The College at Brockport
Undergraduate Studies
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At The College at Brockport, student success remains our number one priority. In fact, we have something called The Brockport Promise, which I share with all prospective students and families. It’s our commitment for each and every student to become his or her best intellectual, physical and creative self.

To achieve this overarching goal, the College offers an enriched learning experience through a liberal arts education, combined with opportunities for students to engage in any number of scholarly pursuits, internships, overseas travel, and collaborations with faculty on important research. And that’s just the beginning!

Signature programs, such as the College Honors Program, Delta College Program, and Scholars Day—long-standing traditions—have become synonymous with academic excellence at Brockport. The nationally acclaimed Writers Forum, with award-winning authors from around the world; the College’s expanding residential learning communities; our American Democracy Project; and many other programs reach far beyond the classroom.

At Brockport, you will take an active role in experiencing valuable learning and personal growth in an environment that fosters respect for the individual and for one another. As an engaged member of this vital community, you will achieve an understanding and appreciation of science, literature, fine arts, and the social sciences; develop the capacity to think critically and creatively; and acquire valuable skills in your chosen major. This knowledge will serve you well in your studies, career, and citizenship as a member of our global community. In other words, when you are ready to leave The College at Brockport, you will take with you the knowledge and skills needed to build a fulfilling life.

While you are here, I encourage you to take an active role in the life of the College, to commit to your studies and out-of-classroom opportunities, and to accept the challenge of becoming a respectful and engaged citizen of our College community.

Please take your time reviewing this catalog. It is a good place to begin your exploration of the College—and the collegiate experience is, indeed, an exploration. I encourage you to make the most of your educational journey and look forward to personally welcoming you to The College at Brockport.

Best regards,

John R. Halstead, PhD
President
University Professor
Our College Heritage

The beginning of The College at Brockport can be traced back to the 1820s, a time when the Village of Brockport blossomed with the construction of the Erie Canal. The first educational institution on the site opened its doors in 1835. The Brockport Collegiate Institute welcomed its first class in December 1841 and received its charter from the Regents of the University of the State of New York several months later. The institute trained teachers for elementary classrooms. The yearly cost of enrollment was approximately $80, covering, according to the catalog, “tuition, board, wood, lights, and washing.” After weathering heavy debt and a mortgage, a near-devastating fire in 1854, and the effects of the Civil War, the school became a Normal School in 1867.

The first of four new sites in the state for schools devoted to the education of teachers, The College at Brockport was only the third such school in the state’s history. For the next 70 years or so, the school continued to serve a steady population of students. World War II reduced Brockport’s student population to approximately 300, the majority of whom were women. By the end of the war in 1945, GIs swelled the enrollment numbers and strained the physical facilities, necessitating the construction of Quonset huts to provide classroom space. With the creation of the State University of New York in 1948, we became the State Teachers College at Brockport. The first master’s degree was awarded in 1950, beginning an era of steady growth in graduate education. Today The College at Brockport’s 40 graduate programs place the College among the largest graduate divisions within the SUNY comprehensive four-year colleges. Increased College-wide enrollment and expansion of facilities continued into the 1970s. The net result is a stable student population of approximately 9,000 served by the large, modern campus in Brockport with off-campus classes taught at The College at Brockport METROCENTER in downtown Rochester and a variety of Western New York locations.

The Village of Brockport

Brockport, New York, is a charming town of 9,800 residents located on the historic Erie Canal, 16 miles west of Rochester and 45 miles east of Buffalo.

The campus is located at Brockport’s edge; stores, shopping plazas, churches, cinemas and restaurants are within easy walking distance. Lake Ontario’s beaches and camping facilities are a short 15-minute drive from campus. Beautiful Letchworth State Park, the “Grand Canyon of the East,” is an hour away, and the state’s Finger Lakes Region is well within access for a day’s outing.

Nearby Rochester has been judged one of the best cities in the United States for quality of life. Its myriad attractions include a nationally known philharmonic orchestra, outstanding museums, an ultramodern planetarium, and professional baseball and hockey teams. Both Rochester and Buffalo are a short flight from New York City; Boston; Philadelphia; and Washington, DC; and within easy driving distance of Toronto.

The College Campus

The campus is spacious and uncluttered, with 68 buildings and structures, and athletic playing fields occupying about one-quarter of the 464-acre campus. The remaining area is gently rolling open or wooded land. The College mall, which stretches from traditional Hartwell Hall to contemporary high-rise residence halls, is bordered by trees, lawns and striking contemporary architecture. Near the midpoint of the mall is Seymour College Union, the center of campus life. In warm weather, the mall itself becomes the hub of activities for students.

The buildings along the mall house classrooms, lecture halls, seminar rooms, faculty offices, science laboratories, dining halls, a bookstore, the health center, counselors’ offices and residence halls, all conveniently located.
North of the mall is the Donald M. Tower Fine Arts Center, set against the bank of the historic Erie Canal. The site of cultural activities and the home of the Departments of Art, Theatre and Foreign Languages and Literatures, it houses a 400-seat theater, two art galleries, studios, rehearsal halls, practice rooms, listening laboratories and classrooms fully equipped for sculpture, ceramics, photography, jewelry making, painting, scene designing and stagecraft.

South of the mall are the Gordon F. Allen Administration Building, Drake Memorial Library and a large physical education complex known as the Ernest H. Tuttle Complex. Two monumental sculptures by Soviet artist Zurab Tsereteli are situated in this area, one of which is dedicated to the International Special Olympic Games, held at The College at Brockport in 1979.

The newest addition to The College at Brockport campus is the Student Townhomes Complex, which opened in fall 2007. The townhomes, situated on the southwest corner of the campus, are home to 208 students and were designed with the latest technologies, making them environmentally and energy-friendly.

THE COLLEGE MISSION

The State University of New York College at Brockport

Is committed to providing a liberal arts and professional education—at both the undergraduate and graduate level—for those who have the necessary ability and motivation to benefit from high quality public higher education;

Has the success of its students as its highest priority, encompassing admission to graduate and professional schools, job placement, civic engagement in a culturally diverse society and in globally interdependent communities, and especially student learning; and

Is committed to advancing scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

THE COLLEGE FACULTY

The faculty of The College at Brockport is characterized by a dedication to excellence in teaching, research and service. Ninety percent of Brockport’s 300 full-time tenured or tenure-track faculty members hold terminal degrees or higher in their field, and 92 have received the prestigious Chancellor’s Award for Excellence in Teaching, five faculty have received the Chancellor’s Award for Excellence in Faculty Service, and seven faculty have received the Chancellor’s Award for Excellence in Scholarship and Creativity since the inception of Chancellor’s Awards in 1973. Additionally, 29 professional staff and eight librarians have received Chancellor’s Awards for Excellence in Professional Service or Librarianship since 1973. Twenty-six faculty have been awarded the title Distinguished Professor, Distinguished Teaching Professor or Distinguished Service Professor, SUNY’s highest faculty ranks that place our best faculty among the top in New York and nationwide. Thirteen of The College at Brockport’s faculty members have been Fulbright Scholars.

In the past seven years, our faculty and staff have received 509 grant awards from external funding sources totaling $39 million. In addition, Brockport’s faculty and staff are widely published scholars in disciplines ranging from poetry and literature to history, sociology, the environment, zoology, criminal justice and philosophy.

Part-time faculty, drawn primarily from Rochester-area practitioners in business, industry and the professions, assist in keeping The College at Brockport students aware of current practices in rapidly changing fields. Academic advisement is provided for students by faculty within their major fields.
Finally, our faculty and staff are dedicated to building a better world community. They serve on the boards of national and international scholarly organizations—and serve as volunteers within their local and professional communities.

**STUDENT BODY**

The College at Brockport’s student body of 8,400 consists of approximately 7,000 undergraduate and 1,300 graduate students. The College draws its undergraduate students from every county in New York State, from 28 other states, and from 20 foreign countries. Adult students (25 and older) represent 25 percent of the student body. Today, our undergraduate and graduate alumni number more than 70,000.

**FACULTY-STUDENT RIGHTS, RESPONSIBILITIES AND EXPECTATIONS**

The College Senate of The College at Brockport has adopted this statement to establish reasonable expectations for both students and faculty, and to promote academic excellence, fairness and equity throughout the College.

I. Mutual Obligations and Responsibilities

Education is a two-way process. There are mutual obligations, responsibilities and expectations on the parts of both faculty and students.

Faculty members have the right to expect students to attend class regularly and to be prepared to engage in whatever discussion or discourse is appropriate to the content and assignment. Faculty members have the right to expect each hour of classroom time to be matched by at least two hours of study outside of class by each student including activities such as reading, research, writing and/or other forms of creative activity. Both students and faculty have the right to expect that these standards will be maintained on a consistent basis throughout the College.

Students have the right to expect faculty members to be available during their published, regularly scheduled office hours, to be concerned with their students’ academic progress, and to be ready to help each student to the best of their abilities.

Students have the right to expect that faculty members will be prepared for class and present material reflecting the current state of their discipline(s). Students have the right to expect that faculty members will indicate assignments clearly, provide syllabi, grading policies and/or other materials indicating their expectations at the beginning of the semester (in either printed or electronic form), and provide timely feedback to each student on his/her progress in course work.

Mutual attention to basic civility in all interactions between students and between students and faculty, both in the classroom and in out-of-class contacts, is expected.

II. Support for Quality

Students are admitted to The College at Brockport with a variety of backgrounds and achievement levels. Therefore, students have the right to expect a broad range of programs at Brockport, each offering a balanced blend of theoretical and practical knowledge. The College and its faculty are committed to providing the instructional techniques and academic support services needed to enable all students to maximize their academic potential without compromising appropriate academic standards.

Academically outstanding students have the right to expect standards and programs that will encourage them to meet their full potential. To assist in meeting this end, the faculty has established a College Honors Program as well as various honors societies and offers scholarships that are awarded on the basis of merit alone. The faculty has the right and the responsibility to
establish an admissions policy that encourages a continued and growing presence of academically outstanding students.

III. Academic Integrity
Mutual respect and trust between students and faculty are important for our educational system to work well. Faculty members have the right to expect that students will behave with honesty and integrity and will be familiar with the rules and policies on academic honesty as published on-line through the College Web site at www.brockport.edu/policies. Students have a right to expect that all faculty members will enforce the College policy (and any related departmental policies) and deal with incidents of dishonesty in a just and consistent manner.

IV. Education: More than the Classroom
The College at Brockport recognizes that student rights extend beyond the classroom. Students have the right to an atmosphere that is conducive to learning, including a clean, quiet place to conduct their studies. Students have the right to expect a variety of co-curricular or extracurricular events to supplement and enrich their academic and social lives with faculty participation and support for these activities. Students have the right to expect appropriate academic, personal, career, graduate school, and transfer advisement and/or counseling.

Faculty rights also extend beyond the classroom. The faculty has the right to expect that students will be interested in the world around them, that students will be informed about current events, and that students will take seriously their responsibilities as citizens in a democratic society.

This statement is not intended to bind faculty members to any single set of standards or mode of teaching or to encompass the entire range of faculty and student rights, responsibilities, and expectations. The statement has been designed only to make clear a common attitude and a common assumption about the nature of education at The College at Brockport and to clarify and strengthen the relationships that must exist between faculty and students if the educational process is to take place in an effective manner.

THE RIGHT OF STUDENTS TO THE FREEDOM OF SPEECH
“Certain rules and regulations of the State University of New York College at Brockport have been amended to clarify the right of all students at the College to the freedom of speech and expression. The following policies, rules, regulations, and statements have been amended as of May 4, 2005: The College at Brockport Better Community Statement, Your Right To Know & Academic Policies Handbook, The College at Brockport Undergraduate Studies Catalog, The College at Brockport Graduate Studies Catalog, The College at Brockport Student Services Guide, The College at Brockport Faculty/Staff Handbook, The College at Brockport Affirmative Action Policies and Laws, The College at Brockport Policy Regarding Non-Discrimination and Harassment, and The College at Brockport policies covering joint programs with the Nazareth College of Rochester. Accordingly, the printed versions of the foregoing policies, rules, regulations, and statements have been superseded by the amended versions. To view the amended versions of the foregoing policies, please visit the Publications page at the College’s Web site at www.brockport.edu/publications.”

STUDENT PARTICIPATION IN ASSESSMENT ACTIVITIES
The College at Brockport is engaged in several types of activity referred to as “the assessment of student learning outcomes” or simply “assessment.” The broad purpose of the College’s assessment project is to demonstrate that the goals of the College, departments, programs and student services with respect to student learning outcomes are being met. Assessment is done in both undergraduate and graduate programs. Certain assessments are mandated by the SUNY System Administration for all units with the SUNY system.
Students enrolled at The College at Brockport may be asked to participate in assessment by taking special tests, by allowing the College access to scores on nationally standardized examinations or to internship and student teaching evaluations, by completing questionnaires and surveys, and by serving as members of focus groups or other discussion groups designed to obtain information.

Some assessment work requires statistical sampling of the student population, so it is important that students be willing to help with assessment when asked. The cost to students is a small amount of time but the benefits are improved instruction and services. Students will always be informed in advance of the purpose of any assessments in which they are asked to participate. Students should be aware that programmatic assessment information is used in the improvement of College instruction at the curricular or programmatic level and will not reflect personally on individual students unless the assessment is done as a normal part of graded course or program requirements. Any questions on assessment can be directed to the Office of the Vice Provost for Academic Affairs, (585) 395-2504.

**CENTERS AND INSTITUTES FOR RESEARCH, LEARNING AND SERVICE**

**Center for Philosphic Exchange**
State University Chancellor Samuel B. Gould established the Center for Philosophic Exchange at the School of Letters and Sciences at Brockport, New York on April 11, 1969 “to conduct a continuing program of philosophical inquiry relating to both academic and public issues.” The Center continues the program of the International Philosophy Year 1967-68, which produced 14 international conferences at the Brockport campus, on a variety of philosophic topics. The major papers produced by that program were published by State University of New York Press as a four-volume anthology entitled *Contemporary Philosophic Thought: Volume I, Language, Belief and Metaphysics; Volume II, Mind, Science and History; Volume III, Perspectives in Education, Religion and Arts, Volume IV, Ethics and Social Justice* (Eds. H. Kiefer and M. Munitz, Albany, 1970). Currently, the Center brings to campus each academic year several prominent philosophers, each of whom presents a public lecture and offers a master class. Their public lectures are published in article form in the Center’s yearly journal, Philosophic Exchange. Some of these articles are very well known and have been widely reprinted or anthologized.

**Child and Adolescent Stress Management Institute**
A variety of preventive programs are offered by the Institute on campus and, by arrangement, at off-campus locations, including worksite settings. These programs help young people, and the adults who work with them, to control the stress in their lives. Programs range from one to 10 days and are presented to groups of 10-15 children and 15-50 adults. The workshop participants learn how to recognize stress; identify the sources of stress in their lives; develop a strategy to control stress; create an action plan to execute a stress control strategy; and master techniques for managing stress. Faculty of The Child and Adolescent Stress Management Institute also offer undergraduate and graduate courses for college credit in the Department of Health Science.

**Hunter Institute on Young Children**
The Hunter Institute on Young Children supports educational and scholarly activities of The College at Brockport’s faculty and staff, focusing on the early childhood years, which benefits the academic endeavors of Brockport education and human development students. The Institute also sponsors an annual conference that addresses critical issues in early childhood for The College at Brockport’s students and faculty, and professionals working with young children. For more information about the Hunter Institute on Young Children, visit the College Web site at www.brockport.edu/hunter.
Visual Studies Workshop (VSW)
As an affiliate of The College at Brockport, the Visual Studies Workshop (VSW) offers both undergraduate and graduate level courses, as well as an MFA program in visual studies for Brockport art students.

VSW is located in the heart of Rochester’s cultural district at 31 Prince Street. Facilities include black-and-white and special-process darkrooms; a computer lab including film scanners and large format printers; analogue and digital video production; the VSW Research Center with extensive collections, library and Independent Press Archive; exhibition galleries and a bookstore. The Visual Studies Workshop offers a wide-range of support programs for media artists and the public with diversified, challenging programs in education, exhibitions, and publishing. VSW is an internationally recognized center for photography, visual books, video, and independent film.

For additional information, contact the Visual Studies Workshop at (585) 442-8676; e-mail workshops@vsw.org; or visit the Visual Studies Workshop Web site at www.vsw.org.

Writers Forum and Videotape Library
Founded in 1967 as an ancillary to the Department of English, the Writers Forum is widely recognized as one of the outstanding reading series in the country. Each semester five or six writers visit Brockport to read from their work, to lecture on the craft of writing, and to meet with students.

In recent years the Forum has hosted two special events each year. “The Writers Voice,” held each fall semester, brings one of America’s preeminent poets or fiction writers to Rochester for a public reading. Each spring, the Forum presents the Art of Fact Award for Literary Nonfiction to one of the country’s most prominent essayists. All Writers Forum events are free and open to the public.

