS 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. (Offered alternate years)

## **SB 425 Psychology of Advertising**

### **3 credits (AS)**

The course examines the role of mass media and effects of advertising on cultural value systems. Behavioral, psychological and physiological reactions in consumer behavior are explored, with a focus on understanding the impact of media and advertising on both the individual and on society. *Prerequisite: PS 120 Introduction to Psychology or SB 130 Introduction to Sociology.*

## **SB 430 Social Theory**

### **3 credits (AS)**

Social Theory is a course designed to expose students to the historical evolution of modern social science as well as to introduce some of the issues that are prominent in the social sciences today. Noted social theorists and their theories will be discussed in order to examine them as products of past societies as well as to consider their utility for and relevance to the contemporary world. Noted social philosophers and early social scientists will be discussed. Although some of the material may have been read previously, it will be read and analyzed through the lens of a social scientist. At the same time, students read contemporary material that focuses on the broader questions of society. (Offered on a rotating basis) *Prerequisite: Minimum of four SB courses (excluding psychology courses).*

## **SB 485 Internship II**

### **3 credits (CS)**

Internships consist of off-campus field work based on a learning contract signed by the student, agency supervisor and faculty director. The student participates in internship seminar meetings and an annual group presentation of internship experiences. A written evaluation of the experience is required of the student and agency. The student develops a final report that synthesizes the internship and academic activities. (Offered fall and spring terms)

*Prerequisite: SB 385 Internship I.*

## **SB 489 Independent Professional Study**

### **3 credits (CS)**

This course may take a variety of forms: studio, portfolio, research project, or intense reading and a major paper. Characterized by a mentor or preceptor relationship, the course places significant demand on the student's capacity for independent critical thought.

## **SB 499 Senior Capstone**

### **3 credits (AS)**

In the Capstone Seminar students focus on specific academic projects that integrate the knowledge and skills from their previous course work, and prepare them for the next stage of their professional development. The course stresses written, oral, and visual communication; pragmatic problem-solving skills; setting and achieving specific goals; and self-assessment. A major research paper will be written. (Offered fall and spring terms) *Prerequisite: SB 375 Methods of Inquiry or HG 375 Historical Methods. . Student must be eligible for graduation at the end of the year in which seminar is taken.*

## **Sport Management**

### **SP 101 Sport Practicum**

**1 credit**

This course is an experiential learning course connecting theory with practice in the field. Students will have the opportunity to gain practical field experiences to enhance learning.

### **SP 118 Introduction to Sport Management**

**3 credits (CS)**

This course provides the student with an overview of the issues encountered by managers in sports organizations. Ethical and moral issues facing sport managers will also be addressed. The course will explore career opportunities in sport with special emphasis being placed on helping the student understand the qualifications, skills, and career patterns of sport managers.

### **SP 230 Sport Arena and Facility Management**

**3 credits (CS)**

This course teaches students to administer, plan, supervise, market, finance, and schedule for for-profit and non-profit arenas. Students will practice a variety of skills associated with identifying the primary goals and objectives of arena managers; building and financing an arena and its programs; managing facility operations; administering marketing plans; and managing human resources.

### **SP 269 Current Issues in Sport Management**

**3 credits (CS)**

This course introduces students to current topics and issues in the field of sport and sport management. The course provides the student with an in-depth look at and analysis of many of the current issues facing the sports industry as well as issues encountered by managers of sports organizations. The course will help the student apply sport management techniques to effectively address current issues and problems. The course consists of interactive discussion with the students being responsible for presenting and researching the current material. Critical thinking and problem-solving skills are fostered during the course. Topics include gender equity, racial issues, National Collegiate Athletic Association rules, franchise relocations, sport agency, and athlete conduct issues.

### **SP 328 Sport Marketing, Promotion and Sales**

**3 credits (CS)**

The purpose of this course is to examine and explore the concepts and principles of marketing, promotion, and sales in relation to sport and physical activity. Students will integrate marketing and promotional theory and concepts to applied activities and projects in sport ticket sales, sport merchandise sales, food and beverage sales, and sport sponsorship sales. *Prerequisites: BU 240 Principles of Marketing.*



### **SP 335 Leadership through Coaching**

#### **3 credits**

This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the high school and serious club levels. Consideration is also given to coaching at other levels, such as youth, recreational, and intercollegiate sport programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. The course and textbook combine sport science theory and research with the practical knowledge and methods of expert coaches in the five essential categories of coaching education and professional practice. Principles and practical applications are presented and thoroughly explained for each of these five important dimensions of coaching.

### **SP 364 Sport in Society**

#### **3 credits (AS)**

This course examines sports through a sociological lens. A critical examination of the impact on sports and society includes a discussion of the cultural, political and economic aspects of sports.

### **SP 370 Sport Event Management**

#### **3 credits (CS)**

This course provides students with in-depth, hands-on experience managing all aspects of a major event, applying project management tools and teamwork skills. Students increase their knowledge of, and contacts in, the event management profession. This course is designed to simulate the world of work and is delivered using a problem based learning model. Working in groups, students will direct their own learning by researching, planning, designing, executing and evaluating all facets of a major event. (Offered spring term) *Prerequisites: SP 118 Introduction to Sport Management, SP 328 Sport Marketing/Promotions/Sales.*

This course strategically engages students in the sport event planning cycle from conception, planning, execution, to evaluation. Theories are integrated into applied sport examples as student use data and best practices to make decisions in relation to highly regulated traditional sport events and niche sporting events. Students will be introduced to critical technologies and practical forms that assist event planners during different phases of the event planning cycle.

### **SP 423 Organization and Administration of Sport**

#### **3 credits (CS)**

This course provides knowledge and awareness of the rules and laws governing various sport organizations and participants, including developing an understanding of the structures of various sport governing bodies in amateur and professional sport; developing an awareness of the role of the policies in the management of these organizations; acquiring the skills necessary to develop policies within an organization; understanding the social, legal, ethical, economic, political and educational impact of organizational policies; and understanding how individual sport managers impact organizational policy decisions. *Prerequisites: BU 110 Principles of Management, BU 233 Human Resources Management, SP 118 Introduction to Sport Management.*

### **SP 455 Financing Sport Operations**

#### **3 credits (CS)**

This course builds upon the finance and business core areas as they apply to the sport industry. Students are provided with an overview of the business of amateur, intercollegiate, and professional sports enterprises. In particular, the course integrates specific knowledge on public financing of stadiums, sponsorship valuations, fund raising, revenue sources, and cost containment.

### **SP 488 Sport Management Internship**

#### **6 credits (CS)**

This internship provides the student with practical experience in the field of sport management. On-the-job experience may be obtained from a variety of local, regional, and national organizations in a variety of fields (interscholastic, inter-collegiate, and professional sports, sport information, sport marketing, and many other opportunities). Students meet with their faculty advisor and are responsible for submitting journals and other assigned work for evaluation. (The course is offered in blocks of 3, 6, or 9 credits when combined with BU 481.). *(Prerequisites: Enrollment in Sport Management concentration and junior standing.*

## **Studio Art**

### **SA 111 Drawing: Composition and Perception**

#### **3 credits (CS)**

Drawing: Composition and Perception is an intensive studio course designed for students to investigate and develop a proficiency in drawing, composition and design practices. This course investigates observational drawing, with an emphasis on rendering surfaces, drawing the figure and spatial systems. Through the repeated physical activity of drawing, students build and refine their critical thinking and analytical powers through observation, visualization and critical dialogue. Students build visual and cultural literacy through ongoing discussion of examples of art historical and contemporary works, including art and design from a diverse range of cultures. Students are encouraged and guided to develop, hone and challenge their own creative process. (Offered fall and spring semesters)

### **SA 112 Drawing II**

#### **3 credits (CS)**

Drawing II introduces more complex conceptual and experimental approaches to drawing. Students use a wide range of media, with emphasis on color and an introduction to the figure. *Prerequisite: SA 111 Drawing, FD 113 Fashion Drawing.*