A unique audiovisual project, the Writers Forum Videotape Library was launched in 1968 and contains more than 300 interviews, readings and discussions of craft with major contemporary authors. The collection has been called “a national treasure,” and has received grants from the National Endowment for the Arts and the Witter Bynner Foundation.
ACADEMIC CALENDARS

FALL SEMESTER 2009

August 28, 2009, Friday ................................. Welcome Weekend Begins
August 31, 2009, Monday, 8 AM.................. Instruction Begins
September 7, 2009, Monday ......................... Labor Day
September 8, 2009, Tuesday, 5 PM .............. Add Period Ends
September 17, 2009, Thursday ..................... Constitution Day; Class in Session
September 18, 2009, Friday, 5 PM ............... Late Add Period Ends
September 29, 2009, Tuesday, 5 PM ............. Full Semester Course Drop Period Ends
October 17, 2009, Saturday, 5 PM ................ Mid-Term (1st Quarter Ends)
October 19 and 20, 2009, Monday and Tuesday... Mid-Semester Break
October 19, 2009, Monday, 4 PM .................... Student Progress Evaluations Due in Registrar’s Office
October 21, 2009, Wednesday, 8 AM .............. Instruction Resumes
November 6, 2009, Friday, 5 PM .................. Deadline to Withdraw without Department Chair Permission
November 24, 2009, Tuesday, 10 PM .............. Thanksgiving Recess Begins
November 30, 2009, Monday, 8 AM .............. Instruction Resumes
December 4, 2009, Friday, 5 PM .................. Withdrawal Period Ends
December 12, 2009, Saturday, 5 PM .............. Regular Course Schedule Ends
December 14, 2009, Monday, 8 AM .............. Final Exam Period Begins
December 19, 2009, Saturday, 5 PM .............. Final Exam Period Ends (Semester Ends)
December 24, 2009, Friday, 4 PM .................. Grades Due From Faculty

M.W. F. classes (from 8:15 AM to 6 PM) are 60 minutes in length with 15 minutes between classes.

T. R. classes (from 8 AM to 6:15 PM) are 90 minutes in length with 15 minutes between classes.

Evening classes are held from 6 PM to 9:15 PM with one 15-minute break.

Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult the department for information.

Under Section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.

1Classes Suspended.
2See the Course Schedule for Refund Schedule and Quarter Course Drop Schedule.
3According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Student Policies Web page).
SPRING SEMESTER 2010

January 22, 2010, Friday ...................... Welcome Weekend Begins
January 25, 2010, Monday, 8 AM .......... Instruction Begins
February 1, 2010, Monday, 5 PM .......... Add Period Ends
February 12, 2010, Friday, 5 PM .......... Late Add Period Ends
February 22, 2010, Monday, 5 PM ......... Full Semester Course Drop Period Ends
March 13, 2010, Saturday, 5 PM .......... Spring Recess Begins 1 Mid-Term (3rd Quarter Ends)
March 15, 2010, Monday, 4 PM .......... Student Progress Evaluations Due in Registrar’s Office
March 22, 2010, Monday, 8 AM .......... Instruction Resumes
April 7, 2010, Wednesday, 5 PM- 11PM ... Classes in Session
April 9, 2010, Friday, 5 PM .......... Deadline to Withdraw without Department Chair Permission
April 23, 2010, Friday, 3 PM .......... Honors and Awards Ceremony
April 30, 2010, Friday, 5 PM .......... Withdrawal Period Ends
May 8, 2010, Saturday, 5 PM .......... Regular Course Schedule Ends 3 (4th Quarter Ends)
May 10, 2010, Monday, 8 AM .......... Final Exam Period Begins
May 15, 2010, Saturday, 5 PM .......... Final Exam Period Ends (Semester Ends)
May 15, 2010, Saturday ...................... Commencement
May 21, 2010, Friday, 4 PM .......... Grades Due From Faculty

M.W. F. classes (from 8:15 AM to 6 PM) are 60 minutes in length with 15 minutes between classes.
T. R. classes (from 8 AM to 6:15 PM) are 90 minutes in length with 15 minutes between classes.
Evening classes are held from 6 PM to 9:15 PM with one 15-minute break.
Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult the department for information.

Under Section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.

1 Classes Suspended.
2 See the Course Schedule for Refund Schedule and Quarter Course Drop Schedule.
3 According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Student Policies Web page).
FALL SEMESTER 2010

August 27, 2010, Friday ........................................ Welcome Weekend Begins
August 30, 2010, Monday, 8 AM ................................ Instruction Begins
September 6, 2010, Monday ..................................... Labor Day
September 7, 2010, Tuesday, 5 PM ......................... Add Period Ends
September 17, 2010, Friday, 5 PM ........................ Late Add Period Ends
September 17, 2010, Friday ................................. Constitution Day; Class in Session.
September 28, 2010, Tuesday, 5 PM ..................... Full Semester Course Drop Period Ends
October 16, 2010, Saturday, 5 PM ........................ Mid-Term (1st Quarter Ends)
October 18 and 19, 2010, Monday and Tuesday .... Mid-Semester Break
October 18, 2010, Monday, 4 PM .......................... Student Progress Evaluations Due in Registrar’s Office
October 20, 2010, Wednesday, 8 AM ..................... Instruction Resumes
November 5, 2010, Friday, 5 PM ........................... Deadline to Withdraw without Department Chair Permission
November 23, 2010, Tuesday, 10 PM ........................ Thanksgiving Recess Begins
November 29, 2010, Monday, 8 AM ........................ Instruction Resumes
December 3, 2010, Friday, 5 PM ............................ Withdrawal Period Ends
December 11, 2010, Saturday, 5 PM ........................ Regular Course Schedule Ends (2nd Quarter Ends)
December 13, 2010, Monday, 8 AM ........................ Final Exam Period Begins
December 18, 2010, Saturday, 5 PM ........................ Final Exam Period Ends (Semester Ends)
December 24, 2010, Friday, 4 PM ............................ Grades Due From Faculty

M.W. F. classes (from 8:15 AM to 6 PM) are 60 minutes in length with 15 minutes between classes.
T. R. classes (from 8 AM to 6:15 PM) are 90 minutes in length with 15 minutes between classes.
Evening classes are held from 6 PM to 9:15 PM with one 15-minute break.
Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult the department for information.

Under Section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.

1Classes Suspended.
2See the Course Schedule for Refund Schedule and Quarter Course Drop Schedule.
3According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Student Policies Web page).
SPRING SEMESTER 2011

January 21, 2011, Friday ....................... Welcome Weekend Begins
January 24, 2011, Monday, 8 AM .......... Instruction Begins
January 31, 2011, Monday, 5 PM .......... Add Period Ends
February 11, 2011, Friday, 5 PM .......... Late Add Period Ends
February 21, 2011, Monday, 5 PM ........ Full Semester Course Drop Period Ends
March 12, 2011, Saturday, 5 PM .......... Spring Recess Begins¹ Mid-Term (3rd Quarter Ends)
March 14, 2011, Monday, 4 PM .......... Student Progress Evaluations Due in Registrar's Office
March 21, 2011, Monday, 8 AM .......... Instruction Resumes
April 6, 2011, Wednesday, 8 AM–5 PM ..... Classes in Session
April 8, 2011, Wednesday, 5 PM–11 PM... Deadline to Withdraw without Department Chair Permission
April 15, 2011, Friday, 5 PM ............... Honors and Awards Ceremony
April 29, 2011, Friday, 3 PM ............... Withdrawal Period Ends
May 7, 2011, Friday, 5 PM ................. Regular Course Schedule Ends¹ (4th Quarter Ends
May 9, 2011, Saturday, 5 PM ............. Final Exam Period Begins
May 14, 2011, Saturday, 5 PM .......... Final Exam Period Ends (Semester Ends)
May 14, 2011, Saturday ....................... Commencement
May 20, 2011, Friday, 4 PM ............... Grades Due From Faculty

M.W. F. classes (from 8:15 AM to 6 PM) are 60 minutes in length with 15 minutes between classes.
T. R. classes (from 8 AM to 6:15 PM) are 90 minutes in length with 15 minutes between classes.
Evening classes are held from 6 PM to 9:15 PM with one 15-minute break.
Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult the department for information.

Under Section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.
¹Classes Suspended.
²See the Course Schedule for Refund Schedule and Quarter Course Drop Schedule.
³According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Student Policies Web page).
FALL SEMESTER 2011

August 26, 2011, Friday ........................................ Welcome Weekend Begins
August 29, 2011, Monday, 8 AM .............................. Instruction Begins
September 5, 2011, Monday ................................. Labor Day
September 6, 2011, Tuesday, 5 PM ....................... Add Period Ends
September 16, 2011, Friday, 5 PM ......................... Late Add Period Ends
September 19, 2011, Friday ............................... Constitution Day; Class in Session.
September 27, 2011, Tuesday, 5 PM ...................... Full Semester Course Drop Period Ends
October 15, 2011, Saturday, 5 PM ....................... Mid-Term (1st Quarter Ends)
October 17 and 18, 2011, Monday and Tuesday .... Mid-Semester Break
October 17, 2011, Monday, 4 PM ......................... Student Progress Evaluations Due in Registrar’s Office
October 19, 2011, Wednesday, 8 AM .................... Instruction Resumes
November 4, 2011, Friday, 5 PM ......................... Deadline to Withdraw without Department Chair Permission
November 22, 2011, Tuesday, 10 PM ..................... Thanksgiving Recess Begins
November 28, 2011, Monday, 8 AM ...................... Instruction Resumes
December 2, 2011, Friday, 5 PM ................. Withdrawal Period Ends
December 10, 2011, Saturday, 5 PM .............. Regular Course Schedule Ends (2nd Quarter Ends)
December 12, 2011, Monday, 8 AM .................. Final Exam Period Begins
December 17, 2011, Saturday, 5 PM ............... Final Exam Period Ends (Semester Ends)
December 23, 2011, Friday, 4 PM .................. Grades Due From Faculty

M.W. F. classes (from 8:15 AM to 6 PM) are 60 minutes in length with 15 minutes between classes.
T. R. classes (from 8 AM to 6:15 PM) are 90 minutes in length with 15 minutes between classes.
Evening classes are held from 6 PM to 9:15 PM with one 15-minute break.
Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult the department for information.

Under Section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.

1See the Course Schedule for Refund Schedule and Quarter Course Drop Schedule.
2Classes Suspended.
3According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Student Policies Web page).
SPRING SEMESTER 2012

January 20, 2012, Friday .......................... Welcome Weekend Begins
January 23, 2012, Monday, 8 AM .............. Instruction Begins
January 30, 2012, Monday, 5 PM .............. Add Period Ends
February 10, 2012, Friday, 5 PM .............. Late Add Period Ends
February 20, 2012, Monday, 5 PM .............. Full Semester Course Drop Period Ends
March 10, 2012, Saturday, 5 PM .............. Spring Recess Begins¹ Mid-Term (3rd Quarter Ends)

March 12, 2012, Monday, 4 PM .................. Student Progress Evaluations Due in Registrar’s Office
March 19, 2012, Monday, 8 AM .................. Instruction Resumes
April 4, 2012, Wednesday, 8 AM–5 PM ....... Classes in Session
April 6, 2012, Wednesday, 5 PM–11 PM ....... Deadline to Withdraw without Department Chair Permission
April 25, 2012, Friday, 5 PM ..................... Honors and Awards Ceremony
April 27, 2012, Friday, 3 PM ..................... Withdrawal Period Ends
May 5, 2012, Friday, 5 PM ...................... Regular Course Schedule Ends¹ (4th Quarter Ends)
May 7, 2012, Saturday, 5 PM ................... Final Exam Period Begins
May 12, 2012, Saturday, 5 PM .................. Final Exam Period Ends (Semester Ends)
May 12, 2012, Saturday ......................... Commencement
May 18, 2012, Friday, 4 PM ..................... Grades Due From Faculty

M.W. F. classes (from 8:15 AM to 6 PM) are 60 minutes in length with 15 minutes between classes.

T. R. classes (from 8 AM to 6:15 PM) are 90 minutes in length with 15 minutes between classes.

Evening classes are held from 6 PM to 9:15 PM with one 15-minute break.

Some Saturday classes may begin on the Saturday before the Monday start of the regular semester course schedule. Consult the department for information.

Under Section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.

¹Classes Suspended.
²See the Course Schedule for Refund Schedule and Quarter Course Drop Schedule.
³According to the College Policy, no examinations may be given during the last week of classes. (For exceptions see The Student Policies Web page).
## WinterSession/SummerSession Schedules (2010-2012)

### WinterSession 2010
- **TBA**
- **Monday, January 4**
- **Friday, January 15**
- **Monday, January 18**
- **Tuesday, January 19**
- **Monday, January 25**

### SummerSession 2010
- **TBA**
- **Monday, May 17**
- **Monday, May 31**
- **Tuesday, June 1**
- **Saturday, July 3**
- **Monday, July 5**
- **Tuesday, July 6**
- **Saturday, August 7**
- **Monday, August 30**

### WinterSession 2011
- **TBA**
- **Monday, January 3**
- **Friday, January 14**
- **Monday, January 17**
- **Tuesday, January 18**
- **Monday, January 24**

### SummerSession 2011
- **TBA**
- **Monday, May 16**
- **Friday, May 27**
- **Monday, May 30**
- **Tuesday, May 31**
- **Saturday, July 2**
- **Monday, July 4**
- **Tuesday, July 5**
- **Saturday, August 6**
- **Monday, August 31**

### WinterSession 2012
- **TBA**
- **Tuesday, January 3**
- **Friday, January 13**
- **Monday, January 16**
- **Tuesday, January 17**
- **Monday, January 23**

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**WinterSession Registration**
- **Monday, January 4**: First Day of WinterSession
- **Friday, January 15**: Last Day of WinterSession
- **Monday, January 18**: Martin Luther King, Jr. Day-Closed
- **Tuesday, January 19**: Snow Emergency Day
- **Monday, January 25**: Spring 2010 Classes Begin

**Summer Registration**
- **Monday, May 17**: First Day of Session I
- **Friday, May 28**: Last Day of Session I
- **Monday, May 31**: Memorial Day-Closed
- **Tuesday, June 1**: First Day of Session II
- **Saturday, July 3**: Last Day of Session II
- **Monday, July 5**: July 4th Holiday Observed-Closed
- **Tuesday, July 6**: First Day of Session III
- **Saturday, August 7**: Last Day of Session III
- **Dates Vary (TBA)**: Special Sessions
- **Monday, August 30**: Fall 2010 Classes Begin

**WinterSession Registration**
- **Monday, January 3**: First Day of WinterSession
- **Friday, January 14**: Last Day of WinterSession
- **Monday, January 17**: Martin Luther King, Jr. Day-Closed
- **Tuesday, January 18**: Snow Emergency Day
- **Monday, January 24**: Spring 2011 Classes Begin

**Summer Registration**
- **Monday, May 16**: First Day of Session I
- **Friday, May 27**: Last Day of Session I
- **Monday, May 30**: Memorial Day-Closed
- **Tuesday, May 31**: First Day of Session II
- **Saturday, July 2**: Last Day of Session II
- **Monday, July 4**: July 4th Holiday-Closed
- **Tuesday, July 5**: First Day of Session III
- **Saturday, August 6**: Last Day of Session III
- **Dates Vary (TBA)**: Special Sessions
- **Monday, August 31**: Fall 2011 Classes Begin

**WinterSession Registration**
- **Tuesday, January 3**: First Day of WinterSession
- **Friday, January 13**: Last Day of WinterSession
- **Monday, January 16**: Martin Luther King, Jr. Day-Closed
- **Tuesday, January 17**: Snow Emergency Day
- **Monday, January 23**: Spring 2012 Classes Begin
SUMMER SESSION 2012
TBA ..........................................................  Summer Registration
Monday, May 14 ..............................................  First Day of Session I
Friday, May 25 ...............................................  Last Day of Session I
Monday, May 28 .............................................  Memorial Day-Closed
Tuesday, May 29 .............................................  First Day of Session II
Saturday, June 30 ...........................................  Last Day of Session II
Wednesday, July 4 .........................................  July 4th Holiday-Closed
Monday, July 9 ...............................................  First Day of Session III
Saturday, August 11 .......................................  Last Day of Session III
Dates Vary (TBA) ...........................................  Special Sessions
Monday, August 27 ........................................  Fall 2012 Classes Begin

Note: Specific class duration times will be calculated based on the number of class meetings per session.
Admissions
# Chapter II

## Admissions

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UNDERGRADUATE ADMISSION REQUIREMENTS

THE STUDENTS WE SEEK

The College at Brockport is committed to meeting a broad range of the post-secondary educational needs. Because these needs are diverse, the student body we seek is similarly diverse: traditional college age and adult, undergraduate and graduate, part-time and full-time, freshman and transfer, from all regions of the state and the nation. In addition, we seek a student body that reflects the rich ethnic mix of the population. Most importantly, we seek students who have demonstrated a clear ability to benefit from the opportunities offered by publicly supported higher education. In short, The College at Brockport, a public college with a public mission, seeks students who are:

• inquisitive about the world around them,
• well-prepared to meet the varied demands of college classrooms,
• capable of reading with understanding and expressing their thoughts in clear, literate language,
• highly-motivated to learn, and
• involved in their schools and larger communities.

The SUNY Undergraduate Application is required for admission to The College at Brockport and is available from New York State high school guidance offices, New York State two-year colleges, online at: www.suny.edu/student and the Office of Undergraduate Admissions at Brockport. Students are notified by The College at Brockport if additional information is necessary for the College to make an admissions decision.