### **SA 121 Painting**

#### **3 credits (CS)**

This course investigates different stylistic and conceptual approaches to painting. Students work with a variety of media and techniques, including traditional methods and innovative approaches. (Offered fall and spring terms)

### **SA 131 Design and Color Theory**

#### **3 credits (CS)**

SA 131 introduces the elements and principles of design, the language of visual communication in all art and design disciplines. Students learn to use these more consciously as well as discern and discuss them in all that surrounds us. There is emphasis on color theory and its application in different media and disciplines. Students engage in the rigorous creative process: brainstorming, sketching, refining and producing. Projects, assignments and research introduce students to a variety of media and techniques, with an emphasis on good craftsmanship and professional presentation. Above all, students become more conscious of the conceptual, expressive and perceptual qualities of their aesthetic decisions, so they can more effectively communicate visually. (Offered fall and spring terms)

### **SA 132 Structuring Human Space**

#### **3 credits (CS)**

This course undertakes a study of three-dimensional form to develop students' ability to visualize, design and construct in three dimensions. Students work with space, objects, materials and scale through projects that address the body as a site and source for design. Students also undertake projects that investigate the relationship of the body to the built environment. Through this work they encounter the idea that art and design and the context or environment

in which they function are inextricably linked. Students acquire a basic skill set of fabrication techniques, including an introduction to the wood shop. Assignments utilize time-honored techniques and materials as well as investigate new materials, with particular consideration for the wide range of art and design disciplines. (Offered fall and spring terms)

### **SA 161 Photography I**

#### **3 credits (CS)**

This studio course introduces the basic techniques, processes and creative possibilities of digital photography. Students will learn techniques for correcting tone and color, camera and image control, and an applied study of photographic design and composition. We will examine both the historical and aesthetic issues associated with the photographic practice. This course includes studio projects, lectures, assigned readings, class discussions, and individual and group critiques. Students must provide their own digital camera with exposure controls and a minimum of 10 megapixels. (Offered fall and spring terms)

### **SA 162 Black and White Film Photography**

#### **3 credits (CS)**

This course will introduce students to the process of black and white film photography. Working with 35mm film cameras students will learn black and white darkroom procedures, an introduction to alternative techniques such as multiple printing, image collage and an introduction to a hybrid analog-digital workflow. This course includes studio projects, lectures, assigned readings, class discussions, individual and group critiques. Students must provide their own film cameras (35mm or medium format roll film) with manual operations including focus, aperture and shutter speed adjustments. No automatic-only cameras are allowed.

### **SA 168 Time, Movement, and Narrative**

#### **3 credits (CS)**

Students explore concepts of time-based art and design to create works in media ranging from video, multimedia, audio and performance. Students create both narrative and non-narrative video and time based structures, with emphasis on the development of students' ideas, visual and narrative skills. This class stresses the development of visual expression, self-expression, and ideation/concept building. Students work collaboratively and individually in creating original works in digital video and other time-based media. Students research the work of contemporary and recent video, performative, animation artists, and motion designers.

### **SA 214 Figure Drawing**

#### **3 credits (CS)**

Figure Drawing is a second year drawing course emphasizing the human figure. The nude model is used as a vehicle for learning about foreshortening, proportion, and varied drawing media. Simultaneously, students explore historic, conceptual and expressive aspects of the human figure in art. (Offered fall term) *Prerequisite: SA 111 Drawing: Composition and Perception.*

### **SA 231 Printmaking**

#### **3 credits (CS)**

Students are exposed to various printmaking techniques both traditional and experimental, including screen printing, relief and monotypes. Knowledge of these media enables students to experience new drawing techniques and to gain an understanding of the art of multiples. (Offered spring term)

### **SA 241 Ceramics**

#### **3 credits (CS)**

Students are introduced to the basic methods of preparing and forming clay, so as to develop an understanding of clay as a sculptural and functional medium. They are exposed to pinch, coil and slab methods, as well as wheel throwing, decorating and glazing. (Offered fall and spring terms)

### **SA 242 Sculpture: Glass/Mixed Media**

#### **3 credits (CS)**

Using a variety of sculpture techniques, students explore the essential characteristics of three-dimensional form through projects that address scale, space, multiples, site and materials. The course investigates basic glass fusing/kiln forming, casting, and welding techniques. Students study the work of contemporary and historically significant sculptors. (Offered fall and spring terms)

### **SA 263 Digital Photography**

#### **3 credits (CS)**

This course covers the practice of digital photography with emphasis on using professional production techniques to build an efficient workflow to maximize productivity and creativity with digital photography. Students learn techniques of image capture, camera controls, digital exposure, color management, color theory, and optimizing files for print. Students also learn image distribution and organization using Adobe Lightroom to assist in cataloging and archiving digital images. Students will begin working on a body of images that reflects their artistic interests. Creative decision-making, problem solving, and the relationship between personal vision and contemporary art practice will all be explored. Through discussion, research, critique, and creative response, students will engage in a critical dialog with the work of their peers and recognized contemporary artists in order to inform their own creative process. Students must provide their own digital SLR or digital camera with manual settings. (Offered spring term) *Prerequisite: SA 161 Photography.*

### **SA 270 Studio Photography**

#### **3 credits (CS)**

Students work in a fully equipped studio using strobe lighting systems and digital cameras to create portraiture, figure and product photography under controlled lighting situations. A variety of lighting techniques are studied. (Offered spring term) Prerequisites: SA 161 Photography I.

## **SA 276 Computer Imaging**

### **3 credits (CS)**

This course covers theory and practice of digital imaging in a creative context. Technical skills are developed with an emphasis on using digital tools to begin creating a personal vision. Students learn how to capture, control, manipulate and print digital images using Adobe Photoshop, a desktop computer, digital cameras, scanners, and large format printers. Students learn Photoshop technique by completing a series of assignments and exercises that cover basics of digital imaging theory, image sizing and resolution, basic image control, tonal and color correction, retouching, hand coloring, sharpening, noise management, filtering, addition of text, creative selection, layer masks, collage and montage techniques, and more. (Offered fall term) *Prerequisite: SA 161 Photography I.*

## **SA 302 Graphic Forms**

### **3 credits (CS)**

This course is an advanced exploration of drawing, concentrating on formal and conceptual concerns. Students work with contemporary ideas about drawing; the basic elements of edge, line, mass, form and composition are encountered at a new level of complexity. Students are expected to be innovative. *Prerequisite: SA 111 Drawing: Composition and Perception.* (Offered spring term)

## **SA 307 Intermediate Graphic Forms**

### **3 credits (CS)**

Intermediate Graphic Forms is a stacked course. This course allows students to undertake supervised intermediate work in drawing including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Graphic Forms. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisite: SA 302 Graphic Forms.* (Offered spring term)

## **SA 308 Small Metals/Jewelry**

### **3 credits (CS)**

This introduction to small metals and jewelry class exposes the student to the fundamental techniques and design strategies used in jewelry/small sculpture fabrication of non-ferrous metals. Through assigned technical exercises and projects, the student will experience the relationship between creativity, design and the use of specific materials. In addition, experimentation combining non-ferrous metals with alternative materials will be encouraged. Students will use sketchbooks and/or construct models to work through the design process for each project. Tools and equipment beyond the fundamentals will be explored as needed. The student will become comfortable in the small metals studio environment. Safety procedures will be stressed. (Offered fall term)

### **SA 309 Special Topics in the Arts**

#### **3 credits (CS)**

This is a repeatable course in which the content varies each year. Different faculty from a variety of programs across the College may teach this rotating course. The content depends on the faculty member's expertise and the needs and interests of the student population. Potential topics include a mix of SA and FA course topics including: The Designed Object, Experimental Printmaking, Mural Painting, Breaking the Frame, Mid-Century Modern Design and Thought, and The Art and Architecture of Catalonia, Spain (both with international travel components), and others. Prerequisites may be necessary for certain offerings.