Recommended deadline dates for applications are February 15 for the fall semester and November 15 for the spring semester. Applications are accepted and qualified applicants are offered admission throughout the year, space permitting. For further information, contact our Office of Undergraduate Admissions at (585) 395-2751, or e-mail admit@brockport.edu.

FRESHMAN ADMISSION

Admission to The College at Brockport is competitive. Only 44 percent of the freshman applicants for fall 2008 were offered admission to the College. Preference is given to students who have successfully completed the New York State Regents Program, who graduated with a high school average of “B” or higher and who have achieved a standardized test score of 1000 or higher on the SAT or its equivalent on the ACT.

Applicants should have completed a strong college preparatory program including a minimum of 18 academic units in English, math, science, social sciences, foreign languages, and other academic subjects. SAT or ACT scores are required of all applicants for admission, and applicants are expected to submit at least one teacher/counselor letter of recommendation.

In addition to the SUNY application, all freshman applicants to The College at Brockport are required to complete a Part 2 application and submit an essay, which will provide additional information for the Admissions Committee. This information will be used to familiarize the Admissions Committee with your experiences.

Mid-year grades may be requested from some applicants after an initial review of their application. This will provide additional information about a student’s academic record and will thus enable the Admissions Committee to make the best possible decision.

Freshmen who have completed an Advanced Placement course and achieved a grade of 3 (in most cases), 4 or 5 on the AP exam will be awarded college credit, based upon official score reports from the testing agency. Students who complete college-level courses from other colleges while in high school will receive credit for work in which grades of “C” or better are earned. Official
College transcripts must be submitted to The College at Brockport Office of Undergraduate Admissions for credit to be awarded.

The College at Brockport considers International Baccalaureate (IB) students favorably during the admissions process. Students will be awarded a maximum of six credits for scores of 5 or higher on Higher Level Examinations only. No credit will be awarded for Standard Level Examinations though students may, at the discretion of the appropriate department, petition for credit-by-examination. (A maximum of 30 credits may be awarded for IB courses.) IB course credits may be used to fill General Education requirements. IB students are encouraged to consider applying to Brockport’s Honors and Delta College programs.

We invite all applicants to visit the campus and meet with a member of the admissions staff to learn more about our wide range of academic programs. Students can tour the campus and see our excellent facilities firsthand.

INTERNATIONAL STUDENTS

The College at Brockport welcomes international students to its campus because they enrich the educational experience for all students by contributing to the intellectual, social and cultural diversity of the College community. International students provide an important dimension to the College’s educational environment.

Policies established by the Office of International Student Services are based on policies and practices recommended by NAFSA, AACRAO, and other educational organizations. For admission purposes, an international applicant is defined as one who currently holds a student (F-1) or exchange visitor (J-1) visa or is seeking to enroll at The College at Brockport on such a visa. The United States Immigration and Naturalization Service requires specific documentation for a variety of items before approving the issuance of a visa. It is the College’s responsibility to collect this information from the applicant and then record it on the appropriate Certificate of Eligibility form issued by the College on behalf of the applicant.

Admission of an international student is based on three factors: academic record, English proficiency, and the guarantee of sufficient finances to meet the attendance cost. Certified true copies of secondary and post-secondary work (if any) in English are required for review; photocopies generally are not accepted. All non-native speakers of English are required to pass either the Test of English as a Foreign Language (TOEFL) exam or the International English Language Testing System (IELTS) exam. To pass the TOEFL Exam students need a score of 530 or higher on the paper based exam, or a score of 197 or higher on the computer based exam, or a score of 71 or higher on the Internet-based exam. To pass the IELTS exam a score of six (6) or higher is needed. Applicants who do not have sufficient proficiency in the English language, but who otherwise meet the College’s admission standards, are required to attend an intensive English language program. Admission is conditional upon successful completion of that program. Brockport can provide no government financial aid for an undergraduate international student. Therefore, it is imperative that the applicant have sufficient financial support available to meet both academic and living expense for each year of study. There are merit-based scholarships for which international students may be eligible.

The Financial Aid Office determines a nine-month total cost deemed sufficient to meet tuition, room, board, insurance, fees, books, and incidental expenses for foreign students. The estimated nine-month full-time cost for 2008-2009 is $23,890 and is subject to change.

For more information, contact the Office of International Student Services, Seymour College Union, The College at Brockport, Brockport, New York 14420, USA; telephone (585) 395-5899.
ACADEMIC PROGRAMS FOR THE MOST SUCCESSFUL STUDENTS

The College at Brockport offers a number of academic programs that have been designed to enrich the experience of high-achieving students. The College Honors Program is a way that excellent students may complete part of their General Education requirements in small classes that have been designed for Honors students. The freshman criteria for admission to the program are a 91 high school average and SAT scores that exceed 1150. See page 89-91 for more information, or contact the director of the College Honors Program at The College at Brockport, (585) 395-5400.

Another program designed to appeal to the highly-motivated freshman is Delta College. The Delta College Program provides an innovative alternative to the traditional General Education Program at The College at Brockport. Students enrolled in the program fulfill their General Education requirements through the Delta College Core Courses while pursuing any major offered at Brockport. The program keeps classes small, so students learn actively and in collaboration with their peers and faculty. In addition, students are required to complete three Integrative Learning Experiences: two internships related to their career goals and one semester-long capstone experience. Delta College also offers a time-variable degree program, so students in certain majors can graduate in as little as three years. The program looks for motivated and well-rounded incoming first-year students with high school averages of at least 85 and SAT scores totaling at least 1050 or ACT scores of at least 23. See page 86-89 for additional information, or contact the director of the Delta College Program at The College at Brockport, (585) 395-2291.

The 3-1-3 Program is a program offered cooperatively with a number of regional high schools. Highly motivated and mature high school students can apply for admission to The College at Brockport as a 3-1-3 Program student. During the senior year, these students typically take two or three approved, AP-level courses at their high school and commute to the College for two courses each semester. Because both the high school courses and instructors have been approved by the College, students are awarded credit for all these courses. They pay tuition only for the courses taken at the College. By participating in the 3-1-3 Program, students can earn 24–30 college credits in their senior year. This can lead to a substantial savings of time and money on the baccalaureate degree. All courses are recorded on a Brockport transcript and are transferable to most SUNY colleges and many private colleges as well. Students who meet regular admission standards may elect to continue at Brockport and, if they do, no additional application process is required. School districts currently participating include Brockport, Spencerport, Holley, Kendall, Albion, Churchville-Chili, and Byron-Bergen. For information on the 3-1-3 Program and its entrance requirements, students in these schools may consult with their high school guidance counselors or with the Office of the Vice Provost for Academic Affairs at the College, (585) 395-2504.

The College Experience allows high school seniors to register for one course per semester at the College through the Office of Undergraduate Admissions. It is recommended that such students be mature and ready to deal with college-level work and that they have consulted with their high school guidance counselors. These students receive credit for only the courses taken at the College and are charged the usual tuition for these courses.

SPECIAL ADMISSIONS PROGRAMS

A small number of freshmen who do not meet the normal admission criteria will be considered under special admission programs that have more flexible standards and a more structured academic program. In selecting these students, the Admissions Committee looks very carefully at the academic record of each applicant to determine her or his potential for success in a competitive college program. Only those who, in the judgment of the committee members, are ready and able to succeed will be offered admission. The three current programs are Exceptional Talent, Transition, and EOP.
Students who do not meet regular admission criteria, but who possess a particular talent in either the fine arts or athletics can be considered for admission through the Exceptional Talent Program. A student must document his/her talent through an audition, portfolio, videotape, or written evidence of exceptional performance. Written recommendations from individuals who are knowledgeable about the student's performance in his or her talent area are required. Students admitted to the College through the Exceptional Talent Program agree to a specially designed freshman academic program that includes mandatory tutorial sessions and study halls. All Exceptional Talent students must live on campus for the freshman year.

Admission to the Transition Program is offered to a select group of applicants who do not meet the criteria for regular admission. Transition Program students are chosen because they are close to meeting the admissions criteria and, in the judgment of the Admissions Committee, have the potential to make a successful transition into the College's rigorous academic program. Students take GEP 120 Self, College, and Career; a supported (with tutorial) Knowledge Area course; and additional courses. A modified version of this program allows Transition Program students to enter Delta College.

A limited number of academically and financially disadvantaged students will be admitted to The College at Brockport through the Educational Opportunity Program (EOP). EOP is funded by the state of New York for students who qualify for both academic and economic assistance. For admission into the program, applicants must show potential for success in college. The program provides counseling, advising, tutorial assistance, and financial support for each student. See the EOP section of this catalog for a complete description of the program.

**Transfer Admission**

Transfer students are considered for admission to programs at The College at Brockport based on their level of achievement in coursework at other colleges and universities. As with freshmen, transfer admission to the College is competitive. Although we will consider a student who has achieved a minimum grade point average of 2.5 and who has demonstrated a commitment through prior coursework to the major the student wishes to pursue, the average grade point average of students admitted for fall 2008 was 3.11. Admission to several programs (including athletic training, business administration, criminal justice, nursing, social work, and teacher certification programs) is limited to applicants who have completed the prerequisite coursework and who meet the higher minimum GPA requirements established for admission to these particular programs.

Very successful transfer students, those who have achieved superior grade point averages, are invited to apply to the College Honors Program. For more details about this program, see the College Honors Program section of this catalog. In addition, transfer students who have earned a 3.25 or above are eligible for scholarship consideration. For a complete description of this important opportunity, see the Scholarships and Awards section of this catalog. Transfer students who have earned a transferable two-year degree (AA, AS) and are admitted to the College are awarded full transfer credit for their associate degree coursework and full junior status. However, depending on previous courses and the major selected at The College at Brockport, some students may need more than 60 additional credits to complete Brockport's bachelor's degree requirements. Transfer students who have not earned a two-year degree are awarded credit for previous work on a course-by-course basis.

Official transcripts from each college attended are required to complete the application. Transfer applicants who completed Advanced Placement courses in high school must request official score reports from the testing agency. Transfer applicants who have completed fewer than 24 college credits must also submit a high school transcript as part of the admissions process. Transfer applicants with fewer than 24 completed college credits and within five years of his or her high school graduation are also required to submit SAT or ACT scores. Individuals who have taken
Admissions

courses for college credit as a non-matriculated student at The College at Brockport must apply for admission as a transfer student using the SUNY Undergraduate Application.

FAILURE TO REPORT ALL PREVIOUS COLLEGE ATTENDANCE ON THE APPLICATION AND TO SUBMIT ALL OFFICIAL COLLEGE TRANSCRIPTS IS CONSIDERED TO BE ACADEMIC DISHONESTY. DISCOVERY OF SUCH DISHONESTY WILL RESULT IN NO TRANSFER OF CREDIT AND CAN RESULT IN REVOCATION OF SCHOLARSHIP AWARDS, AND SUSPENSION FROM THE COLLEGE AT BROCKPORT.

JOINT ADMISSION

Some students who transfer to The College at Brockport do so through a Joint Admissions program at their community college. Brockport has such programs with Finger Lakes Community College, Genesee Community College, Monroe Community College, and Niagara County Community College. Once admitted to the two-year college, joint admission students also receive a letter from the Office of Undergraduate Admissions at Brockport establishing eligibility to complete a bachelor's degree at Brockport. Students in these programs need not submit the SUNY Undergraduate Application, but must complete the Intent to Enroll Form that will be sent to them by Brockport the semester prior to enrolling.

Students who wish to enroll in a Joint Admissions program with one of the community colleges listed above should contact the Admissions Office at the respective two-year college for details.

READMISSION

Students who have previously attended The College at Brockport as matriculated students may apply for readmission to Brockport. Previous academic achievement at the College, grades received for college work completed elsewhere, and the circumstances under which the student left Brockport are all considered in the readmission process. These applicants should apply for readmission to the College well in advance of the semester for which they wish to return. Applications for readmission are available from the Office of Undergraduate Admissions at Brockport and an application fee is required. Readmission applicants who have financial obligations to The College at Brockport, or who are in default on any student loans, will not be eligible for readmission until all such financial obligations have been cleared.

Students who are dismissed for academic reasons are eligible to apply for readmission after a lapse of two semesters. In order to be considered for readmission, students must successfully demonstrate a satisfactory level of readiness to successfully undertake college-level work at The College at Brockport.

Students in good academic standing who take a Leave of Absence and then return need not apply for readmission. After the expiration of the leave, however, students who do not return in the next regular semester must apply for readmission.

To be considered for readmission to the EOP program, applicants must have been previously enrolled in EOP at The College at Brockport. Previous academic achievement at Brockport, grades earned in college work completed elsewhere, and the circumstances under which a student left Brockport are all considered in the readmission process. Applicants for readmission to the Educational Opportunity Program must contact the EOP Office to schedule an interview, which is required for readmission.
**SECOND BACCALAUREATE DEGREE**

Students who completed their first bachelor’s degree at The College at Brockport and wish to obtain a second baccalaureate degree must apply for readmission using the Application for Readmission to Undergraduate Study. Students who completed their first bachelor’s degree at another college or university must use the SUNY Undergraduate application and pay the appropriate application fee.

To be eligible for admission to the second baccalaureate degree, the applicant must have graduated from an accredited college or university, must submit official transcripts from each college attended prior to applying to The College at Brockport certifying completion of a bachelor’s degree, and must meet the minimum grade point average requirements for admission to the major that the applicant wishes to pursue. All application materials including official transcripts must be on file by December 1 for spring applicants or by August 1 for fall applicants. Materials received after these deadlines will be considered for the next semester. A minimum 2.5 GPA is required for admission to most majors. Admission to selected programs, including athletic training, business administration, criminal justice, nursing, social work, and teacher certification programs, is limited to applicants who have completed the prerequisite course work and meet the higher minimum GPA requirements established for admission to these particular programs.

Students wishing to pursue the Bachelor’s of Science in Nursing (BSN) must contact the Department of Nursing at (585) 395-2355 and complete the departmental application process. In addition, students must apply to the College as instructed above.

Students wishing to pursue a second degree in social work must first contact the Department of Social Work at (585) 395-2324 and complete the departmental application process. Once accepted by the department’s Admissions Committee, students must then apply to the College as instructed above.

All students interested in childhood and adolescent teacher certification (excluding health science and physical education) must contact the Department of Education and Human Development at (585) 395-2205 and apply for acceptance into the certification program. IN ADDITION, the student must apply for admission to the College as instructed above. NOTE: the certification program is not a major and will be completed in addition to your second degree major. Your application for admission to the College must indicate the academic major you wish to study.

Second degree students will be invited to attend a Student Orientation Advisement/Registration (SOAR) program where they will register for courses after meeting with a faculty advisor. Students will be provided a degree audit (DARS) which identifies all courses that transfer to fulfill degree requirements and all courses required to complete the second bachelor’s degree. Students must fulfill all prerequisite, corequisite and major requirements for the second degree program and complete general education, liberal arts and upper-division credit requirements in effect at the date of matriculation in the second degree program. Transfer credit from the first degree may be used to fulfill degree requirements.

Students admitted as second baccalaureate degree students are classified as matriculated undergraduates and billed accordingly. Second degree students may qualify for financial aid and should contact the Financial Aid Office at The College at Brockport at (585) 395-2501 for assistance.

Students in the second baccalaureate degree program must complete a minimum of 30 credits beyond the first bachelor’s degree and complete all departmental and College residency requirements. Additional information regarding second baccalaureate degrees is included in the Academic Policies section of this catalog.
Students who have been determined as being academically and financially disadvantaged may be admitted to The College at Brockport through the Arthur O. Eve Opportunity for Higher Education Program (EOP). Spaces in EOP are limited and are offered to students whose academic records indicate the potential for success in college and who meet the economic guidelines established for the program. EOP is NOT a financial aid program; it is a program that provides counseling, advising and tutorial support to each enrolled student, as well as financial aid support for each student based on need.

Specifically, the Arthur O. Eve Opportunity for Higher Education Program provides the following services:

- a specially designed freshman-year curriculum; and
- counseling support in the areas of academic advisement, financial aid, career exploration, personal/social development, and learning skills and tutorial assistance.

To qualify for consideration for the EOP, freshman applicants must be New York state residents, must have graduated from a New York State high school or been awarded a GED by New York State, may not be admissible under regular admission standards, and must meet the income qualifications set by the State of New York. Additionally, EOP freshmen applicants minimally must have a 78 high school average or above, 14 academic units, SAT—minimum total 800 (minimum verbal 350), ACT—minimum composite (minimum 14 English) and completed and satisfactory academic and personal recommendations. High school transcripts should be submitted with the SUNY Application. GED scores should be requested by the applicant from the New York State Department of Education and sent directly to the Office of Undergraduate Admissions. Submission of SAT/ACT scores and letters of recommendation are required. An in-person or telephone interview may be required.

Students who apply and are determined to be academically qualified for admission to the EOP freshman class will receive information that describes the required income documentation that must be submitted to determine economic eligibility. All income verification that The College at Brockport requests must be submitted before an admissions decision can be made.

Transfer students who apply for EOP must complete a minimum of 24 transferable credits and must have been enrolled in an EOP, HEOP, or SEEK program at their previous college to be considered for EOP at The College at Brockport. Official college transcripts from each college attended are required to complete the application process. In addition, certification of enrollment in an EOP-type program is required and will be requested by Brockport upon receipt of the application. The student is responsible for making sure that the Certificate of Eligibility is returned to the Office of Undergraduate Admissions at Brockport.

Transfer students who will be completing an AA, AS, or AAS degree will be considered for admission with a 2.25 GPA or higher. Other transfer applicants must also have a minimum GPA of 2.25 or higher. Students applying to academic programs with higher entrance requirements must meet those higher requirements to be eligible to enter these programs.

Applicants for readmission to the College who wish to participate in the EOP must have been previously enrolled in EOP at The College at Brockport. Previous academic achievement at Brockport, grades earned in college work completed elsewhere, and the circumstances under which a student left Brockport are all considered in the readmission process. Applicants for readmission to the Arthur O. Eve Opportunity for Higher Education Program may be contacted by the EOP Office to schedule a required interview. Applicants who have financial obligations to the College or who are in default on any student loans may not be eligible for readmission until all such financial obligations have been cleared. For more information, please contact the EOP office at (585) 395-2547 or online at www.brockport.edu/eop/.
PART-TIME STUDENTS

Each semester more than 700 part-time undergraduate students attend The College at Brockport. These students vary widely in age, background, interests and educational goals. Brockport welcomes part-time students and strives to provide programs and an environment to meet their needs and educational goals.

Part-time students can take part in most degree programs offered. Certain programs, however, require daytime attendance or periods of full-time attendance, such as those involving work and study in agencies and organizations outside the College.

Part-time students fall into two categories: matriculated and non-matriculated. A matriculated student has been formally admitted to The College at Brockport as a degree candidate; a non-matriculated student must complete an application and be given permission to enroll in most courses offered at Brockport. An application fee is required. Matriculated students have the advantages of: 1) assignment of an academic advisor, 2) availability of federal and state financial aid, 3) degree requirements based upon the date of matriculation, and 4) campus residence halls (if attending full time). To enroll as a part-time undergraduate student, please contact The College at Brockport Office of Undergraduate Admissions at (585) 395-2751.

Tuition and fees for part-time students are noted under the Expenses and Fees section in this catalog. Or, contact the Office of Undergraduate Admissions or the Financial Aid Office for current information.

ADULT STUDENTS

The College defines an adult student as a student 25 years of age and older. Adult learners are welcome at The College at Brockport in undergraduate degree programs, as well as professional development programs and online distance learning via the SUNY Learning Network. Aware of the competing demands of family, employment and community, the College allows the adult student to create viable options to make a college degree accessible for its several thousand adult students. Adults whose formal education has been interrupted for any length of time will find the specialists from Undergraduate Admissions, Financial Aid, Academic Advisement, Career Services, Counseling Center, Campus Life, and the Student Learning Center helpful and committed to student success at any age.

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

The opportunity also for matriculated undergraduate students at The College at Brockport to take a maximum of nine credits of 500-level graduate courses, providing they meet certain conditions as described in the 2011-2012 Undergraduate Studies Catalog and as published on the Student Policies Web page at www.brockport.edu/policies.

Matriculated graduate students are those who have applied and been admitted to a specific graduate program leading to a master’s degree or a certificate of advanced study. Non-degree status provides the opportunity for students to enroll in select graduate courses for which they have the prerequisites and interest.

A maximum of nine credits taken at The College at Brockport in non-degree status can be credited toward a graduate degree program, should a non-degree student subsequently be admitted as a matriculated student. A complete description of application processes for either matriculated or non-degree status is published in the 2009-2011 Graduate Studies Catalog.

For further information on a specific graduate program, students may contact The College at Brockport Office of Graduate Admissions, (585) 395-5465. Applications are available online at www.brockport.edu/graduate (see Graduate Admissions section of this catalog for details). For questions, please call the Office of Graduate Admissions at (585) 395-5465; e-mail gradadmit@brockport.edu; or write the Office of Graduate Admissions, The College at Brockport, 350 New Campus Drive, Brockport, NY 14420.
Finance
CHAPTER III

FINANCE

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**Tuition and Fees**

The following chart represents the estimated annual costs for attending the 2009-2010 academic year at The College at Brockport. At the time of printing, tuition, fee and health insurance rates for 2009 and beyond had not yet been approved. All charges, including tuition and fees, are subject to change without notice. Amounts representing book, transportation, and personal expenses as shown below are estimated; actual totals may vary.

**Student Costs (based on 2008 charges)**

<table>
<thead>
<tr>
<th></th>
<th>NYS Resident</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition</td>
<td>$4,970.00</td>
<td>$12,870.00</td>
</tr>
<tr>
<td>Room and Board</td>
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<td>9,200.00</td>
</tr>
<tr>
<td>College Fee</td>
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<td>25.00</td>
</tr>
<tr>
<td>BSG Fee</td>
<td>192.00</td>
<td>192.00</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>326.00</td>
<td>326.00</td>
</tr>
<tr>
<td>Mandatory Health Insurance</td>
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<td>1,265.00</td>
</tr>
<tr>
<td>Campus Health Center Fee</td>
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<td>271.00</td>
</tr>
<tr>
<td>Average Loan Fees</td>
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<td>28.00</td>
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<tr>
<td>Books and Supplies</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>BSG Transportation Fee</td>
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<tr>
<td>Personal</td>
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<td>1,614.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>289.00</td>
<td>289.00</td>
</tr>
</tbody>
</table>

**Optional Fees**

Student Alumni Association Fee $20.00

For part-time students (taking less than 12 credits), the costs are:

**New York State Residents**

Tuition: undergraduate $207.00 per credit

Tuition: graduate 349.00 per credit

College Fee .85 per credit

BSG Fee 8.00 per credit

Athletic Fee (undergraduate only) 13.58 per credit

Student Health Center Fee 11.29 per credit

Technology Fee 12.04 per credit

BSG Transportation Fee 1.46 per credit

**Out-of-state Residents**

Tuition: undergraduate $536.00 per credit

Tuition: graduate 552.00 per credit

College Fee .85 per credit

BSG Fee 8.00 per credit

Student Health Center Fee 13.58 per credit

Technology Fee 11.29 per credit

Athletic Fee 12.04 per credit

BSG Transportation Fee 1.46 per credit

**Mandatory and Miscellaneous Student Fees**

*Administrative/Late Payment Fee:* Administrative and/or late payment fees will be assessed on a monthly basis for any student who fails to pay his account in full by the stated payment deadline, or if the student subsequently re-registers for courses after he has been removed from his schedule.
**Alumni Fee:** The Alumni fee grants students membership to one of the largest organizations on campus. The Student Alumni Association offers a wide range of programs and services for Brockport students. The Student Alumni Association also sponsors and co-sponsors special events on campus throughout the year. The Alumni fee is assessed each semester; students may “opt out” by following the instructions located at www.brockport.edu.

**Art Fees:** Some art courses may assess a fee to cover the cost of materials consumed in the preparation of artwork; generally, the fee will be assessed in courses in which the student retains the finished artwork.

**Athletic Fee:** This fee supports intercollegiate athletics events conducted by the Intercollegiate Athletics Department. The Athletic Fee is assessed to undergraduate students only; it is not charged for overseas academic programs, the Washington Program, or the Albany internship program. The Athletic Fee is mandatory for all students; it is not “usage-based”.

**Bookstore Charges:** Charges for certain items purchased at the College Bookstore may be assessed to the student’s account if the student has authorized federal financial aid funds available. Federal financial aid funds may be used to purchase books and course-specific supplies (that is, required supplies as detailed on the student’s course syllabus) only. If an eligible student completes the “Title IV Authorization” process, a charge totaling the cost of the course-related books and supplies purchased will be assessed to the student’s account. The purchase of other items (e.g., clothing, food, supplies not found on the course syllabus) can not be charged to the student’s account. This option is available only until the end of the third week of classes; the student must complete a “Title IV Authorization Form” in order to participate. After the third week of classes, the student must remit payment directly to the Bookstore for the purchase of any books/supplies.

**Brockport Student Government (BSG) Fee:** This Brockport Student Government fee is mandatory for all students regardless of class level or degree status; the fee was created and voted upon by students. The BSG Fee supports the programs and activities sponsored by the Brockport Student Government, including club organizations, the Stylus, the College’s radio station, and representation of the student body on various campus committees.

**Campus (Student) Health Center Fee:** The Campus Health Center Fee supports the Campus Student Health Services Center, as well as a number of health and wellness programs conducted for the benefit of students. The Campus Health Center fee is not health insurance, nor is it usage-based. The fee is mandatory for all students; only those part-time students whose classes are held exclusively at off-campus locations, or part-time students for whom all classes are scheduled after 5:00 p.m., may apply for a fee waiver. By College policy, students who may qualify for a waiver must provide a written waiver request within the same term as the fee has been assessed, for example, a request to remove a fall term charge must be received within that same fall term. Waiver requests received after the last day of the term will not be considered.

**Campus Health Center - Miscellaneous Service Charges:** A student may incur additional charges (not covered by the standard “Campus Health Center Fee” outlined above) for services rendered by The Campus Health Center. If the student completes the “Title IV Authorization” process, these miscellaneous charges may be assessed to the student’s account if the student requests it. Examples of possible miscellaneous charges include, but are not limited to, medication dispensed, fees for testing, and medical equipment (i.e., crutches, knee braces, etc.). Inquiries regarding miscellaneous fees assessed by the Campus Health Center should be directed to (585) 395-2414.

**Clinical Insurance Fee:** This fee covers the cost associated with professional insurance required for any student participating in a clinical affiliation (as part of a formal College at Brockport course). Examples of clinical affiliations include, but are not limited to, practicum(s) in health sciences, recreation and leisure studies, social work, nursing and psychology.

**College Fee:** The College Fee is assessed to all students, regardless of class level or degree status. Per SUNY regulation, the fee will not be refunded under any circumstance, even if the student withdraws from all courses. The College Fee is mandatory for all students; it is not “usage-based”.

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**Finance**
Commencement Fee: The Commencement Fee is used to offset expenses associated with the College’s commencement ceremonies. The fee is assessed to any student who has achieved required credits (within 30) of the minimum number of credits needed to graduate. This fee is not associated with the cost of a cap and gown, nor is it dependent on ceremony participation. The Commencement Fee is mandatory; it is not “usage-based.”

Communication (CMC) Broadcast Fees: These fees cover the cost of required audio and videotapes used during laboratory course work.

Installment Payment Plan Fee: The Installment Payment Plan is designed to assist those students and their families who may find it difficult to pay the total semester bill by the bill due date. A $35 non-fundable service charge will be assessed to the student account for each semester the student wishes to participate. Students must submit a completed application each semester to participate in the Installment Payment Plan.

Laboratory Breakage Deposit: A refundable deposit that is required for students taking certain chemistry courses where laboratory glassware is assigned to students. Students must also check out of their lab locker to receive a refund, if applicable. Refunds are issued after a term has ended at the request of the department.

Late Add/Drop Fee: A $20 fee assessed as part of the late add/late drop process.

Late Registration: Each student permitted to complete registration after the scheduled registration period has ended must pay a $40 late registration fee and a $20 late add fee.

Lost Keys Fees: A $5 fee is charged for each lost room key; the student will also be responsible for the full cost of replacing or modifying keys and lock mechanisms. An additional $25 fee will be charged for replacement of a dormitory front door key.

Parking Fee: A valid Parking Permit is required to park on the College campus. Students may purchase a Parking Permit via the Parking Service’s Office webpage. If the student completes the “Title IV Authorization” process, charge for the Parking Permit may be assessed to the student’s account if the student requests it.

Returned (NSF) Checks/Fees: If any check (paper or electronic/ACH) remitted to the College is returned by a bank (“bounced” check), a $20 returned (NSF) check charge will be assessed to the student’s account, regardless of who wrote the check/owns the checking account. In addition, a hold will be placed on the student’s account; the hold will remain until such time that full payment, including the $20 penalty, has been received and cleared by the College’s bank. Note that the College is unable to accept personal checks (regardless of checking account owner) in payment of a dishonored (“bounced”) check.

Technology Fee: The technology fee is used to enrich the educational experience at The College at Brockport by addressing technology needs in campus-wide computing, remote network access, public computer labs, software currency, library automation and greater access to online library databases, greater access to the World Wide Web, more state-of-the-art classrooms, expanded automation and extended availability of student services and regularly upgraded equipment for The College’s computer labs. The Technology Fee is mandatory for all students; it is not “usage-based.”

Transcript Fee: A $5 fee is charged for each official transcript prepared.

Transportation Fee: The Transportation Fee is used to defray the cost of the campus’s bus shuttle contract (Rochester-Genesee Regional Transportation Authority). The Transportation Fee is assessed to undergraduate students only regardless of living on- or off-campus; the fee is mandatory and is not usage based. Note: the Transportation Fee is not assessed to students participating in overseas academic programs.

Other Fees and Charges: In addition to the specific charges and fees listed in this publication, The College at Brockport reserves the right to establish and collect new fees or charges for services provided. Any new charges established will appear in the next printing of this publication.
Billing Statements
Billing statements are produced on a monthly basis for any student with an outstanding balance of $5 or more. Billing statements are mailed via US mail to the address provided by the student. If the student does not provide a specific billing address, the bill will be mailed to the student's permanent address of record. Students may access their most recent billing activity, including total amount due and payment options, at any time by visiting www.brockport.edu/bursar/bill-pay-refund/index.htm and following the links provided. The College recommends that students discuss on-line payment capabilities with any individual who will be remitting payment on the student's behalf. All students are issued a log-on and PIN exclusive to their on-line account. Parents or other parties may remit payment on-line using the invoice number listed on the student's billing statement. Students are encouraged to review their on-line student account on a regular basis to ensure compliance with The College at Brockport payment policies and deadlines, and to share that information with parents if appropriate. New charges (e.g., parking fines, library fines, etc.) may be assessed at any time during the semester, and it is solely the student's responsibility to remit payment according to the payment deadline listed on the billing statement. Failure to do so may result in a $30 per month administrative late payment and/or late payment fee. If the student's billing address changes, the student must update his/her record immediately via the “Online Services” link located at www.brockport.edu to ensure receipt of the monthly billing statement and other important student account-related information. If the student fails to update his address, and as a result, does not receive a billing statement, the student will remain liable for compliance with all payment deadlines and penalties, including late fees and collection proceedings.

Methods of Payment
The College offers several payment methods to assist students. For the convenience of our families, the College recommends using the on-line Web payment option to pay via electronic check or credit card (access “Online Services” at www.brockport.edu). There is no charge for electronic payment options. Electronic checks may be accessed through non-investment checking accounts (only). If the student prefers to mail payment via personal or certified check, the check should be made payable to SUNY College at Brockport and mailed to The College at Brockport, Attn: Office of Student Accounts, 350 New Campus Drive, Brockport, NY 14420. The student's Brockport (Banner) ID number must be included on any payment or other correspondence; the term for which payment is remitted should be noted as well. A complete listing of payment options can be found at www.brockport.edu/bursar/bill-pay-refund/bill-payment.htm.

Installment Payment Plan
For those students who prefer the convenience of equal monthly payments, The College offers the option of an installment payment plan. Payment for either fall or spring term may be remitted in four equal payments due on the fifteen of the month. Installments for the fall term begin in July and conclude in October; for the spring term, installments begin in December and conclude in March. A non-refundable $35 plan participation fee is due with the first installment. Access www.brockport.edu/bursar/bill-pay-refund/paymentplan.htm for detailed information regarding Brockport's installment payment plan.

Application of Financial Aid to Student Accounts
As financial aid awards are disbursed by lenders, the Office of Student Accounts will distribute the funds to individual student accounts as appropriate based on federal and state guidelines. Those students who anticipate that the application of financial aid funds may result in an overpayment of their account are encouraged to select the “direct deposit” refund option. Direct deposit allows any tuition overpayment refund to be deposited directly into the student's personal bank account allowing them to access funds in the most efficient manner. Note that in order to participate, the student must be listed as the owner or co-owner of the bank account. Students may access the “Direct Deposit Form” via the forms link at www.brockport.edu/bursar. If a student does not select direct deposit, tuition overpayment refund checks will be mailed via US mail to the address provided by the student.
Note: Federal Law dictates that those financial aid recipients who drop below full-time enrollment or withdraw from all classes may be required to return all or a portion of their (federal, state and/or institutional) financial aid awards. If, prior to withdrawal, the student received an overpayment refund based on financial aid fund received, all or a part of that amount may be returned as well. In these cases, the student's account will be charged an amount equal to the total funds returned to the lender(s) by The College at Brockport. Contact the Financial Aid Office for further information.

Account Holds
SUNY policy mandates that a hold be applied to any student account wherein a delinquent account balance exists. This hold bars the student from receiving current and future course registration privileges, and prevents the release of transcripts and/or diploma(s). The hold can not be appealed, and will remain in effect until the outstanding balance (or other obligation) has been fulfilled. Additional information is available at www.brockport.edu/bursar/bill-pay-refund/holds.htm.

Failure to Remit Payment
New York State law mandates that any account may be forwarded to a collection agency or the New York State Attorney General’s Office to recover the amount owed plus interest, collection fees, and other costs. The failure to pay this debt in full by the due date will result in the assessment of interest if the account is transferred to a collection agency or the New York State Attorney General’s Office. Interest will be assessed from the presumed receipt of the first invoice, which is five days after mailing, at the corporate underpayment rate minus 2% set by the Commissioner of Taxation and Finance. Interest will be compounded daily on the principal balance, which is set forth in the billing statement/invoice. To avoid the assessment of interest or late fees, students should pay the amount requested in full by the due date. In addition, should the student fail to pay the debt within 90 days of the presumed receipt of the first invoice, a collection fee equal to 22% of the amount then due, including interest, may be added to the amount the student owes. Students may contact the Office of Student Accounts to obtain the date of the first invoice.