### **SA 311 Life Drawing and 3-D Forms**

#### **3 credits (CS)**

This course explores the relationship between two- and three-dimensional representation of the human form. Students draw and sculpt the figure, concentrating on proportion and anatomy. Emphasis is on personal artistic growth as well as process, technique and content. (Offered spring term) *Prerequisite: SA 214 Figure Drawing.*

### **SA 314 Intermediate Figure Drawing**

#### **3 credits (CS)**

Intermediate Figure Drawing is a stacked course. This course allows students to undertake supervised intermediate work in figure drawing including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the introductory figure drawing course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 214 Figure Drawing.*

### **SA 316 Intermediate Life Drawing and 3-D Forms**

#### **3 credits (CS)**

Intermediate Life Drawing and 3-D Forms is a stacked course. This course allows students to undertake supervised intermediate work in figure drawing and sculpture including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Life Drawing and 3-D Forms course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 311 Life Drawing and 3-D Forms.*

### **SA 317 Intermediate Small Metals/Jewelry**

#### **3 credits (CS)**

Intermediate Small Metals/Jewelry is a stacked course. This course allows students to undertake supervised intermediate work in small metals and/or jewelry including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the introductory small metals and jewelry course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the

work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 308 Small Metals/Jewelry.*

### **SA 320 On Assignment: Location and Documentary Photography**

#### **3 credits (CS)**

Students learn the techniques of documentary, photojournalistic and assignment photography. Students learn on assignment by creating their own photo stories and completing various editorial photographic assignments designed to mirror common assignments for publication. Students work on and learn to shoot both in-depth projects and single event assignments. Location lighting, environmental portraiture, event, fashion, sports, and action photography, pre shoot planning, access, ethics, model releases, working with the subject, and editorial strategies are covered. Students also study the work of well-known editorial photographers and photojournalists, both historic and contemporary to create an understanding of the history and development of documentary photography and its role in society, as well as to inspire more accomplished student work. *Prerequisite: SA 161 Photography I and SA 263 Digital Photography or SA 276 Computer Imaging or SA 270 Studio Photography.*

### **SA 321 Intermediate Painting**

#### **3 credits (CS)**

Intermediate Painting is a stacked course. This course allows students to undertake supervised intermediate work in painting including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the introductory painting course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisite: SA 121 Painting.*

### **SA 325 Large Format Photography and Fine Printing**

#### **3 credits (CS)**

Large format cameras are capable of producing the highest photographic quality possible, and are thus the tool of choice for professional and fine art photographers when image quality is of paramount importance. In this course, students study the history, theory and use of these cameras, and produce their own body of creative work suitable for their professional portfolios. (Offered fall term) *Prerequisite: SA 161 Photography I, SA 162 Black and White Film Photography*

### **SA 326 Intermediate Large Format Photography and Fine Printing**

#### **3 credits (CS)**

Intermediate Large Format Photography & Fine Printing is a stacked course. This course allows students to undertake supervised intermediate work in large format photography including: technique, form and concept. It offers course work that builds on students' prior experiences in the introductory Large Format Photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisite: SA 325 Large Format Photography & Fine Printing.*



### **SA 327 Intermediate On Assignment**

#### **3 credits (CS)**

Intermediate On Assignment Photography is a stacked course. This course allows students to undertake supervised intermediate work in on assignment photography including: technique, form and concept. It offers course work that builds on students' prior experiences in the introductory On Assignment Photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 320 On Assignment: Location and Documentary Photography.*

### **SA 330 Forensic Photography**

#### **3 credits (CS)**

This course examines the theory and techniques of forensic photography as a tool to aid in crime scene investigations, surveillance techniques, and presentation of photographic and imaging proof at trial. The methodologies used to teach this course include lectures, laboratory work, PowerPoint presentations, videotapes, case studies, and class discussions. Students must provide their own digital SLR or digital camera with manual settings. *Prerequisite: SA 161 Photography I.*

### **SA 331 Intermediate Printmaking**

#### **3 credits (CS)**

Intermediate Printmaking is a stacked course. This course allows students to undertake supervised intermediate work in printmaking including: technique, process and concept. It offers course work that builds on students' prior experiences in the introductory printmaking course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 231 Printmaking.*

### **SA 341 Intermediate Ceramics**

#### **3 credits (CS)**

Intermediate Ceramics is a stacked course. This course allows students to undertake supervised intermediate work in ceramics including: technique, form and concept. It offers course work that builds on students' prior experiences with introductory ceramics. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 241 Ceramics.*

### **SA 342 Intermediate Sculpture**

#### **3 credits (CS)**

Intermediate Sculpture is a stacked course. This course allows students to undertake supervised intermediate work in sculpture including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the introductory sculpture course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 242 Sculpture.*

### **SA 361 Site and Space**

#### **3 credits (CS)**

This course stresses advanced work in the concepts and techniques involved in making 2-D and 3-D works of art that respond to the issues of site and space. Students are introduced to pertinent contemporary artworks and develop innovative solutions to creative problems. *Prerequisite: One Foundations course.* (Offered fall term)

### **SA 360 Intermediate Black and White Film Photography**

#### **3 credits (CS)**

Intermediate Black and White Film Photography is a stacked course. This course allows students to undertake supervised intermediate work in analog photography including: technique, form and concept. It offers course work that builds on students' prior experiences in the introductory Black and White Film Photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 162 Black and White Film Photography.*

### **SA 363 Intermediate Digital Photography**

#### **3 credits (CS)**

Intermediate Digital Photography is a stacked course. This course allows students to undertake supervised intermediate work in digital photography including: technique and concept. It offers course work that builds on students' prior experiences in the introductory digital photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisite: SA 263 Digital Photography.*

### **SA 365 Alternative Processes**

#### **3 credits (CS)**

This course introduces students to a wide range of alternative, experimental and historic photographic processes including cyanotypes, VanDyke Brown, and Gum Bichromate printing. Students will learn to achieve stunning and unique photographic effects utilizing these unusual techniques. In addition to weekly assignments, each student will realize a major project using the process of his or her choice. (Offered spring term) *Prerequisite: SA 161 Photography I.*

### **SA 368 Intermediate Time, Movement, Narrative**

#### **3 credits (CS)**

Intermediate Time, Movement, Narrative is a stacked course. This course allows students to undertake supervised intermediate work in time-based art including: technique, form and concept. It offers course work that builds on students' prior experiences in the introductory time-based course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 168 Time, Movement, Narrative.*

### **SA 370 Intermediate Studio Photography**

#### **3 credits (CS)**

Intermediate Studio Photography is a stacked course. This course allows students to undertake supervised intermediate work in studio photography including: technique and concept. It offers course work that builds on students' prior experiences in the introductory studio photography course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 270 Studio Photography.*

### **SA 375 Intermediate Alternative Processes**

#### **3 credits (CS)**

Intermediate Alternative Processes is a stacked course. This course allows students to undertake supervised intermediate work in alternative processes including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the introductory Alternative Processes course. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 365 Alternative Processes in Photography.*

### **SA 376 Intermediate Computer Imaging**

#### **3 credits (CS)**

Intermediate Computer Imaging is a stacked course. This course allows students to undertake supervised intermediate work in photographic manipulated imagery including: technique, form and concept. It offers course work that builds on students' prior experiences in digital photography and editing techniques. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 276 Computer Imaging.*

## **SA 378 Intermediate Site and Space**

### **3 credits (CS)**

Intermediate Site and Space is a stacked course. This course allows students to undertake supervised intermediate work in site-based art including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Site and Space. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA361 Site and Space.*

## **SA 381 Internship**

### **3 credits (CS)**

Studio Art and Photography internships provide students with the opportunity to gain valuable career experience, explore a specific career and create professional networks under professional guidance. Off-campus fieldwork (based on a learning contract signed by the student, site supervisor, and faculty sponsor), a seminar and reflective and research assignments enable students to connect the fieldwork with academics. An orientation session is required prior to fieldwork. (Offered fall, spring or summer term as needed) *Prerequisites: SA 393 Internship Preparation.*