Access to Account Information
The Family Educational Rights and Privacy Act (FERPA) prohibits the release of any information concerning a student other than the student’s name, address, phone number, graduation date, degree(s) awarded and major to anyone, including a parent. Student account statistics (e.g., charges, payments, etc.) can only be disseminated to the student, regardless of who has remitted payment for that account (e.g., parent or grandparent), unless the student has completed, signed and returned the Consent to Release Student Information (FERPA) form. This form remains in effect until rescinded by the student in writing. Please visit www.brockport.edu/publications/yrtk/html/rights.html for more complete information concerning FERPA policies.

Tuition and Fee Refund Policy
All tuition and fee refunds are effective on the date the adjustment is recorded in the Office of Registration and Records, or on the date of separation as recorded in the Separations Office. Undergraduate students who will be separating from the College must file the appropriate paperwork with the Separations Office. Students dropping below full time or withdrawing from school who receive financial aid may have a portion of their refund returned to the program providing the aid. Additionally, financial aid funds actually given to students may have to be repaid in accordance with federal regulations. Details are available in the Financial Aid Office. Federal refund/repayment regulations mandate specific refund/repayment formula in these instances.

Tuition and Fee Refund Policy
The SUNY Board of Trustees has established the refund policy for tuition for full semester (15-week) course(s) dropped as per the refund schedule below.

First week: 100% refund
Second week: 70% refund
Fee Refunds – The Brockport Student Government (BSG), health, athletic and technology fees may be refundable as indicated in the Tuition Refund Schedule.

NOTE: The mandatory student health insurance policy is not refundable after the waiver deadline date. Students who withdraw from the College will still be covered by the policy until the policy expiration date.

Per SUNY policy, the College Fee is not refundable under any circumstances once classes for the semester have commenced.

The first week of classes is defined as the first seven calendar days of the semester. Semesters that begin during the week (e.g., Wednesday) are considered to have that first week end on the following Tuesday. Actual examples of refunds are available in the Office of Student Accounts.

Amounts less that $5 are refunded by request only.

The College’s Tuition Refund Committee considers only cases in which a student has withdrawn or dropped courses for reasons beyond his/her control (extenuating circumstances). The Committee will only consider appeals written and submitted by the student; appeals submitted by someone other than the student (e.g., parent, guardian, sibling, etc.) will not be considered. Appeals should fully explain the extenuating circumstances and include supporting documentation. Appeals for medical exemptions must include supporting documentation (e.g., memo on office letterhead from medical professional(s), copy of illness or accident report(s), etc.). Receipts for medical treatment are not acceptable forms of documentation. Appeals involving the death of an immediate family member should include a copy of the death certificate. The appeal must be received no later than one year from the last day of the term for which the tuition requested to be refunded was paid to the University. All tuition, Brockport Student Government (BSG), health, athletic and technology fees or pro-rated room refunds are effective on the date the withdrawal(s) is recorded in the Office of Registration and Records. Completed appeals, including all supporting documentation, must be submitted in writing to: Chair, Tuition Refund Committee, The College at Brockport, 350 New Campus Drive, Brockport, NY 14420.

For information regarding:

Room Refunds - Contact the Office of Residential Life (585) 395-2122.

Meal Plan/Easy Money Refunds - Contact Brockport Auxiliary Services Corporation (BASC) at (585) 395-2570.

Bills that are not paid or responded to by the due date are subject to a late payment fee of $30. New York state law requires the assessment of interest on any amounts owing 36 days after the conclusion of the semester. If your account is referred for collection, either to a private collection agency or to the New York State Attorney General, additional amounts for collection commissions (22 percent) and legal costs may be added to your bill.

Affirm Enrollment and Accept Financial Responsibility

An enrolled student at The College at Brockport is defined as one who has registered for courses and has accepted responsibility for payment of all associated charges. The College refers to this as Affirming Enrollment and Accepting Financial Responsibility. Each semester, students must indicate their commitment by affirming your enrollment (via the “Online Services” link located at www.brockport.edu) on or before the affirm deadline; in doing so, the student is verifying his agreement to pay all charges associated with his student account by the payment deadline (first day of class). Students who do not affirm their enrollment by the affirm deadline will be removed from their courses to maximize seating space in classes for other students. Administrative and/or late payment fees will be assessed if the student fails to pay his account in full by the payment deadline, or if the student subsequently re-registers for courses after he has
been removed from his schedule. Students must affirm their enrollment and accept financial responsibility after registering each semester on or before the affirm deadline published in the “Course Schedule”.

Student schedules will be reserved until the published deadline in the Course Schedule or at www.brockport.edu/registrar. If students have not affirmed enrollment and accepted financial responsibility by the published deadline, the course schedule will be cancelled. Registration activity after the deadline will be subject to appropriate late fees.

**Canceling Enrollment and Declining Financial Responsibility**

Students who have registered for courses, affirmed enrollment and accepted financial responsibility must drop these courses prior to the start of classes to avoid financial responsibility. Procedures for dropping classes are published in the Course Schedule each semester and are on the College Web site at www.brockport.edu. Failure to attend a registered course without submitting an official drop or withdrawal will result in a failing grade in the course.

**Collection of Unpaid Debts**

The State University System Administration has authorized individual SUNY colleges to utilize private collection agencies to collect outstanding student obligations. The New York State Attorney General is also used to collect outstanding student obligations. Accounts referred for collection are subject to additional administrative fees, interest, penalties and court costs as appropriate.

**Tuition and Fees Increase**

Determining annual tuition charge amounts is the responsibility of the State University of New York; The College at Brockport does not establish or create tuition amounts. At the time of the printing of this document, tuition, fee and health insurance rates for 2009 and beyond had not yet been approved. All charges, including tuition and fees, are subject to change without notice.

**Eligibility to Receive New York State Residency Status (In-State Tuition)**

Eligibility to receive New York State residency status for tuition purposes is based upon proof that the student has established a permanent domicile (residence) in New York State for a period of at least 12 consecutive months prior to the term of enrollment. All other persons shall be presumed to be out-of-state residents for tuition purposes. More than one factor contributes to eligibility for New York State tuition status; residency appeals for students who do not meet all required criteria will not be granted. It is important to note that a person does not acquire a New York State domicile only by being physically present in New York, and/or by being physically present in New York State for the sole purpose of attending a New York State campus.

All “New York State Residency Status for Tuition Billing Purposes” applications must be received prior to the start of the semester for which the student is applying for in-state residency status. Failure to submit an application by that date will result in full liability for tuition at the non-resident tuition rate.

More information can be found at [http://www.brockport.edu/bursar/nys-tuition-status/index.htm](http://www.brockport.edu/bursar/nys-tuition-status/index.htm).
The College at Brockport awards financial aid based on need as determined by submission of the appropriate applications and documents. Brockport participates in both federal and state aid programs. To receive maximum consideration for all programs, an applicant must file the Free Application for Federal Student Aid (FAFSA). The recommended filing date is February 15 for incoming students and March 15 for all others. It is recommended to first file your federal tax return, if possible, and then complete the FAFSA via the Internet at www.fafsa.ed.gov. After the FAFSA is filed, New York State residents may follow the link or log on to www.hesc.com to complete their Tuition Assistance Program (TAP) application.

Students who apply for admission to the spring semester are encouraged to apply for financial aid as soon as possible to ensure that aid may be credited to the bill.

Students are offered aid in the form of a financial aid award letter. Students must access our Web site at www.brockport.edu to view and accept their awards.

Students who have accepted aid are usually granted a deferral of payment against this aid on their semester bills. Credit granted toward payment of a semester bill must be paid in full by mid-semester or as otherwise specified on the deferral agreement. A deferral does not constitute payment of the bill. The student must ensure that proper restitution is made.

Financial aid must be applied for annually. All aid, with the exception of Work-Study employment, is credited directly to the student’s account. Financial aid cannot exceed the cost of attendance at The College at Brockport. Financial aid over and above all obligations to Brockport will be refunded to the student after his/her obligations to the College are met.

Office Hours
The Financial Aid Office is open Monday through Friday from 8 am until 5 pm. Summer hours and Intersession hours are from 8 am until 4 pm. Individual appointments with advisors may be arranged for mornings. Advisors are available afternoons for walk-in service beginning at 12:30 pm each day.

Federal Direct Lending Program
The quality of The College at Brockport’s financial aid operation was recognized when this College was selected as one of only 104 schools nationwide to participate in the first year (1994–95) of the new Federal Direct Lending Program. This program allows loan monies from the Federal Stafford Loan Programs to be delivered from the federal government through Brockport directly to students, without the necessity of going through a separate lending agency.

STAR Center
The Student Aid Resource Center or STAR Center was created in 1991 to offer financial services at a level beyond that of the typical financial aid office. This multi-media resource center is available to all Brockport students and applicants, as well as the local community, free of charge. Materials are available in print and via software packages that are easy to use and understand. Modules or areas of information available in the STAR Center include:

- Scholarship Database/Information
- General Financial Aid Information
- FAFSA on the Web
- Educational Financial Planning/Early Financial Aid Awareness
- Budgeting and Financial Debt Management for Current Students and Recent Graduates

The materials in each module will assist students and parents with all facets of financing a college education.
Scholarships and Awards

Scholarship support is more important than ever before as students and their families are asked to cover increasing educational costs. Although The College at Brockport provides one of the most affordable options for college education in the region, state and beyond, the total cost to a full-time resident undergraduate student now exceeds $18,000 a year — a substantial expense for many students and their families. Through the Extraordinary Academic Scholarship Program, The College at Brockport awarded more than $2.8 million in 2009-2010 to extraordinary students for excellence in the classroom. The Extraordinary Academic Scholarship Program has assisted thousands of high caliber freshmen in realizing their academic potential. The Extraordinary Academic Scholarships are based on high academic performance — high school average, rank in class, and SAT and ACT scores. The type and amount of the scholarship will be determined by the requirements in effect as of the semester of entry to the College.

Presidential Scholarship in Residence: Offered to freshmen
Deans Scholarship in Residence: Offered to freshmen
Scholar Recognition Award: Offered to out-of-state freshmen

There is no separate application for the Extraordinary Academic Scholarships listed above. Offers are made automatically to eligible students as their admission applications are processed.

Full-time status (30 credits per year) is required for all Extraordinary Academic Scholarships as well as on-campus residency. Freshman receiving Extraordinary Academic Scholarships may receive them for up to four years providing renewal conditions and academic criteria are met.

The generosity and support from all sectors of our community — alumni, corporations and foundations, emeriti, faculty, families of students, and staff — has continued The College at Brockport’s long tradition of providing a high-quality education. These private gifts continue to build the scholarship endowment and provide financial assistance to incoming and returning students across disciplines.

More than 350 other grants and awards are made available annually to entering freshman and transfers, international students, and current students. This has helped off set the increasing costs of a College at Brockport education. The Brockport Foundation Board of Directors and its Finance Committee manages the endowment with the assistance of professional investment advisors to secure positive growth and continued support of the College at Brockport educational experience. The Foundation’s Board of Directors determines award amounts annually based on performance of investments.

Students should contact the College’s Scholarship Office, 350 New Campus Drive, Brockport, NY 14420-2919, call (585) 395-5414, or visit the Scholarship Office Web site at www.brockport.edu/scholarships for information about scholarships and awards for incoming and current students.

Financial Assistance and Academic Standards

Both the federal and the state governments require that students meet certain basic standards of scholarship in order to remain eligible for financial assistance. These standards have to do with how many credits the student attempts each semester, how many credits accumulated, and the grade point average attained while doing so. It would be helpful if the federal government and the state government could agree on the same standards, but unfortunately for everyone, they don’t. This means you must pay attention to two slightly different sets of rules, depending on whether you are receiving federal Title IV aid or state aid. In most cases, if you are moving steadily along towards your degree, you are probably in no danger. You must beware of the state’s “Pursuit of Program” requirement, however, which insists that you complete a certain number of credits each semester. This one can surprise a perfectly satisfactory student, who just happens to drop below the required minimum some semester, for reasons that have nothing to
do with being in academic difficulty. There is one huge difference between the two standards that you should know. State standards require that the College evaluate the progress of state aid recipients at the completion of each semester, while progress according to federal standards is evaluated each academic year, at the end of the spring semester.

**Federal Financial Assistance Programs**

**Federal PELL Grant**
The foundation of federal student aid, awarded to eligible undergraduate students working toward their first bachelor's degree. Student’s eligibility is based on the Expected Family Contribution (EFC) as it was calculated from information provided on the Free Application for Federal Student Aid (FAFSA). Students with lower EFCs have greater financial need. Thus, the neediest students are eligible for larger Pell Grants. Conversely, as students’ EFCs increase, there is less financial need, and the award amount of the Pell Grant decreases. The amount of the Pell Grant may be prorated based on a student’s enrollment status (full time, part time, full academic year attendance or less). Unlike many other types of aid, students who are enrolled less than half-time may be eligible to receive a Pell Grant. The maximum Pell Grant award amount is $4,731 and the minimum award amount is $445.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
This campus based award program is awarded to students with exceptional financial need. Priority is given to those students with a Federal Pell Grant. Unlike Pell Grants, the amount of FSEOG that a student can receive depends not only on their financial need but, also, on the amount of other aid they receive and the availability of funds at the institution. FSEOG award amounts can range from $100 to $4,000.

**Federal Academic Competitiveness Grant (ACG)**
The Federal ACG provides up to $750 for the first year of undergraduate study ($1,300 to second year) to full and part-time students who are eligible for a Federal Pell Grant and who had successfully completed a rigorous high-school program, as determined by the state or local education agency and recognized by the US Secretary of Education. Recipients must be US citizens, or eligible non-citizens and Federal Pell Grant recipients. Second year students also must have maintained a cumulative grade point average of at least 3.0. The ACG will be available to first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005.

**Federal National Science and Mathematics Access to Retain Talent Grant (SMART)**
The National SMART Grant provides up to $4,000 for each of the third and fourth years of undergraduate study to full-time and part-time students who are eligible for a Federal Pell Grant and are majoring in physical, life or computer sciences, mathematics, technology or engineering, or in a foreign language deemed critical to national security. In addition, the student must also have maintained a cumulative grade point average of at least a 3.0 each semester in coursework related to the major.

**Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program**
The Federal TEACH Grant provides up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. The recipient must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, a student must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH Grant. IMPORTANT: if the recipient fails to complete this service obligation, all amounts of TEACH Grant received will be converted to a Federal Direct Unsubsidized Stafford Loan. The TEACH Grant is available for the first time beginning with the 2008-2009 academic
To be eligible the student must complete the FAFSA, although you do not have to demonstrate financial need, be a US citizen or eligible non-citizen, enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution, be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework, meet certain academic achievement requirements (generally, scoring above the 75th percentile on one battery of a college admissions test or maintaining a cumulative GPA of at least 3.25) and sign a TEACH Grant Agreement to Serve. Further information on the TEACH Grant can be found at www.FederalStudentAid.ed.gov.

**Federal College Work-Study Program (CWSP)**
This program offers jobs to matriculated students demonstrating financial need and desire to work. Positions are available in almost every department and administrative office. Every effort is made to correlate the job with the student’s interest and schedule.

**William D. Ford Federal Direct Loan (Subsidized and Unsubsidized Stafford Loans)**
These federal loans are for matriculated students who are enrolled at least half-time (six credits). They have a low fixed interest rate and repayment begins six months after the student graduates or falls below half-time enrollment. The two types of Federal Stafford Loans are subsidized and unsubsidized. The US Department of Education pays the interest that accrues on the subsidized loans while the borrower is enrolled for at least six credits and during their grace period. In order to be eligible for the subsidized loan the student must show financial need. The unsubsidized version is not need based and interest does accrue during in-school periods. Apply yearly by filing the FAFSA in January for the next academic year. No separate application is required.

**Federal Direct PLUS Loan**
Federal Direct Undergraduate PLUS loans are available to parents who wish to obtain a loan to assist their dependent undergraduate child with the cost of education. This loan has a fixed interest rate. The repayment of the loan begins 60 days after the last disbursement date or may be deferred until six months after the student graduates.

**Federal Perkins Loan**
The Federal Perkins Loan is a low-interest (5%) loan for matriculated students with exceptional financial need. Repayment of the loan begins nine months after the student graduates or falls below half-time enrollment.

**Federal Nursing Loan**
The Federal Nursing Loan is a low-interest (5%) loan for matriculated junior and senior nursing majors with financial need. Repayment of the loan begins nine months after the student graduates or falls below half-time enrollment.

**New York State Financial Assistance**

**Tuition Assistance Program (TAP)**
Students who are matriculated, legal residents of New York State and are full-time or have equivalent full-time status are eligible to apply for assistance under the Tuition Assistance Program. For purposes of TAP eligibility, full time is normally defined as 12 undergraduate credits. Students should complete the Free Application for Federal Student Aid (FAFSA) to apply for TAP. If the FAFSA is electronically processed on the Web, students will be directly transferred to the TAP application Web site. Students should complete this page and click “Submit.” If a student does not complete the form or is not transferred to the TAP Web site, the student will be sent a preprinted Express TAP Application (ETA) or notification of award. FAFSA forms are available in January for the next academic year. Students must reapply each year. Students are advised that continued eligibility for TAP awards requires that students maintain Good Academic Standing.
Aid for Part-Time Study (APTS)

APTS is a grant program funded by New York State and is available to matriculated, part-time, undergraduate students who meet certain eligibility requirements. Generally, to be eligible to receive APTS a student must:

- Be working toward an undergraduate degree as a part-time student taking a minimum of three (3), but less than twelve (12) semester credit hours;
- Be a resident of New York State;
- Be either a US citizen, permanent resident alien, or refugee;
- Meet the income limits (taxable income less than $50,550 for a dependent student or and independent student with dependents. Taxable income less than $34,250 for an independent student without dependents);
- Not have exhausted Tuition Assistance Program eligibility;
- Have a tuition charge of at least $100 per year (after employee reimbursements and related grants);
- Not be in default of a Federal Direct Stafford Loan or Federal Family Education Loan;
- Must have a GPA of at least 2.0; and
- Submit all documentation by the published deadline.

Applications for APTS are available in the financial aid office and online beginning the month of August and are generally due six weeks into the semester for which you are applying. APTS is not available for the summer semester.

STATE-ESTABLISHED ACADEMIC STANDARDS FOR NEW YORK
STATE FINANCIAL AID

Grants, Scholarships, and Special Awards

A. Full-time Awards:
- Tuition Assistance Program (TAP)
- Regents Award – Child of Veteran (CV)
- World Trade Center Scholarship (WTC)
- New York State Scholarship for Academic Excellence
- Regents Professional Opportunity Scholarships
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- Persian Gulf Veterans Tuition Awards
- Vietnam Veterans Tuition Assistance Program (VVTA)
- Volunteer Recruitment Services Scholarship for Volunteer Fire and Ambulance Recruits
- Military Service Recognition Scholarship (MSRS)

B. Part-time Awards (special requirements apply in some instances):
- Aid for Part-time Study (APTS)
- Persian Gulf Veterans Awards
- Vietnam Veterans Tuition Assistance Program (VVTA)
- Volunteer Recruitment Services Scholarship for Volunteer Fire and Ambulance Recruits
- Part-time TAP

Students who receive New York State financial awards are required to maintain good academic standing in order to remain eligible. The State Education Department, for these purposes, defines a student in good academic standing as one who (1) pursues the program of study in which he is enrolled (Pursuit of Program); and (2) makes satisfactory academic progress toward the completion of his or her program's requirements (Satisfactory Academic Progress). These are defined as follows:
Pursuit of Program*

State regulations define program pursuit as receiving either a passing or a failing grade in a certain percentage of a full-time course load. For undergraduates, the percentage increases from 50 percent of the minimum full-time load in each semester of the first year of award (6 credits each semester), to 75 percent each semester of the second award year (9 credits each semester), to 100 percent each semester of the third and fourth award years (12 credits each semester). In general, graduate students are expected to complete 100 percent, 12 credits, starting with the first semester of a graduate program. Students who fail to meet these standards become ineligible to receive an award during the succeeding semester, and remain ineligible until good standing is regained. (For details on regaining eligibility or waiving eligibility standards, see below.)

Generally, the State Education Department will accept any grade that indicates that the student attended the course for the entire semester and completed all necessary assignments. By these standards, both passing and failing grades are acceptable. However, “W” (Withdrawal) grades are not acceptable. Grades of “I” and “PR” are acceptable because they are automatically changed to either a passing or failing grade before the completion of the succeeding semester.

Satisfactory Academic Progress*

Satisfactory Academic Progress is defined both in terms of the number of credits completed and the grade point average attained at the end of a given semester. To remain eligible for awards, students must meet the following minimum standards.

(Special conditions apply for part-time student awards.)

Satisfactory Academic Progress Standards for Awards:

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<td>10</td>
<td>105</td>
<td>105</td>
<td>2.0</td>
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</table>

(Only students in specially approved five-year programs are eligible for TAP awards beyond eight semesters of undergraduate study.)

As shown in the above table, full-time students are not expected to have earned college credits in order to be eligible for their first award payment. For the second payment, an undergraduate student must have earned three credits toward graduation, with a GPA of 1.1 or better, for the third, to have completed nine credits with a cumulative GPA of 1.2 and so on. Grades of “I” and “PR” are not counted toward either completion rate or GPA until they are changed to a passing or failing grade.

*These standards apply only to students who received their TAP award in September 2006 or later. Students who received their first TAP award prior to September 1981 can be advised of applicable standards by the Office of Academic Advisement.

Transfer and Readmitted Students

Transfer students and students readmitted to the College after an absence of at least one year will be placed on the above scale either in accordance with the number of credits earned toward graduation or the number of TAP payments previously received, whichever is more beneficial to the student. For example, a transfer student who has received six TAP payments and earned 45 credits would be placed at (payment) semester five, rather than (payment) semester six.
Loss and Reinstatement of Student Eligibility

Students who fail to maintain good academic standing, either through failure in Pursuit of Program or in making Satisfactory Academic Progress, become ineligible for further awards. Eligibility may be regained (and payments restored) by either of the following methods:

1. Achieving the required GPA and/or number of credits during a semester of attendance in which no state award is paid.
2. Transferring to another institution.
3. Being readmitted to Brockport after an absence of one calendar year or more. (Acceptance at Brockport or another institution is deemed evidence of a student’s ability to complete successfully an approved program.)
4. Waiver of eligibility.

Waiver of Eligibility Standards for State Awards

Students who fail to meet state standards for either Pursuit of Program or Satisfactory Academic Progress may request a waiver of these standards that will allow them to continue to receive award payments for the succeeding semester. When such a waiver has been granted for failure to make Satisfactory Academic Progress, the student is expected to use the semester to advance to the level he could not achieve without the waiver. The waiver may be used if the student fails in Pursuit of Program, fails to make Satisfactory Academic Progress, or fails by both standards. However, Pursuit of Program and Satisfactory Academic Progress may not be waived separately for different semesters.

Students are eligible for only one waiver as an undergraduate student (not one for each institution attended), and one waiver as a graduate student. However, the granting of such a waiver is not automatic; it is intended only to accommodate extraordinary or unusual situations. The waiver process must include an assessment of the reasons for a student’s failure to meet the established requirements for good standing, and the decision to grant the waiver must be based upon a reasonable expectation that the student will meet future requirements.

Notification of Ineligibility for State Financial Awards

Since payment of state awards is made through the Office of Student Accounts, students who fail to maintain good academic standing, and therefore are ineligible for a state award, will be notified by the Office of Student Accounts. Students affected are encouraged to discuss their status with a member of the Academic Advisement staff or with the TAP Certifying Officer located in the Office of Student Accounts.

Additional Requirements to Maintain State Financial Aid Eligibility

Repeat Of “D” Grades

Repeat of any course in which a passing grade (D- or above) has already been received and which the College does not require the student to repeat may not be considered as part of that student’s minimum course load for financial aid purposes. In other words, the student would have to be registered for 12 or more different credits in order to be considered as a full-time student. In addition, the repeated course may not be considered in determining whether the student has met the Pursuit of Program requirement and is in good academic standing.

“C” Average Requirement

Effective fall 1996, undergraduate students are required to achieve a “C” average (2.0 GPA at Brockport) prior to receiving their fifth TAP payment, and must maintain a “C” average in each succeeding semester in order to continue receiving state financial aid.

Declaration of Major

In order to maintain eligibility for New York State financial aid, the State Education Department requires undergraduate students to declare an academic major no later than the beginning of the junior year of the baccalaureate program. The College defines a junior as any student who has attained 54 or more credits toward the baccalaureate.
FEDERAL ACADEMIC STANDARDS FOR TITLE IV RECIPIENTS

Award programs affected by the federal standards:
- Federal PELL Grants
- Federal Perkins Loans
- Federal Nursing Loans
- Federal College Work-Study Program
- Federal Supplemental Educational Opportunity Grants (SEOG)
- Robert C. Byrd Scholarships
- William D. Ford Federal Direct Loan Program
- Federal (Subsidized and Unsubsidized) Stafford Loans, and the
- Federal Direct PLUS Loan
- Federal Academic Competitive Grants (ACG)
- Federal Science and Mathematics Access to Retain Talent Grant (SMART)
- Federal Teacher Education Assistance for College and Higher Education Grant (TEACH)

Maximum Time Frame Standard
Federal law requires that students receiving funds under Title IV must complete their educational programs in no longer than 150 percent of the published length of the educational program for full-time students and, in addition, show evidence of making satisfactory progress toward their degree objectives, in order to remain eligible for further funds. For purposes of determining eligibility, satisfactory progress is defined as accumulating a minimum number of credit hours toward the degree for each academic year of attendance, with a minimum grade point average of 2.0. The minimum number of hours that must be accumulated at the conclusion of each academic year of full-time attendance is shown on the scale following this section.

Academic Performance Standard
A student receiving aid as a full-time student must have earned 14 credits with a minimum grade average of 2.0 after the first full academic year, 32 credits after the second full academic year, and so on. The entire scale is based upon the requirement that the baccalaureate degree be completed within six years of full-time attendance. Students who attain the minimum number of credits for a given period, but who fall below the required GPA of 2.0, will be placed on Title IV probation (concurrent with academic probation). Probation for Title IV follows the College’s policy on academic probation with students continuing in eligibility for Title IV funds while on probationary status. Students who fail to accumulate the specified number of credits will be placed on Title IV probation for a maximum of one academic year. Failure to accumulate the minimum number of credits at the end of that probationary period will result in ineligibility for further Title IV funds until such time as the student should regain eligibility by accumulating the required hours. For example, a student who has accumulated 12 hours by the end of his first academic year would be placed on Title IV probation for the next year of attendance. If, at the end of his probationary period, he has failed to accumulate 32 credits, he would be declared ineligible for further Title IV funding.

In calculating the completion rate, the following grades are treated as attempted but not successfully completed: E, I, PR, N, U, W. Courses that are repeated to improve a grade are counted as attempted each time they are taken, but are only counted as completed once. Unlike the TAP program, every semester is considered when measuring the completion rate, whether or not the student received federal financial aid.

Transfer students will be placed on the scale by taking the transfer credits earned toward graduation divided by 12. For example, a transfer student who has received 60 credits would be placed at semester five, 60 divided by 12 equals 5.

Regaining Eligibility for Federal Financial Aid
Occasionally, students will fail to meet the established standards for reasons beyond their control. Such students may appeal their loss of eligibility, and if the College’s designated
Appeals Committee deems their performance to have been significantly hampered by such “mitigating circumstances,” they will be permitted to continue in good standing under Title IV regulations. Such mitigating circumstances include serious family problems, extended illness, and similar situations. All appeals must be submitted in writing to the Financial Aid Office. Federal regulations, however, do not allow for mitigation under any circumstances for students not completing their program of study within 150 percent of the published length of the educational program for full-time students. Students will be notified at the close of each academic year of their probationary status via the Web, or of their ineligibility for further Title IV funds. Letters notifying students of ineligibility will be sent after the spring grades have been analyzed. Students may submit letters based upon mitigating circumstances in order to appeal the loss of eligibility to the Financial Aid Office. Further information may be obtained from the Financial Aid Office.

**Federal Academic Progress Chart**

<table>
<thead>
<tr>
<th>Cumulative Credits Completed by May</th>
<th>Year 1*</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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<tr>
<td>14</td>
<td>32</td>
<td>52</td>
<td>74</td>
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<tr>
<th>Academic Standards</th>
<th>2.0 or Academic Probation</th>
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*Year = academic year (two full-time semesters)

For students attending on less than a full-time basis, the scale will be adjusted accordingly.
STUDENT SERVICES
# Chapter IV

## Student Services

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Student Services

Included under the umbrella of “student services” are offices whose responsibilities differ widely. Some serve every student every semester (such as Registration and Records), some exist to support special elements within the student population (such as Veterans Affairs and the Educational Opportunity Program), some provide students with direct support in their academic programs (such as the Student Learning Center and Academic Advisement), and others focus on health and social activities (Health Services and Recreational Services).

All College at Brockport student services are listed alphabetically below, followed by a brief description of their responsibilities and their location.

Academic Advisement

This office provides students with information and advice concerning academic policies and procedures, evaluates transcripts from other institutions to determine Brockport credit, conducts the College’s probation and dismissal program, coordinates the Degree Audit Reporting System [DARS], coordinates all advisement/registration programs for new students, provides information and advice concerning academic eligibility for financial aid, and coordinates the Undergraduate Leave of Absence Policy.

Admissions (Undergraduate)

The Office of Undergraduate Admissions is the point of entry for all new undergraduate students at The College at Brockport. On-campus admissions information sessions are available Monday, Tuesday, Thursday and Friday when classes are in session. Arrangements to visit the Brockport campus can be made online at www.brockport.edu/admissions/ug/visit.html or by calling the Office of Undergraduate Admissions at (585) 395-2751. Refer to The College at Brockport Web site at www.brockport.edu for the most current admissions information or for an electronic admissions application.

Athletics

The College at Brockport has a long and rich tradition in intercollegiate athletics. It covers nearly 100 years, includes seven national team titles and hundreds of individual and team champions at the area, state and national levels, and is one of the most prominent programs in the nation. The Brockport “Golden Eagles” have earned a national reputation, putting them among the finest in the United States.

Twenty-three varsity and two junior varsity intercollegiate sports are available at The College at Brockport. There are 12 women’s (basketball, cross country, field hockey, gymnastics, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball) and 11 men’s (baseball, basketball, cross country, football, ice hockey, lacrosse, soccer, swimming and diving, indoor and outdoor track and field, and wrestling) varsity sports.

Facilities for student-athletes at Brockport are outstanding. Outdoors, the 10,000-seat Special Olympics Stadium, built in 1979 and the site of all home football games, is one of the finest in the region and is the largest on-campus Division III site in the country. Each outdoor team has an excellent practice/playing field.

Inside the Ernest H. Tuttle Physical Education and Athletic Complex is a 50-meter Olympic-size swimming pool with a state-of-the-art timing system and display board and seating for 1,300; five gymnasia with a main area seating 2,000; an ice hockey rink with a 2,000-seat capacity; a spacious and well-equipped gymnastics area with a newly-installed spring floor and seating for
500 spectators; a permanent wrestling-only facility; two fully-equipped weight training/fitness centers with Nautilus machines, free weights, and the latest in cardiovascular equipment; and 15 handball, squash and racquetball courts. Additionally, Brockport has a newly-expanded, modern athletic training facility staffed by certified athletic trainers and supported by numerous student assistants.

Brockport’s athletic teams compete at the NCAA Division III level. The College offers both quality educational experiences and excellent athletic opportunities at a reasonable cost, with complete financial aid plans for qualified female and male athletes. No athletic scholarships are available at the Division III level.

Both the men’s and women’s teams participate in the National Collegiate Athletic Association (NCAA). Brockport is also a member of the State University of New York Athletic Conference (SUNYAC) and Eastern College Athletic Conference (ECAC).

Athletics has always been close to the heart of students at the College. Although baseball and football teams trace back to the 1890s, the College views 1928 as the year the athletics program officially commenced.

In 1928, a “blanket tax” was adopted to support the athletic endeavors of the school. A conference, including the Normal Schools at Oswego, Fredonia, Geneseo and several business schools, was formed, giving the Golden Eagles their first all-collegiate schedule. Many of the games prior to 1928 were against area high schools.

The school’s first national championship came in men’s soccer when the Golden Eagles shared the title with Penn State in 1955. The men’s soccer team also won a Division III National Championship in 1974. To date, the most successful program is wrestling. The Golden Eagles have been National Division III team champions five times (1977, 1980, 1982, 1983, 1992). For the women, the gymnastics team has consistently competed for a national championship in recent years, highlighted by a national runner-up finish in 2008, and has produced national champions and academic All-Americans. The women’s basketball team won the SUNYAC Championship three times in the last five years and advanced to the NCAA tournament each year. The men’s basketball team has also established itself as a national power and most-recently participated in the NCAA tournament in 2007, as did the women’s soccer and volleyball teams. The baseball team qualified for NCAA championships for the first time in 2004 and advanced to the College World Series, while the men’s indoor track and field team posted a best-ever fourth place finish at NCAAs in 2007.

For more information, call (585) 395-5328 or visit our Web site at www.brockport.edu/athletics/. For up-to-the-minute results, call the Golden Eagle Sports Hotline at (585) 395-5168.