## **SA 393 Internship Preparation**

### **1 credit (CS)**

This course, taken during the sophomore year, prepares students for their internships. Topics include: resume writing, cover letters, research, interview skills, and professional behavior. (Offered fall and spring terms)

## **SA 407 Advanced Graphic Forms**

### **3 credits (CS)**

Advanced Graphic Forms is a stacked course. This course allows students to undertake supervised advanced work in drawing including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Graphic Forms, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 302 Graphic Forms and SA 307 Intermediate Graphic Forms.*

## **SA 410 Professional Photography Practices**

### **3 credits (CS)**

In addition to teaching the practical aspects of setting up and maintaining a profitable photo business, this course will cover crucial professional topics such as getting and keeping clients, archiving images, First Amendment issues, libel and misappropriation of images, intellectual property and copyright laws, contracts, pricing, estimates, tax preparation, record keeping, self-promotion, portfolio preparation, model releases, and much more. *Prerequisites: SA 270 Studio Photography.*

## **SA 414 Advanced Figure Drawing**

### **3 credits (CS)**

Advanced Figure Drawing is a stacked course. This course allows students to undertake supervised advanced work in figure drawing including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Figure Drawing, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 214 Figure Drawing and SA 314 Intermediate Figure Drawing.*

## **SA 416 Advanced Life Drawing and 3-D Forms**

### **3 credits (CS)**

Advanced Life Drawing and 3-D Forms is a stacked course. This course allows students to undertake supervised advanced work in figure drawing and/or sculpting including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Life Drawing and 3-D Forms, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 311 Life Drawing and SA 316 Intermediate Life Drawing and 3- D Forms.*

## **SA 417 Small Metals/Jewelry**

### **3 credits (CS)**

Advanced Small Metals/Jewelry is a stacked course. This course allows students to undertake supervised advanced work in small metals and/or jewelry including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Small Metals/Jewelry, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 308 Small Metals/Jewelry and SA 317 Intermediate Small Metals/Jewelry.*

## **SA 421 Advanced Painting**

### **3 credits (CS)**

Advanced Painting is a stacked course. This course allows students to undertake supervised advanced work in painting including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the Intermediate Painting course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 121 Painting and SA 321 Intermediate Painting.*

## **SA 426 Advanced Large Format Photography and Fine Printing**

### **3 credits (CS)**

Advanced Large Format Photography & Fine Printing is a stacked course. This course allows students to undertake supervised advanced work in large format photography including: technique, form and concept. It offers course work that builds on students' prior experiences in the Intermediate Large Format Photography & Fine Printing course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 325 Large Format Photography & Fine Printing and SA 326 Intermediate Large Format Photography & Fine Printing or permission of the instructor.*

## **SA 427 Advanced On Assignment**

### **3 credits (CS)**

Advanced On Assignment Photography is a stacked course. This course allows students to undertake supervised advanced work in on assignment photography including: technique, form and concept. It offers course work that builds on students' prior experiences in the Intermediate On Assignment course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 320 On Assignment: Location and Documentary Photography and SA 327 Intermediate On Assignment Photography.*

## **SA 431 Advanced Printmaking**

### **3 credits (CS)**

Advanced Printmaking is a stacked course. This course allows students to undertake supervised advanced work in printmaking including: technique, process and concept. It offers course work that builds on students' prior experiences in Intermediate Printmaking, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 231 Printmaking and SA 331 Intermediate Printmaking.*

## **SA 441 Advanced Ceramics**

### **3 credits (CS)**

Advanced Ceramics is a stacked course. This course allows students to undertake supervised advanced work in ceramics including: technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Ceramics, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 241 Ceramics and SA 341 Intermediate Ceramics.*

## **SA 442 Advanced Sculpture**

### **3 credits (CS)**

Advanced Sculpture is a stacked course. This course allows students to undertake supervised advanced work in sculpture including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Sculpture, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 242 Sculpture and SA 342 Intermediate Sculpture.*

## **SA 460 Advanced Black and White Film Photography**

### **3 credits (CS)**

Advanced Black and White Film Photography is a stacked course. This course allows students to undertake supervised advanced work in analog photography including: technique, form and concept. It offers course work that builds on students' prior experiences in the Intermediate Black and White Film Photography course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 162 Black and White Film Photography and SA 360 Intermediate Black and White Film Photography.*

## **SA 463 Advanced Digital Photography**

### **3 credits (CS)**

Advanced Digital Photography is a stacked course. This course allows students to undertake supervised advanced work in digital photography including: technique and concept. It offers course work that builds on students' prior experiences in the Intermediate Digital Photography course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 263 Digital Photography and SA 363 Intermediate Digital Photography.*

## **SA 468 Advanced Time, Movement, Narrative**

### **3 credits (CS)**

Advanced Time, Movement, Narrative is a stacked course. This course allows students to undertake supervised advanced work in time-based art including: technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Time, Movement, Narrative, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish

during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 168 Time, Movement, Narrative and SA 368 Intermediate Time, Movement, Narrative.*

### **SA 470 Advanced Studio Photography**

#### **3 credits (CS)**

Advanced Studio Photography is a stacked course. This course allows students to undertake supervised advanced work in studio photography including: technique and concept. It offers course work that builds on students' prior experiences in the Intermediate Studio Photography course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 270 Studio Photography and SA 370 Intermediate Studio Photography.*

### **SA 475 Advanced Alternative Processes**

#### **3 credits (CS)**

Advanced Alternative Processes is a stacked course. This course allows students to undertake supervised advanced work in alternative processes including: media, technique, form and concept. It offers course work that builds on students' prior experiences in the Intermediate Alternative Processes course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. *Prerequisites: SA 365 Alternative Processes in Photography and SA 375 Intermediate Alternative Processes.*

### **SA 476 Advanced Computer Imaging**

#### **3 credits (CS)**

Advanced Computer Imaging is a stacked course. This course allows students to undertake supervised advanced work in computer imaging including: technique, form and concept. It offers course work that builds on students' prior experiences in the Intermediate Computer Imaging course, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus. This course may be taken twice for credit. *Prerequisites: SA 276 Computer Imaging and SA 376 Intermediate Computer Imaging.*



## **SA 478 Advanced Site and Space**

### **3 credits (CS)**

Advanced Site and Space is a stacked course. This course allows students to undertake supervised advanced work in site-based art including: media, technique, form and concept. It offers course work that builds on students' prior experiences in Intermediate Site and Space, giving them the opportunity to look back over their prior art making experiences and forward to future art-making. Individual portfolio work is determined in consultation with the professor and a learning agreement is drawn up outlining the work the student will accomplish during the term. This learning agreement must be submitted electronically to the professor and is a critical component of this syllabus.

*Prerequisites: SA 361 Site and Space and SA 357 Intermediate Site and Space.*

## **SA 481 Internship**

### **3 credits (CS)**

Studio Art and Photography internships provide students with such a valuable opportunity to gain valuable career experience that it may be desirable to complete a second internship. Students may choose to deepen their experience the same or related field or to explore a distinct professional opportunity to broaden their knowledge. Off-campus fieldwork (based on a learning contract signed by the student, site supervisor, and faculty sponsor), a seminar and reflective and research assignments enable students to connect the fieldwork with academics. An orientation session is required prior to fieldwork. (Offered fall, spring or summer term as needed) *Prerequisites: SA 393*

## **SA 493 Professional Practices and Portfolio**

### **3 credits (CS)**

Students build and refine their portfolios to a professional level in preparation for career placement. They explore employment opportunities, examine career goals, and write and design their resumes and self-promotional packages. Students learn general business skills: how to develop professional relationships; research and apply for a variety of opportunities in the arts; understand contracts and other business documents; negotiate and estimate fees and price points; address ethical and legal issues, including copyright issues; how to brand and market themselves; and how to best present their portfolios. A speaker series will introduce students to a variety of careers. (Offered spring term)

## **SA 498 Senior Project: Research and Development**

### **3 credits (CS)**

This is the first term of a linked two-term capstone course in Studio Art. Students propose, research, and initiate work on a major creative project and a related research paper linking students' academic experiences to their professional goals. Over the course of the semester, each student meets with an active professional from the field of studio art or photography. This professional contact provides valuable and appropriate feedback for the student toward his or her work and career plans. Student must pass with a "C" or better. (Offered fall term)

## **SA 499 Senior Project: Thesis Exhibition**

### **3 credits (CS)**

This is the culminating term of a linked two-term capstone course in studio art. Students complete work on a major creative project resulting in a professionally installed exhibition. In conjunction with the exhibit, each student completes an oral defense in which he or she presents the year's work to a committee of faculty and professionals. During the semester, each student meets with an active professional from a related field, who provides valuable and appropriate feedback for the student. (Offered spring term) Student must pass with a "C" or better. *Prerequisite: SA 498 Senior Project: Research and Development.* (Offered spring term)

## **Visual Communications**

### **VC 111 Design & Digital Color Theory**

#### **3 credits (CS)**

This course introduces students to the core concepts of visual language: elements and principles of design. It will explore the use of color as a tool for the designer when considering and developing strategy, motive, audience, and media to form intended visual meaning. Students will be introduced to both the additive and subtractive systems of color, and develop understanding of both, however, all projects and assignments will be executed digitally using the additive system while digitally composing for print production output or online viewing. The overall goal is to enhance the designer's ability to communicate successfully using solid mastery of design principles and color theory.

Major topics of study will include design elements, design principles, color properties, color terminology, additive and subtractive principles of color theory as they apply to the 2D design process, color management systems, psychological and symbolic uses of color, 4-color process colors (printing) versus the RGB color system (monitors), color relationships, visual impact, physical and optical color mixing, color relativity, and color rendering. Students will work on various digital color projects for both print reproduction and digital viewing.

### **VC 112 Concepting (Drawing for Designers)**

#### **3 credits (CS)**

Strong conceptual thinking is the foundation of successful design solutions. The skill of generating concepts is fostered in this course through the use of focused brainstorming and design sketching techniques to solve specific design problems. Students also learn the importance of team ideation, collaboration and communication through group exercises. Finally, this course enables students to become skilled at generating multiple ideas under strict time deadlines to simulate the need for time management and focus under pressure.

### **VC 118 Digital Foundations**

#### **3 credits (CS)**

This course is an introduction to using the basic digital design applications that artists and designers use – primarily the Adobe Creative Suite – and the technology encountered in a digital environment (scanning, printing, networks, saving and transferring files, etc.). Instruction is presented in a cross-disciplinary format that makes it useful and understandable to students from all disciplines.

### **VC 125 Scientific Illustration**

#### **3 credits (AS)**

This course focuses on observational skills and the basic drawing techniques used in scientific illustration. Students work from objects and specimens and learn about measured drawings, perspective, basic composition, light on form, texture, contour and line, and assorted media used for scientific illustration.

## **VC 140 Typography**

### **3 credits (CS)**

This course introduces the history and fundamentals of type and its application to design, emphasizing the letterform as a visual communications tool. Topics include typographic fundamentals, anatomy, measurements, composition and layout, identification, classification and terminology. Students develop an understanding of the form of type to make informed design choices that communicate a specific message in a desired voice. The course is both conceptual and technical in nature: visual problem-solving with type in a digital environment.

## **VC 174 Digital Page Layout**

### **3 credits (CS)**

Students develop skills and knowledge of page layout, file management, printing, scanning, and use of graphics. Students expand their knowledge of InDesign to build successful page layouts for print and digital solutions. Students develop an understanding of designing for sequence-based design problems including brochures, magazines and web layouts. Page structure, hierarchy, composition and variation of layout are emphasized to engage the intended audience.

## **VC 206 Storyboarding**

### **3 credits (CS)**

This course is a basic drawing and preproduction course that introduces students to industry-standard storyboarding and scripting techniques in order to communicate effectively across various media. Major topics of study will include planning strategies and formats of storyboards, terminology, interpreting content visually, building scenes, planning shot sequences, continuity, pacing, sequencing, conveying meaning with images, directing the viewer's eye, and transitions, along with the use of specific media special effects and viewer usability considerations. Projects will incorporate storyboarding for film, TV advertising, animation, computer games, web sites, interactive interface design, mobile applications, and other media.

## **VC 221/321 History of Visual Communications**

### **3 credits (AS)**

This course examines chronologically the history of advertising design, graphic design, web design, animation, and illustration as used specifically to inform, to sell, to persuade and to entertain. The influence of fine art on applied arts throughout history is explored, as well as its link to the social, political and economic life of various cultures. (Offered fall term)

## **VC 232 Illustration I**

### **3 credits (CS)**

Students explore the field of illustration by experimenting with a variety of media. Emphasis is on content and execution with a conceptual approach to narrative problem-solving, resulting in effective communication to a mass audience. Both practical and philosophical issues are covered in relation to the assignments. Projects include book, advertising and editorial illustration, in an effort to develop a personal style and highly developed pieces for a portfolio. (Offered fall term)

## **VC 235 Commercial Film & Video Production**

### **3 credits (CS)**

This class will introduce students to the theory and practice of film and video production as applied to commercial client-based projects. Students will investigate time-based sequential targeting strategies and develop proficiency in all production roles: project proposals and client briefs, camera operation, audio control, scripting and post production. The class will integrate digital video technology with the use of cameras, audio equipment, lighting and other necessary equipment used in the professional production of time-based media. Assignments will emphasize creativity, visualization, research, production, and targeted message-making.

## **VC 241 Advertising Design I**

### **3 credits (CS)**

Students will build upon the skills, principals, and processes introduced in their design, typography and production courses, applying them to specific advertising problems in a variety of traditional media. Topics include advertising strategy and execution, agency structure and workflow, classic ad layout models, and an introduction to integrated campaigns. Students will create ads and campaigns in multiple categories, including consumer, business-to-business, impulse purchase, and public service advertising. (Offered spring term) Prerequisite: VC 140 Typography.

## **VC 242 Graphic Design I**

### **3 credits (CS)**

This course offers a systematic approach to concept development and the problem-solving process as they relate to graphic design. Students explore the synthesis of words and images in relation to design principles for a deeper understanding of visual communications. Emphasis is placed on how information is communicated and the ways in which typography and image combine to make meaningful and useful messages that are clearly understandable, stylistically beautiful, functional and memorable. (Offered fall term)

## **VC 274 Imaging Graphics**

### **3 credits (CS)**

Students will focus on the creation, manipulation, and editing of images in Adobe Photoshop. Topics include an introduction to main features and capabilities of the software as well as photographic imaging techniques, digital painting, image selection, composition and collage, color pre-press and output, web interaction and animation, and file maintenance and transfer for both print and web.

## **VC 281 Internship Preparation**

### **1 credit (CS)**

This course prepares students for their internship. It provides structured help in preparing, searching, applying, and interviewing for an internship.