**GOLDEN EAGLES ATHLETICS DIRECTORY**

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<tr>
<td>Baseball</td>
<td>Justin Beach</td>
<td>395-2347</td>
</tr>
<tr>
<td>Basketball</td>
<td>Greg Dunne</td>
<td>395-2235</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Mark Krueger</td>
<td>395-5353</td>
</tr>
<tr>
<td>Football (Varsity and JV)</td>
<td>Rocco Salomone</td>
<td>395-5348</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>Brian Dickinson</td>
<td>395-5351</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Ben Wineburg</td>
<td>395-5067</td>
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<tr>
<td>Soccer</td>
<td>Gary LaPietra</td>
<td>395-5448</td>
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<tr>
<td>Swimming/Diving</td>
<td>Jack Stover</td>
<td>395-5353</td>
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<tr>
<td>Indoor/Outdoor Track and Field</td>
<td>Mark Krueger</td>
<td>395-5353</td>
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<tr>
<td>Wrestling (Varsity and JV)</td>
<td>Don Murray</td>
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Women’s Teams

<table>
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<tr>
<th>Intercollegiate Sports</th>
<th>Coaches</th>
<th>Office Phones</th>
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<tr>
<td>Basketball</td>
<td>Nicole Beauregard</td>
<td>395-5200</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Brian Cole</td>
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<tr>
<td>Field Hockey</td>
<td>Andrea Zurlo</td>
<td>395-5977</td>
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<tr>
<td>Gymnastics</td>
<td>John Feeney</td>
<td>395-5867</td>
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<tr>
<td>Lacrosse</td>
<td>Stephanie Walker</td>
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<tr>
<td>Soccer</td>
<td>Joan Schockow</td>
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<tr>
<td>Softball</td>
<td>John Dumaw</td>
<td>395-5955</td>
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<tr>
<td>Swimming/Diving</td>
<td>Jack Stover</td>
<td>395-5344</td>
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<tr>
<td>Tennis</td>
<td>Ed Gonzalez</td>
<td>395-5614</td>
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<tr>
<td>Indoor/Outdoor Track and Field</td>
<td>Brian Cole</td>
<td>395-5353</td>
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<tr>
<td>Volleyball</td>
<td>John Tuttle</td>
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Administration

<table>
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<tr>
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<th>Phone</th>
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<tbody>
<tr>
<td>Director of Athletics</td>
<td>Linda J. Case</td>
<td>395-5328</td>
</tr>
<tr>
<td>Associate Director/SWA</td>
<td>Susan Hoffman</td>
<td>395-5327</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Mark Rowland</td>
<td>395-5329</td>
</tr>
<tr>
<td>Sports Information Director</td>
<td>Kelly Vergin</td>
<td>395-2218</td>
</tr>
</tbody>
</table>

BOOKSTORE

The Barnes & Noble College Bookstore is the on-campus resource for all required textbooks and school supplies. Additionally, the store has a selection of general reading, reference and children's books, college memorabilia, clothing, gifts and greeting cards. Special orders are also available.

The bookstore buys used textbooks from students on a daily basis, enabling the store to offer a large selection of used books at reduced prices the following semester. Textbooks are accepted for refund only during the first week of classes with receipt. After the first week, refunds are issued for 30 days only with receipt and verification of class withdrawal.

The store, located in the Seymour College Union, is open Monday-Thursday 8:30 am–5 pm; Friday 8:30 am–4 pm; and Saturday noon–3 pm. The bookstore is open extended hours during the first week of each semester. For more information, call (585) 395-2554 or visit www.brockport.bkstore.com.

CAMPUS LIFE

The Office of Campus Life advances the College’s mission of student success through collaborative efforts with faculty, staff and students. With student success as our highest priority, the Campus Life staff share the responsibility with the campus community in creating facilities, programs, and services that allow students diverse opportunities for personal growth and development. Areas of responsibility are: Homecoming Weekend, Family Weekend, Welcome Weekend, advising Brockport Student Government (BSG), overseeing Seymour College Union operations, fraternity and sorority life, campus programming, off-campus student services, Gallery Lounge and Gameroom, weekend getaways, and management of 89.1 The Point radio station. The Campus Life staff is in continual contact with students and student leaders and are wonderful sources of information and advice on almost any topic related to student life at The College at Brockport.

The Office of Campus Life is located on the second level of the Seymour College Union in room 203, and is open 8 am–5 pm weekdays. The Seymour College Union Information Center is open 9 am–7 pm Monday–Friday and 1 pm–7 pm Saturday and Sunday. For more information on specific services, activities and programs, call (585) 395-5646 or visit our Web site at www.brockport.edu/campuslife/.
CAREER SERVICES

The Office of Career services provides students and alumni with the resources and services they need for successful career planning and job placement. The office offers individual career advisement, career and job resources, and an Internet database (JobShop) of jobs and internships. Staff can assist students who are deciding on a career direction related to their disciplines and can provide internship options. Students are also encouraged to take advantage of the many events planned throughout the year—for example career and job workshops, Teacher Recruitment Day and various career specific and general job fairs.

Students seeking work can take advantage of positions offered through Student Employment using JobShop. Current information about career and job events, workshops and JobShop (part-time jobs, full-time professional jobs, internships and volunteer work) can be found by visiting the Career Services home page at www.brockport.edu/career/.

Career Services is located on the first floor of the Rakov Center, and is open 8 am-5 pm during the academic year, and 8 am-4 pm during the summer and winter break. Students are encouraged to visit the office during drop-in hours, noon-2 pm Monday-Friday, or to call for an appointment. More information can be obtained by calling (585) 395-2159 or by visiting the Career Services Web site at www.brockport.edu/career/.

COUNSELING CENTER

The Counseling Center is open to all registered students who wish to discuss personal concerns in a confidential setting. Services include individual, group and couples counseling and are provided by highly trained, licensed staff members who have expertise in working with college students of all ages.

The Counseling Center is located in Hazen Hall and is open 8 am-5 pm, Monday-Friday during the academic year. Office hours are 8 am-4 pm, Monday-Friday during summer and academic breaks. Appointments can be made in person or by calling (585) 395-2207. Urgent needs are accommodated on a walk-in basis. For more detailed information, visit our Web site at www.brockport.edu/cc/.

CULTURAL CENTER AND COMMUNITY DEVELOPMENT

The role of the Cultural Center and the Office of Community Development, located on the 2nd floor of the Seymour College Union, is to foster cross-cultural interactions and understanding within the College and with members of the Greater Rochester community. The program provides educational programs and services, community service opportunities and cultural events to promote mutual respect and teach attributes of global citizenship. The program also provides support service needed to ensure academic success and personal development of underrepresented populations and international students.

DINING SERVICES

Dining Services are provided by Brockport Auxiliary Service Corporation (BASC), a non-profit corporation, which also manages the Barnes & Noble College Bookstore, ID card services, residential laundry, summer conference programs, Welcome Center and Parking Services, as well as vending. BASC Dining Services provides students with extraordinary food and service all at an incredible value. In fact, The College at Brockport concept of diversified dining has been recognized by SUNY students as the #1 Dining Service in the SUNY College system since 1994! That's consistent, high quality, extraordinary service for over a decade!

Dining Services focuses on offering outstanding food, facilities, and service by listening to what students want. With eight dining locations on campus, meal plan options and hours of
operation designed to meet today’s lifestyles, students have a wide array of choices and lots of flexibility. In addition to having so many choices – meal plans are tax free! On-campus students are required to enroll in a dining plan.

The two resident dining halls offer a vegetarian entrée at each meal, and each has a grill, deli bar at lunch and salad bar in addition to daily entrees, soups and desserts. Harrison Dining Hall, at the west end of campus, is the larger of the two dining halls and features distinct food stations, ranging from Mediterranean to international to American/ regional cuisine. Brockway Dining Hall is known for its breakfasts with Belgian waffles and live display cooking daily at lunch.

Several dining locations feature both national and local brands:

**Union Square Food Court** in the Seymour College Union offers a huge variety with its collection of shoppes including KFC Express, Carmens, Mexican Connection, Lindee’s, Union Grille, Roots (vegetarian), Passions, Quenchers, a salad bar, and a display cooking station.

**TRAX** proudly brews Starbucks Coffee and offers fresh-dough pizza, subs, Buffalo-style chicken wings, Hershey’s ice cream and an abundance of sweet treats daily from noon until 1 am. Call in-orders can be placed at (585) 395-2560 until 12:45 am.

**Jitterbugs Café**, located in Seymour College Union, and **Aerie Café**, located in Drake Memorial Library, feature gourmet soups, sandwiches, salads, delicious pastries — and of course steaming java, made with local Java Junction coffee.

**Hartwell Café** is open during the week, serving the east end of campus, and is a great place to grab a bite to eat between classes.

**Courtside**, located in the Tuttle Athletic Complex, provides a healthy alternative to fast food. Open from 8 am to 5 pm throughout the academic year, the BASC Business Office is located in Brockway Hall. Summer hours are 8 am to 4 pm. For more information, call (585) 395-2570 or visit www.basc1.com.

**Easy Money**

In addition to a wide selection of meal plans and dining locations, BASC also offers Easy Money, a debit account at The College at Brockport that is accessed through a campus Eagle One ID card. Students deposit money into this account for use throughout the year. Whenever a purchase is made with a card, the amount of the purchase is deducted from the student’s available balance. Easy Money is used for purchases at any BASC operation, vending machines campus-wide (including MetroCenter), and the College Bookstore, to name a few on-campus locations, and at many local area merchants.

**DISTANCE LEARNING: TELECOURSES AND SUNY LEARNING NETWORK ONLINE COURSES**

The College at Brockport provides students desiring scheduling flexibility with two distance-learning options. Studies have shown that students who do well in distance-learning courses are bright, motivated, and self-disciplined learners with good study and time management skills.

**Telecourses**

Telecourses are offered in nine subject areas each semester, evenings and weekends, on campus and at The College at Brockport MetroCenter Telecourse students learn through a combination of synchronous (same time, same place) in-class instruction, independent study, and program viewing. For more information on telecourses, e-mail telecourse@brockport.edu, view our Web site at www.brockport.edu/academics/distance.html, or call (585) 395-5726.

**SUNY Learning Network Online Courses**

Students may elect to take completely asynchronous, online courses via the College’s SUNY Learning Network (SLN) offerings using computer Internet access from home, work, or on the road. For more information on online courses, e-mail sln@brockport.edu, view our Web site at www.brockport.edu/academics/distance.html, or call (585) 395-5734.
ARThuR O. eve opporTuNity foR hiGh er eDucaTioN proGRaM (eop)
See Chapter II.

Financial Aid Office
The Financial Aid Office is responsible for the administration of federal and state financial aid program funds. Services include the determination of student eligibility for aid and counseling on appropriate application for funds. The Financial Aid Office assists students in the payment of their college expenses by providing deferments (credits to the college bill) for financial aid awards. The Financial Aid Office, on the main floor of the Rakov Center for Student Services, is open Monday through Friday 8 am-5 pm throughout the academic year. Office hours are 8 am–4 pm during the summer and intersession.
For more information on general aid or details regarding individual applications, visit our Web site at www.brockport.edu or contact us at (585) 395-2501.
Other services include:

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR Center</td>
<td>(585) 395-5852</td>
<td><a href="http://www.brockport.edu/finaid/">www.brockport.edu/finaid/</a></td>
</tr>
<tr>
<td>Document Request Line</td>
<td>(585) 395-5443</td>
<td>E-mail <a href="mailto:finaid@brockport.edu">finaid@brockport.edu</a></td>
</tr>
<tr>
<td>FAX Line</td>
<td>(585) 395-5445</td>
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Health Center
Student Health Center
The Student Health Center provides ambulatory medical care to all registered students. Located in Hazen Hall, the Health Center is open weekdays 8 am-4:45 pm and Saturdays 10 am-2 pm during the academic year. Office hours are 8 am-4 pm Monday-Friday during summer and academic breaks. After-hours care is available at nearby Lakeside Memorial Hospital on a fee-for-service basis. Medical services provided off-campus or by other agencies are not covered by the mandatory health fee.

Immunizations: NY State Public Health laws require proof of immunity to measles, mumps and rubella, AND verification (by waiver) of receipt of information regarding meningitis or date of immunization.

Health Insurance: All full-time undergraduate and graduate students (i.e., taking 12 or more credits) are required to have health insurance and are automatically charged for the campus plan. Students who are covered by another personal or family plan are able to waive the campus plan at www.aetnastudenthealth.com. Waiver information and instructions are enclosed with the student bill. This insurance may also be purchased by part-time students taking more than six credits, and by eligible spouses/partners of students enrolled in the plan. For more detailed information, visit our Web site at www.brockport.edu/healthctr/ or call (585) 395-2414.

Information Technology Services (ITS)
Information Technology Services is responsible for ensuring the availability of computing, networking, and information resources to assist the College community in effectively applying information technology.
Information Technology Services is organized into five areas: 1) Applications, Systems and Networking, 2) Technology Support Services, 3) Web Services, 4) Learning Systems, and 5) Research, Analysis and Planning. Major areas of responsibility include the campus networking systems, student information system, campus e-mail system, the College Learning Management System,
the IT Help Desk, computer labs, classroom technology, the official College Web site, and analysis of information to support College decision making.

The IT Helpdesk [http://www.brockport.edu/its/helpdesk/](http://www.brockport.edu/its/helpdesk/) provides support for a wide variety of technology-related questions for students, faculty and staff when classes are in session at (585) 395-5151 or helpdesk@brockport.edu.

ANGEL is the College learning management system allowing students Web-based access to class syllabi, threaded discussions, online quizzes and more. Brockport also hosts a number of SUNY Learning Network (SLN) courses at [www.brockport.edu/sln](http://www.brockport.edu/sln).

Computer labs and instructional labs, including the MetroCenter labs, provide more than 700 workstations to students, offering standard and specialized software as well as Internet access.

For additional information on Information Technology Services at The College at Brockport, visit: [www.brockport.edu/its](http://www.brockport.edu/its).

**International Education—Study Abroad Programs**

Qualified students are encouraged to apply and participate in semester-long direct enrollment study abroad programs at many universities throughout the world. The College at Brockport's Office of International Education has more than 65 study abroad opportunities for semester, year-long, summer and intersession participation. Students can participate from any liberal arts course work in most any of our overseas study programs in countries such as Australia, China, Costa Rica, England, France, Ghana, Greece, Ireland, Italy, Jamaica, Mexico, the Netherlands, New Zealand, Philippines, Scotland, Spain, Thailand and Vietnam. Students may also do internship placements for credit at some of Brockport's overseas program sites. In addition to Brockport’s programs, students are eligible to participate in overseas programs sponsored by other SUNY universities.

Advice and assistance for interested students are available through the Office of International Education in Morgan III, the main floor, and is open Monday through Friday, from 8 am-4:30 pm, (585) 395-2119 or (800) 298-7869 (SUNY). Programs are listed at [www.brockport.edu/studyabroad](http://www.brockport.edu/studyabroad).

**International Student Services**

The Office of International Student Services provides assistance and support to international students who have been accepted by The College at Brockport. The International Student Advisor works closely with faculty and various College support services, and with community service agencies and organizations to facilitate the adjustment of international students to the College and the larger community.

The College at Brockport is an institutional member of NAFSA: National Association of Foreign Student Advisors. Every international student is a member of the International Student Organization, which fosters cultural exchange among international students, American students, and faculty. The Office of International Student Services is located in Seymour College Union, Room 224. (The office maintains close ties with the US Citizenship and Immigration Services and is able to advise students regarding their immigration status.)

The office is open 8 am–5 pm during the academic year, 8 am-4pm during the summer. For more information, please call (585) 395-5899.
Library

Drake Memorial Library offers a full range of information services, study and media viewing areas, and seminar and instructional spaces, including a media-rich Learning Commons. The library houses a collection of more than 450,000 books, approximately 800 print serial subscriptions, 100,000 bound periodicals, 25,000 online serial subscriptions, 10,000 media materials, and 2 million microforms. An online library catalog provides easy access to the collections. The library’s open-stack policy provides direct access to most materials.

Drake Library subscribes to many online information sources, offering availability to journal articles, newspapers, databases, government documents and specialized reports. Subscriptions include Lexis/Nexis, JSTOR, Academic Search Premier, ScienceDirect, BioOne, PsycArticles, and many more. A full list of electronic resources can be found on the library’s Web page, www.brockport.edu/library. Access to reserve materials is provided through ANGEL. In addition, Drake is home to the College Archives and Special Collections. All resources including reference assistance are available to Brockport students both on and off campus. A full-time librarian is also available at the MetroCenter.

The library is open an average of 105 hours per week during the semester; the reference desk is staffed most hours that the library is open. Students doing research may call (585) 395-2760 for assistance, or send an AOL Instant Message to drakeref. Students may also send e-mail to askdrake@brockport.edu or schedule a personal research consultation with a reference librarian by completing the form on the library Web page. Response is usually provided within 24 hours.

Students may borrow materials from Drake Library for approximately four weeks. Materials can be renewed when not requested by others. A valid College ID serves as a library card.

Materials not available in the library may be obtained from other libraries through interlibrary loan (ILL) and can be requested electronically from the library’s ILL Web page. Delivery time for requested items usually ranges from two days to one week.

For current hours, please call the recorded information service, (585) 395-2288.

Other Library Services

Networked PCs, Macs, printers, scanners and wireless network access are available for authenticated users. Photocopy machines and microfilm printers are also available. The Aerie Café is open when school is in session.

MetroCenter

The College at Brockport MetroCenter is located in downtown Rochester at 55 St. Paul Street. The facility features 18 classrooms, three computer labs and state-of-the-art instructional technology resources. There are student lockers, conference rooms, administrative offices, designated departmental offices, a career services satellite center, the library commons, and a student lounge with vending services that accept Easy Money. The MetroCenter is home to the Greater Rochester Collaborative Master of Social Work program of The College at Brockport and Nazareth College, and Department of Public Administration faculty offices.

Courses offered at The College at Brockport MetroCenter allow undergraduate students to take a variety of elective and required courses in diverse disciplines, including social work, psychology, education and human development, anthropology, geology, business, art, and criminal justice in downtown Rochester. Completion of degree requirements may necessitate taking some courses offered only on the College’s Brockport campus.