### **VC 293 Professional Workshop/Portfolio Preparation**

#### **3 credits (CS)**

Topics relating to the business of art are covered, including legal issues, contracts, prices, copyrights and billing. The student assembles his or her portfolio and evaluates work to be included in it. Survival skills are also covered, ensuring a smoother transition from school to the work place. Guest speakers from a variety of businesses that use artists are featured. (Offered spring term) *Prerequisite: Completion of the core career courses in Visual Communications.*

### **VC 301 Special Topics**

#### **3 credits (CS)**

This rotation of courses is an intensive investigation of a specific issue or aspect of visual communication. Possible topics include but are not limited to: branding, global design, animation, 3-D printing and design, entertainment design, contemporary field research, digital pre-press and production, and agency art direction. (Offered fall and spring terms)

### **VC 303 Protest and Propaganda**

#### **3 credits (CS)**

This course focuses on the social role of visual communications. Students will study the history of propaganda and protest, examine the role, influence, and responsibilities of socially-focused design and design activism, and develop persuasive visual techniques that help create cultural awareness or challenge the status quo. Methods used will include collaborative research, strategic debate, semiotic visual dialog, and ethics, using various media outlets including print, web, social media, and public installation. Students will gain a greater understanding of how designers can and do shape our culture. *Prerequisite: VC 242 Graphic Design*

### **VC 311 Advanced Illustration I**

#### **3 credits (CS)**

Building on skills acquired in the previous illustration courses, this course focuses on the painterly approach to illustration. Students will concentrate on newspaper, book, and magazine work, producing professional-looking paintings that are suitable for color reproduction in a publication. (Offered fall term) *Prerequisite: non-Visual Communications students need the permission of the instructor.*

### **VC 312 Advanced Illustration II**

#### **3 credits (CS)**

The emphasis is on full color and advanced drawing techniques to express meaningful concepts. Students explore the elements of graphic design, the union of word and picture, and sequential art to develop highly interpretive work. (Offered spring term) *Prerequisite: non-Visual Communications students need the permission of the instructor.*

### **VC 313 Mobile App Design**

**3 credits (CS)**

In this course, students will review developments of mobile devices and learn how to use these tools in the creation and distribution of client messages/content. Offered on a rotating basis.

### **VC 314 E-Publishing**

**3 credits (CS)**

This course focuses on electronic publishing for e-readers, emails, and the internet. It provides an overview of the e-publishing workflow, file formats, metadata, digital assets management, xml, and eMedia specifications. Offered on a rotating basis.

### **VC 315 Humorous Cartooning**

**3 credits (CS)**

This course will provide an opportunity to explore the traditional practice of cartooning and humorous illustration at an advanced level. Students will use a variety of techniques, tools and practices to create cartoons in a several forms, including strip, panel, alternative, editorial, greeting card, caricature and general humorous illustration. Related lessons and assignments will place the applied projects in historic and cultural context. Concepting and humorous copywriting techniques (“gag writing”) will be explored, and will play a significant role in students’ projects. There will also be research assignments, writing and speaking assignments, quizzes, and creative projects throughout the semester, as well as demonstrations and guest speakers.

### **VC 316 Game Design**

**3 credits (CS)**

From the early text-based, one-player computer games to the modern 3D games with thousands of gamers sharing the same virtual gaming world simultaneously, computer games have gone through a remarkable evolution. Despite this evolution, principles of computer game design are not well understood. This course will introduce students to the history of video games, the principles of interactivity, emergence and uncertainty in games and the role of narratives in games. In addition, students will learn about games as information and cybernetic systems.

### **VC 340 Typography II**

**3 credits (CS)**

This course is an advanced investigation into typography and text for verbal and visual expression. Emphasis is placed on the analysis of meaning and structure, design composition, and communication to specific audiences. Emphasis is placed on the study of meaning regarding audience, culture, and history. Students will study the interpretation of

visible language systems and explore typographic expression. Projects will integrate accumulated typographic knowledge with form, image, sequence and narrative. The course will allow students to develop their own content and to communicate individual perspectives through writing and research. Conceptual interpretation and experimentation will be emphasized, as students develop their own voices as authors. Exercises may include advanced type problems such as typeface design, hand-lettered typography, tactile typography, complex publication design, and/or type in motion. Offered on a rotating basis.

### **VC 341 Advertising Design II**

**3 credits (CS)**

Students explore advanced topics in combining images and type with popular imagery to develop a visual language of persuasion. This course requires students to research products and services to develop advertising campaigns across various media.

### **VC 342 Graphic Design II**

**3 credits (CS)**

Students explore advanced topics in combining images and type with popular imagery to develop a visual language of persuasion. Students will create ads and campaigns in a variety of categories, with an emphasis on digital and emerging media. (Offered spring term) *Prerequisites: VC 241 Advertising Design I.*

### **VC 351 2D Animation**

**3 credits (CS)**

This course is an introduction to the basic principles of animation and the application of those principles to produce traditional animations. Students will learn to bring a character to life by using basic drawing skills, adding overlapping action, using sound effects, and apply timing techniques. Students will gain intensive practice in the production of different techniques of animation, including: flipbooks, traditional 2D animation, 2d computer software animation, cut out and mixed media animation, stop motion/claymation, and rotoscoping.

### **VC 371 Digital Illustration**

**3 credits (CS)**

Students in this course create computer-drawn illustrations for print and multimedia. An overview of several software packages is covered for students to investigate, synthesize, describe, and narrate digital imagery. The course is project driven, reinforcing solid business practices that lead to successful message generation for targeted audiences. (Offered spring term) *Prerequisite: VC 274 Imaging Graphics.*



## **VC 374 Interactive Graphics**

### **3 credits (CS)**

This course will introduce non-linear, interactive, time-based software packages such as After Effects and Flash as they are applied to the visual communication industry. Projects will focus on visual aesthetics and the interaction between time-based media and print media. Students must have advanced skills in Photoshop, InDesign and Illustrator. (Offered fall term)

## **VC 375 Web Design I**

### **3 credits (CS)**

This course introduces the student on how to create a Web site. Topics include screen-based design, how to create dynamic content, planning for non-linear navigation, using information architecture to create content, user experience, domains & hosting, and designing with Web software. Emphasis is on construction and successful publishing of a Web site, using WordPress, Dreamweaver, HTML and CSS. (Offered annually)

## **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 advisor. 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 any term including summers)  
*Prerequisite: Residency requirement of one semester and junior status.*

## **VC 388 Package Design**

### **3 credits (CS)**

This course offers students the opportunity to progress from determining 2-D design solutions to planning, analyzing, and evaluating solutions for 3-D graphic design problems. It requires students to create 3-D prototypes that emphasize 3-D Graphic Design theories while practicing principles and elements of design relating to packaging and display design, digital design, construction, and brand identity. A history of packaging, regulations for packaging, designing brand labeling, and point of purchase design and construction are topics that will be explored. *Prerequisite: VC 174 Digital Page Layout.*

## **VC 411 3D Animation**

### **3 credits (CS)**

This course explores traditional animation and animation using the three-dimensional application Maya, a computer-aided design and advanced level third-party software. The course begins by familiarizing students with the 12 principles of animation. The class will cover proper technique for traditional animation as well as the interface of Maya. Students will progress to small animations via traditional means or rendering via the animation program. The course culminates with the creation of an animated scene.

## **VC 412 Motion Graphics**

### **3 credits (CS)**

This course introduces the skills required to create motion graphics as seen in film, on TV and on the Web. Students will gain an understanding of the roles of legibility and memorability of a narrative in communicating a message to a target audience. Emphasis will be placed on the understanding and use of timing, sequencing, editing, mood, semantics and transitions in creating successful motion graphics. Projects will cover best practices in animation and visual effects in broadcast design, film titles, and web graphics. This course will utilize sound, video and visual effects software including Adobe After Effects.

## **VC 413 Character Concept & Development**

### **3 credits (CS)**

In this course the student will define psychological profiles for characters, give vital authenticity to characters through the creation of characters' backstories and then draw a portfolio of characters ranging from simple to complex. A complete run-through on how to create and concept a character will be covered. In addition to creating characters, the student will explore how various types of media influence the development of characters. Various classic, traditional, and popular films, games, and animation will be reviewed and analyzed to further explore what types of characters are the best fit for each format. Offered on a rotating basis.

## **VC 414 Brand Identity Design**

### **3 credits (CS)**

In a crowded marketplace, strong brands allow a company to stand out and make an emotional connection with their audiences. From retail products to corporations to intangible services, brands serve an increasingly important role in defining how these disparate entities are perceived, and the visual forms that brand is expressed in is the "visual brand identity." This course will introduce and affirm best practices for visual brand identity design, establish the importance of a disciplined creative process, and provide an opportunity for students to apply their design skills in a series of focused, advanced, comprehensive brand identity development projects. Offered on a rotating basis.

### **VC 415 Advanced Coding I**

#### **3 credits (CS)**

In this course students will address the creative, conceptual, and technical core concepts of computer programming and working with Processing. They will learn how to write code and program for the web, as they move from being designer to designer/developer. Focus will be on advanced knowledge of HTML, CSS, and JavaScript and how they work together; how to prototype designs into working web pages; and how to troubleshoot layout and code problems, and how to program images, animation, and interactivity. Students will learn important concepts of algorithmic and process oriented design/art, build arrays, and sketch with code. Prerequisite: VC374 Designing for the Web. Offered on a rotating basis.

### **VC 475 Web Design II**

#### **3 credits (CS)**

This course introduces students to advanced concepts and skills of designing for the Web. Topics include java, c++, adaptive layout, web advertising, web animations, social media, competitive analysis, case studies, scenarios, user testing and usability, search engine optimization (SEO), mobile & responsive design, and email campaigns, etc.

*Prerequisite: VC 375 Web Design I.*

### **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 advisor. 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 any term including summers)

*Prerequisite: Residency requirement of one semester and junior status.*

### **VC 488 Package Design II**

#### **3 credits (CS)**

This course is a continuation of Package Design. It will explore three-dimensional Graphic Design theories, elements and principles of design and relates them to packaging and display design. Topics to be covered include carton and container design and construction, brand identity and color considerations, history of packaging, label design and regulations, and point of purchase design and construction. Prerequisite: VC388 Package Design. Offered on a rotating basis.

### **VC 492 Senior Portfolio I**

#### **3 credits (CS)**

Senior Portfolio is the first in an advanced two-course series that focuses on the professional practices of visual communications. Students create a personal brand and a portfolio book that showcases their best work and defines their particular area of interest within the visual communications field. Topics of research include the role of the designer in contemporary culture, design responsibility, ethical and professional practice, professional networking,

defining the roles and job positions of visual communicators, and implementing a personal professional strategy. The goal of the course is to prepare the student to enter the field. Students are required to network with professionals to get feedback on their work and to explore several production methods for their portfolios.

### **VC 493 Senior Portfolio II**

#### **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: VC492 Senior Portfolio.*

### **VC 498 Senior Research**

#### **3 credits (CS)**

This is the first term of a linked two-term capstone course in Visual Communications. Students propose, research, develop and write a major research paper that links their academic experiences and their professional goals. Their research lays the groundwork for a proposed creative project for the spring semester. (Offered fall term)

### **VC 499 Senior Project**

#### **3 credits (CS)**

This is the culminating term of a linked two-term capstone experience in Visual Communications. Students develop, manage and complete a major creative project linked to their academic experiences and their professional goals. Highlights include a final oral presentation at the end of the semester. Over the course of the semester, each student meets with an active professional from the field of Visual Communications, who provides valuable and appropriate feedback for the student toward his/her work and career plans. (Offered spring term) *Prerequisite: VC 498 Senior Research.*

## **Women's and Gender Studies**

### **WG 110 Introduction to Women's and Gender Studies**

#### **3 credits**

This course seeks to provide an introductory overview of the transdisciplinary field of Women's and Gender Studies. The course begins with the history of the suffragist movement in the United States and expands to encompass contemporary views of women's rights, gender, and sexuality both nationally and internationally. This course asks students to understand, question, and reflect on myriad issues such as maternity rights, the notion of "women's work," social norms surrounding physical appearance, gendered violence, and socioeconomic forces.

### **WG 381 Internship in Women's and Gender Studies**

#### **3 or 6 credits** (May only be taken once)

This course is designed to provide upper level students in the Women's and Gender Studies minor with the opportunity to further develop and apply their knowledge in the professional world. To that end the student will participate in a structured, supervised internship experience at an appropriate venue related to the women's and gender studies field, in conformance with a signed Internship Learning Agreement. Opportunity for support and reflection will also be provided. Please refer to your signed Learning Agreement for further information regarding specific Learning Objectives and Learning Activities at the Internship Site. *Prerequisites: EN 201 Academic Writing II, CM 121 Effective Speaking, and WG 110 Women's and Gender Studies.*

### **WG 440 Advanced Topics in Women's and Gender Studies**

#### **3 credits**

This course exposes students to theoretical and applied understandings of gender and the role of women in academic fields and professional settings. This course will be team taught with rotating instructors; the content will depend on the faculty members' expertise, topics of contemporary interest, and the needs and interests of the student population. *Prerequisite: WG 110 Women's and Gender Studies.*

## *Graduate Courses*

### **CMHC 510 Life Planning and Career Development**

#### **3 credits**

Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and lifestyle options. Approaches to career development, sources of informational materials, and the life planning needs of a particular clientele are emphasized.

### **CMHC 520 Principles of Counseling**

#### **3 credits**

The purposes of this course are to provide students with an understanding of the major theories of counseling and their related techniques and apply theoretical material to case studies. Students will be exposed to an overview of current approaches to psychological counseling, including psychodynamic, existential-humanistic, cognitive-behavioral, and systems approaches. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, videos, writings, experiential exercises and role play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.

### **CMHC 530 Multicultural Counseling**

#### **3 credits**

This course serves as an introduction to the field of multicultural counseling. It is designed to allow students to explore ways in which their own culture forms their worldview and how this worldview may impact the counseling process. Students will also learn about impact of culture on behavior and how to use that knowledge to increase effectiveness in counseling individuals from other cultures.

### **CMHC 540 Advanced Counseling Theory and Practice**

#### **3 credits**

This course is a supervised experience in counseling through role-playing, recorded interviews, observation analysis, evaluation of interviewing techniques.

### **CMHC 550 Group Counseling**

#### **3 credits**

This course provides a basic introduction to group process and group counseling. The class will blend theory with practice during the semester by meeting as an experimental group. The course will explore various theoretical approaches to group practice as well as the four group work specializations developed by the Association for

Specialists in Group Work: task, psychoeducational, counseling, and psychotherapy. Ethical codes for group counselors will be reviewed and issues explored.

### **CMHC 560 Counseling Special Populations: Children and Adolescents**

#### **3 credits**

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.

### **CMHC 570 Professional and Ethical Foundations of Counseling**

#### **3 credits**

This course is designed to provide students with an introductory view into the counseling profession. This course will provide an understanding of aspects of professional functioning in counseling including history, roles, organizational structures, ethics, standards, and credentialing.

### **CMHC 580 Foundations of Mental Health Counseling**

#### **3 credits**

This course explores the issues of mental health service delivery in a mental health setting. The course will focus on knowledge of the principles and practices of ethical standards and codes of the counseling profession, as well as the role and function of the mental health counselor within a community agency setting. Students will be exposed to current professional issues within the field of counseling and psychology.

### **CMHC 590 Practicum Mental Health Counseling**

#### **3 credits**

This course is a student's first experience in a counseling placement where a student can integrate course work and theory into a therapeutic setting. The goal of the practicum is to learn about the counseling field, to practice basic counseling skills and to develop self-awareness as a counseling professional.

An additional goal of the practicum is to learn from each other in an educational group setting. The practicum course provides the setting for learning from peers. The weekly seminar is an opportunity to develop your skills and resources through the experience of other students. Additionally, students will focus on their own self-care and professional development.

### **CMHC 610 Internship in Mental Health Counseling I**

#### **6 credits**

Internship I- is the first course in a two-semester internship sequence that is part of the Clinical Mental Health Counseling. This course complements the 300 hours of supervised practical experience to be gained concurrently at the student's field work placement in a mental health counseling setting during the fall semester. The course will focus

on the integration of didactic learning with the actual experience of counseling in a practicum setting by addressing specific topics, practicum experiences and counseling cases. Topics addressed will include assessing and negotiating learning needs; understanding the nature and culture of the internship site; the professional role of the counselor; developing one's identity as a counselor-in-training; the role of supervision, the counseling relationship, ethical and multicultural issues; and other topics relevant to the field settings in which students are placed. As the semester progresses and students begin to counsel individual clients and groups, supervision of cases will focus on counseling skills, case conceptualization, treatment planning, intervention strategies and termination. Students spend a minimum of 16-20 hours a week in a college or community agency setting approved by the Program Director.

### **CMHC 620 Diagnosis and Treatment Planning**

#### **3 credits**

This course examines the diagnosis of mental disorders through extensive review of the current edition of the Diagnostic and Statistical Manual, 4th edition, text revision (DSM-5-TR) and related information. This course provides a framework for understanding the range of personality and behavioral disorders as presented in the DSM-5-TR. Emphasis is given to the principles and practices that relate to psychopathology, DSM-5 diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions.

### **CMHC 630 Assessment in Counseling**

#### **3 credits**

This course is designed to provide an introduction to the principles, concepts, methods, and applications of assessing human experience and behavior for counseling purposes. Topics included for study in this course include the history and philosophy behind measurement and assessment in counseling, statistical concepts, and common assessment formats for measuring constructs such as personality, pathology, achievement and aptitude, and career interests. The required assignments focus on the themes of assessment critique, administration and interpretation of assessment results, and incorporating assessment results into work with clients and students.

### **CMHC 640 Internship in Mental Health Counseling II**

#### **6 credits**

This is the second course in a two-semester internship sequence that is part of the Clinical Mental Health Counseling program. This course complements the 300 hours of supervised practical experience to be gained concurrently at the student's field work placement in a mental health counseling setting during the spring semester. The course will focus on the integration of didactic learning with the actual experience of counseling in an agency setting by addressing specific topics, internship experiences and counseling cases. Topics addressed will include assessing and negotiating learning needs; understanding the nature and culture of the internship site; the professional role of the counselor; developing one's identity as a counselor-in-training; the role of supervision, the counseling relationship, ethical and multicultural issues; licensure requirements and other topics relevant to the student's field placements. As the semester progresses and students begin to counsel individual clients and groups, supervision of cases will focus on counseling skills, case conceptualization, treatment planning, intervention strategies and termination. This internship can be a continuation of the internship placement from Internship I. Students spend a minimum of 16-20 hours a week in a college or community agency setting with the required weekly supervision and approved by the Program Director.



### **CMHC 650 Crisis Counseling**

#### **3 credits**

This course focuses on the small- and large-scale crises in our current society. Crisis theory and intervention strategies will be explored. There is a special emphasis on suicidology, natural and man-made disasters, and crisis management in the schools. The course reviews issues related to response teams, government, non-profit and individual approaches.

### **CMHC 660 Research and Statistics**

#### **3 credits**

This course will introduce students to applied human research and enable them to understand counseling, psychology, and education-based research. Students will study common research designs and critically analyze published research. Students will learn to develop relevant research questions, design appropriate research paradigms, search applicable literature, and write a preliminary research proposal [CACREP.2.K.8].

### **CMHC 670 Life Span Development**

#### **3 credits**

This course is designed for professionals who are intending to enter the counseling field. This course will help students to view their clients from a developmental perspective with the understanding that development does not take place in isolation; rather human development is deeply embedded within and inseparable from the context of family, social network, and culture. This course is also designed to help counselors recognize the importance of individual and systemic influences on human growth and development and emphasizes the role of service to others as essential to a sense of wellbeing and self-esteem.

### **CMHC 680 Introduction to Family Counseling**

#### **3 credits**

Course will introduce students to a family systems perspective regarding client issues brought to the counseling setting. Students will be introduced to the family development framework and common family issues across the family life cycle. The course will also include an introduction to theories of family therapy along with counseling strategies and techniques as well as research in family counseling and family functioning.

### **CMHC 690 Topics in Counseling: Dual Diagnosis: Substance Abuse and Mental Illness**

#### **3 credits**

This course will address a significant counseling issue, dual diagnosis. The focus will be on substance use and mental illness. This course will address an overview of the topics and then specifically investigate how dual diagnosis should be assessed and treated.

## Academic Calendar

2020-2021

Jump Start Online Classes Begin	Monday, July 13, 2020
Jump Start Students Arrive On Campus	Sunday, August 02, 2020
Jump Start Ends	Thursday, August 13, 2020

### Fall Semester

New Students Arrive	Friday, August 14, Saturday, August 15, 2020
Returning Students Arrive	Sunday, August 15, Monday August 16, 2020
New Students - First Year Seminar	Monday, August 17, 2020
Monday night classes begin	Monday, August 17, 2020
All Other Classes Begin	Tuesday, August 18, 2020
End of Add/Drop	Friday, August 21, 2020
Midterm	Friday, October 09, 2020
Registration Begins	Friday, October 30, 2020
Last Day to Withdraw from a Class	Friday, November 13, 2020
Last Day of Classes	Friday, November 20, 2020
Reading Day & Select Exams	Saturday, November 21, 2020
Exams	November 22, 23, 24, 2020
Residence Halls Close, 10am	Wednesday, November 25, 2020
Final Grades Due, 8am	Wednesday, December 02, 2020

### Winter Intersession

Winter Term Begins	Monday, December 07, 2020
Winter End of Add/Drop	Thursday, December 10, 2020
Last Day to Withdraw from a Class	Thursday, January 07, 2021
Winter Term Ends	Sunday, January 10, 2021
Final Grades Due, 8am	Wednesday, January 13, 2021

**Spring Semester**

Classes Start	Tuesday, January 19, 2021
Classes End	Tuesday, April 27, 2021
<i>No spring break</i>	
Reading Day	Wednesday, April 28, 2021
Finals	Thursday, April 29, Friday, April 30, 2021
Reading Days	Saturday, May 1 and Sunday, 2, 2021
Finals Monday	Monday, May 3, 2021
Finals Tuesday	Tuesday, May 4, 2021
Grades Due	Friday, May 7, 2021

**Summer Session I**

Summer Session I Begins	Monday, May 24, 2021
End of Add/Drop	Thursday, May 27, 2021
Memorial Day Holiday	Monday, May 31, 2021
Last Day to Withdraw from a Class	Thursday, July 01, 2021
Summer Session I Ends	Saturday, July 03, 2021
Final Grades Due, 8am	Friday, July 09, 2021

**Summer Session II**

Summer Session II Begins	Monday, July 05, 2021
End of Add/Drop	Thursday, July 08, 2021
Last Day to Withdraw from a Class	Thursday, August 12, 2021
Summer Session II Ends	Sunday, August 15, 2021
Final Grades Due, 8am	Friday, August 20, 2021

## **Faculty**

[www.cazenovia.edu/academics/catalog/faculty](http://www.cazenovia.edu/academics/catalog/faculty)

## **Contact Information**

[www.cazenovia.edu/campus-resources/contact-us](http://www.cazenovia.edu/campus-resources/contact-us)

## **Administration and Staff**

[www.cazenovia.edu/directory](http://www.cazenovia.edu/directory)

## **Alumni Association Board of Directors**

[www.cazenovia.edu/alumni/alumni-board](http://www.cazenovia.edu/alumni/alumni-board)

## **Board of Trustees**

[www.cazenovia.edu/about/board-trustees](http://www.cazenovia.edu/about/board-trustees)

## **Campus Map and Virtual Tour**

[www.cazenovia.edu/admissions/visit-cazenovia/campus-map](http://www.cazenovia.edu/admissions/visit-cazenovia/campus-map)

## **Fast Facts**

<https://www.cazenovia.edu/about/cazenovia-college-fast-facts>

## **Office of Institutional Research and Assessment**

[www.cazenovia.edu/about/institutional-research-and-assessment](http://www.cazenovia.edu/about/institutional-research-and-assessment)