For more information, please visit www.brockport.edu/metrocenter, e-mail metro@brockport.edu or call (585) 395-8000.
Office for Students with Disabilities

The Office for Students with Disabilities provides support and assistance to individuals with documented medical, physical, emotional or learning disabilities, especially those experiencing problems in such areas as academic program, or adjustment to the campus environment. Academic accommodations such as note takers, testing accommodations and the use of assistive technologies are decided on a case by case basis. Other services include advocacy, and referral to appropriate governmental and community agencies.

The College Senate has adopted the following statement regarding disabilities. Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at (585) 395-5409 or e-mail at osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing any approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

The coordinator for the Office for Students with Disabilities serves in an advisory capacity to the campus at large on matters related to disability services, and works closely with other offices to assist in meeting the needs of individuals with disabilities. The Office for Students with Disabilities is located in Room 227 of Seymour College Union, and is open 8 am–5 pm weekdays during the academic year, 8 am–4 pm summers. It is accessible by elevator from the ground-level entrance, with handicapped parking immediately adjacent. For more information, call (585) 395-5409.

Office of College Events

The Office of College Events is responsible for coordinating large-scale College at Brockport programs and assisting the campus and community with the implementation of their events. In partnership with campus offices, we administer the campus reservation system and Web Event Calendar at www.brockport.edu/events

The Office is located in room 213, Seymour College Union. For assistance, call (585) 395-5645.

Office of Special Sessions and Programs

The Office of Special Sessions and Programs is located in Room 2108 Morgan II, Kenyon Street.

SummerSession

The College at Brockport's SummerSession program has been specifically tailored to accommodate diverse schedules, with more than 250 undergraduate and graduate courses offered over three sessions from mid-May to early August. Classroom, library, computing and recreational facilities on the main campus and at The College at Brockport MetroCenter downtown support the SummerSession program. Please visit www.brockport.edu/ssp, e-mail summer@brockport.edu or call (585) 395-2900 for more information.

WinterSession

WinterSession courses are in session for two weeks in January and classes are held Monday through Friday. Enrollees can earn three credits in a time-shortened, intensive format. For more information, visit www.brockport.edu/ssp, e-mail winter@brockport.edu or call (585) 395-2900 for more information.
OFFICE OF STUDENT ACCOUNTS

The Office of Student Accounts (OSA) is responsible for administering a variety of cashier, billing and collection functions, including processing tuition and fee payments, establishing College-approved payment plans, disbursing student refund checks, processing (certain) loan, scholarship, grant and other awards, and counseling students regarding general financial matters. The Office of Student Accounts is located on the second floor of the Rakov Center for Student Services, and is open weekdays from 8 am – 5 pm during the academic year, and from 8 am – 4 pm during the summer. Students may contact the Office of Student Accounts at bursar@brockport.edu, or (585) 395-2473.

PREPARATION FOR PRE-PROFESSIONAL SCHOOLS—
LAW, MEDICINE, DENTISTRY, VETERINARY MEDICINE, ALLIED HEALTH
FIELDS

Students interested in preparing for entry into fields such as law or medicine, dentistry, veterinary medicine, osteopathy, optometry, and similar allied medical fields can prepare for admission to professional schools in these areas through their course work at The College at Brockport. The Department of Business Administration offers a pre-law specialty. The Department of Political Science houses the Pre-Law Advisement Committee. The College also has a Pre-professional Health Advisory Committee to assist students interested in gaining admission to medicinally-related professional schools. For further information on the Pre-Professional Health Advisory Committee, please refer to the Pre-professional Health Program entry.

RECREATIONAL SERVICES

The Recreational Services Office provides a comprehensive program of recreational and leisure activities for the campus and the community. Programs are designed to serve The College at Brockport students, faculty, staff, alumni and interested members and agencies of the greater Brockport community. All recreational programs assist participants in developing positive leisure and recreational habits that will contribute to lifelong wellness.

Informal recreation hours are arranged at the beginning of each semester and are advertised throughout the campus. Facilities for informal recreation include the ice arena; fitness center; pool; squash and racquetball courts; five gymnasiums; volleyball gym; outdoor athletic field and intramural fields; tennis courts; and group exercise classes.

Intramural sports are scheduled on a seasonal basis and utilize both indoor and outdoor College facilities. Offerings have included flag football, basketball, broomball, volleyball, softball, indoor soccer, floor hockey, and ultimate Frisbee. Additional intramural activities will be offered in high-interest sports and programs. Special event programming includes the Fall Golf Tournament and Polar Bear Softball.

The Ice Arena is open from September through March, and may be used during scheduled hours. It is also available for rental by community agencies.

College and community instructional programs are offered throughout the year, offering opportunities in special interest areas. Current programs include instruction in ice skating, judo, tae kwon do and learn to swim.

Additionally, Recreational Services has strong working relationships with various regional organizations who annually host special events, festivals, tournaments, leagues and competitions at the campus.

The Recreational Services HUB Office is located in Tuttle North, (585) 395-2681, www.brockport.edu/recservices, and is open daily.
**Registration and Records**

The Office of Registration and Records is responsible for registration and for maintaining permanent academic records of all students. These responsibilities include: all registration procedures including adding, dropping and withdrawing classes; production of the Course Schedule used for registration purposes; verification of student enrollment to other Brockport offices and external agencies; posting grades to students’ permanent records; providing transcripts of permanent records upon student request; reviewing final degree requirements for graduation; and printing and mailing diplomas. The office also assists students and alumni with creating, assembling and maintaining a credentials file containing letters of reference and provides such files to prospective employers and graduate schools upon student request.

The Office of Registration and Records, (585) 395-2531, is located on the second floor of the Rakov Center for Student Services. The office is open 8 am–5 pm weekdays during the academic year, 8 am–4 pm during winter and summer sessions. Visit the Office of Registration and Records web site at [www.brockport.edu/registrar](http://www.brockport.edu/registrar) for the most current registration information, forms and semester schedules.

**Residential Life/Learning Communities**

The Office of Residential Life/Learning Communities, located in the basement of the Seymour College Union, is the central management group for the College's housing system. Through its staff of resident directors, faculty-in-residence, resident assistants, night-desk attendants, and other support personnel, the Office provides a program focused on student success. Residential Life/Learning Communities is involved in almost every out-of-classroom student activity. Concerns in the following areas, among others, can be resolved through contacting this office: student conduct activity, condition of room/suite/hall, damage/key bills, housing charges, Night-desk Attendant Program, personal safety issues, programming/Resident Assistant Program, student residence councils, and staff and student development programs and activities. The office is open weekdays 8 am–5 pm during the academic year, 8 am–4 pm summers. For more information, call (585) 395-2122.

**Scholarship Office**

119 Rakov Center for Student Services  
(585) 395-5414  
[www.brockport.edu/scholarships](http://www.brockport.edu/scholarships)

The Scholarship Office offers scholarship and grant opportunities to College at Brockport students. Services include scholarship search assistance, writing competitive essays, assisting with scholarship applications and help with exploring all of the scholarship and grant possibilities available to College at Brockport students. The Scholarship Office also coordinates the Extraordinary Academic Scholarship Program. For more information, please stop by or visit us at [www.brockport.edu/scholarships](http://www.brockport.edu/scholarships).
SEYMOUR COLLEGE UNION

The Seymour College Union is home to many services that students use on a regular basis. Hours for specific offices/departments may be obtained by calling (585) 395-2252 or (585) 395-5646. Or visit the Office of Campus Life Web site at www.brockport.edu/campuslife.

Building Hours
7 am-11 pm Monday-Thursday
7 am-1 am Friday
Noon-1 am Saturday
Noon-11 pm Sunday

Gallery Lounge and Gameroom Hours
10 am-10:45 pm Monday-Thursday
10 am-12:45 am Friday
4 pm-12:45 am Saturday
4 pm-10:45 pm Sunday

Departments/Services
Automatic Teller Machine
Ballroom (multipurpose room)
Barnes & Noble Bookstore
BASC Catering Office
Brockport Student Government (BSG)
BSG Box Office
Clubs and Organizations Offices
Commuter Lounge and Lockers
Computer Lounge
Gallery Student Lounge and Gameroom
Information Center (schedules, maps, etc.)
International Student Services

Jitterbugs Café
Main Lounge
Office for Leadership and Community Development
Office for Students with Disabilities
Office of Campus Life
Office of College Events
Public Pay Phones
The Point 89.1—AM/FM student-run radio studio
The Stylus—student-run campus newspaper
Union Square Food Court
Women’s Center

STUDENT LEARNING CENTER
B-10 Cooper Hall
(585) 395-2293
www.brockport.edu/~slc/

The Student Learning Center (SLC) offers academic support to all College at Brockport students. Services include tutoring for math, writing, and many undergraduate courses; study skills workshops; writing and study skills reference materials; and a computer lab. The SLC is open 45 hours each week, including Tuesday and Wednesday evenings. For more information, please stop by or visit us at www.brockport.edu/slc/.

TRiO STUDENT SUPPORT SERVICES PROGRAM

The TRiO Student Support Services Program’s mission is to help ensure the academic, social, and personal success of its students and to retain students through graduation. The program accomplishes this mission by offering its members academic support, such as tutoring, study skills workshops and academic advisement; counseling, including personal, financial, and career; and social and cultural enrichment activities. From the services offered, students choose those that best meet their individual needs. Eligible students are those who are first-generation (neither parent has a four-year degree), or meet federal income guidelines, or have a documented disability. For more information, see www.brockport.edu/sssp or call (585) 395-5891.

TEACHER OPPORTUNITY CORPS (TOC)

The College at Brockport Teacher Opportunity Corps (TOC) program serves undergraduate and graduate students in childhood inclusive and adolescence inclusive with middle childhood extension initial certification programs. Comprehensive support services include academic advisement, tutoring, financial assistance, teacher exam preparation, and counseling services.
In cooperation with the Rochester City School District (RCSD), pre-service teachers do field work and student teaching in urban RCSD schools. First-year TOC graduates employed in the Rochester City School District receive mentoring, which helps ensure their success as teachers. Ten program graduates have gone on to pursue doctoral studies in education and several have gone on to pursue administrative certificates. Placement rate for TOC graduates is 98 percent. Contact the Department of Education and Human Development, (585) 395-2205, for additional information.

Undergraduate Research

Research options are available and encouraged in every field of study at The College at Brockport. Individual students work with faculty members and other students on current issues and areas of interest in their disciplines, often resulting in co-authored publications in academic and professional journals. Additionally, each year The College sends students to the National Conference on Undergraduate Research to present the results of their work in a variety of formats, including oral presentations, posters, and performances. In so doing, students interact and exchange ideas with other students and faculty from schools such as Harvard, Yale, University of California-San Diego/Davis, Wheaton, Colgate, and MIT. Conference papers are published in an academic journal which contains the proceedings of the conference.

Also, the Ronald E. McNair Post-Baccalaureate Achievement Program, funded by the US Department of Education, encourages and supports involvement in research by students from low-income and underrepresented groups.

Another hallmark of undergraduate student research and a campus tradition for more than 25 years, the College’s annual Scholars Day is a celebration of scholarly pursuits by the campus community. Annually, more than 225 presentations, poster sessions and demonstrations are made by more than 400 students, faculty and staff. Classes are suspended during this all-day event so that the entire campus community has the opportunity to participate.

University Police

The Department of University Police for The College at Brockport is a professional, service-oriented law enforcement agency which is committed to the establishment and maintenance of a safe and secure learning environment for all students, faculty, staff and visitors. The department is staffed by highly trained, experienced, certified police officers who possess a unique desire to provide the very finest level of police services within a higher education setting. These officers patrol the campus 24 hours a day in marked vehicles, on foot and on bicycles, and are in constant radio communication with the department’s Dispatch Center. The Dispatch Center also monitors all campus fire alarm systems, the on-campus “Blue Light” emergency telephone network and maintains radio or telephone contact with all area police, ambulance and fire services. Members of the College community are urged to promptly report crimes, medical emergencies, fires, motor vehicle accidents, suspicious circumstances, etc. to the University Police dispatcher. The telephone numbers are (585) 395-2222 for emergencies, (585) 395-2226 for non-emergencies.

A copy of “The College at Brockport, State University of New York Crime Statistics” as reported annually to the US Department of Education will be provided upon request by the campus Personal Safety Committee. Direct all such requests to the Office of the Chief of University Police at (585) 395-2226. Information can also be obtained from the US Department of Education Web site at www.ope.ed.gov/security.
VETERANS AFFAIRS
The College at Brockport is approved by the New York State Education Department for the training of veterans and other eligible persons. The Veterans Affairs Office assists eligible veterans and dependents in applying for veterans educational benefits, arranges deferral of college charges against those benefits, and certifies attendance to the U.S. Department of Veterans Affairs. The College at Brockport is a member of the Servicemembers Opportunity Colleges (SOC) and actively supports their programs and activities offered on behalf of servicemembers. For more information and for publications concerning veterans educational benefits, call (585) 395-2315, or visit the office on the main floor of the Rakov Center for Student Services (in the Financial Aid Office), which is open weekdays 10 am–5 pm during the academic year, and 10 am–4 pm summers and during intersession. The e-mail address is: veterans@brockport.edu.

WELCOME CENTER AND PARKING SERVICES
(BROCKPORT AUXILIARY SERVICE CORPORATION)
Welcome Center and Parking Services, located in the Raye H. Conrad Welcome Center, offers information in the form of brochures and maps to students, faculty, staff and visitors of The College at Brockport. In addition to managing parking on campus, this office provides a Motorist Assistance Program (MAP), lending a helping hand to on-campus drivers who may need a jump start, gas run, lock-out assistance or tires inflated. For more information, call (585) 395-PARK or visit www.basc1.com/parking.

Parking Rules/Policies
Persons planning to park on campus on weekdays, including evenings, must register their vehicles with Welcome Center and Parking Services (visitors included). All visitors need a daily permit to park on campus and most will be assessed a $2 per day charge, with the exception of parents of enrolled students, visitors to Admissions and members of various campus advisory boards. Students parking on campus must purchase a parking permit, display it on the rearview mirror, and park in the appropriate lot assigned according to the color of the permit. To purchase permits online and to view parking regulations and policies, visit www.basc1.com/parking.

WOMEN’S CENTER
The College at Brockport Women’s Center was established in March 1997 and moved into its current home in the lower level of Seymour College Union in September 1997. The Women’s Center mission is to “address the needs of women on campus and in the community, with a focus on the elimination of oppression and discrimination based on sex, race, age, class, religion, and sexual orientation, as well as other barriers to human liberation.”

The goals of the Women’s Center are to:
• Educate, empower and inform women and men.
• Advocate for change to create and maintain a climate that enhances the quality of life for all members of the College community.
• Foster collaborative work and facilitate connections between students, college resources, alumni, staff, faculty and members of the greater Brockport community.
• Encourage leadership.

The Women’s Center works to raise consciousness in a variety of ways about issues that directly affect women both within and beyond the campus community. The Women’s Center assists women on campus in achieving empowerment through mentoring and the development of leadership skills, and serves as a catalyst for political and social actions on campus and throughout the community. The Women’s Center networks with other groups, working toward the same goals. Most important, the center provides a safe and supportive place for women to meet, talk and work together.
The Women’s Center has an information center, complete with referrals to other groups and facilities on campus; and a small library with literature and videos on such topics as women’s history, health, relationships, careers, spirituality and violence against women, in addition to novels and magazines. The center sponsors a variety of events and speakers, such as an annual Take Back the Night March and the Clothesline Project. Brown Bag luncheons are our weekly informal lunchtime discussion series exploring issues that affect women from body image to poverty. The center also cosponsors and creates coalitions with other groups on campus, including the Women’s Studies Organization, the Health Center, OSAD, ALAS, SOUL and the Student Social Work Organization.

The Women’s Center is run by a number of student interns and Work-Study students and volunteers, who keep the center open four days a week. They organize and run programs and events, and provide a welcoming environment for drop-ins. The center invites everyone to come in and browse in the Women’s Center library and resource center, become an organizer or a participant in center activities, or simply stop by for a cup of coffee or tea. Contact the Women’s Center at (585) 395-5584. Current hours are posted on the door of the center and on the Web site at www.brockport.edu/womensctr.
Degree Requirements and Related Policies
CHAPTER V

DEGREE REQUIREMENTS AND RELATED POLICIES

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Baccalaureate Degree Requirements

The baccalaureate is an academic degree awarded by The College at Brockport to students who successfully complete undergraduate requirements in a planned, approved program that typically requires four years of full-time study. The College at Brockport offers four such baccalaureate degree programs: Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science in Nursing. Each requires the successful completion of an academic major, the General Education program and certain other academic requirements.

In addition, The College at Brockport offers both a Bachelor of Arts and a Bachelor of Science in two distinctive formats through Delta College, Brockport’s unique time-variable degree program. The specific requirements for each degree are summarized on the following pages. Additional information concerning the Delta College degree programs appears in Chapter VI.

While certain programs of study lead only to the Bachelor of Science or the Bachelor of Arts, in most cases students may pursue either a Bachelor of Science or a Bachelor of Arts. The distinction between the two lies in the number of liberal arts credits required (90 for the BA, 60 for the BS), and in the requirement for competency in a foreign language for those pursuing the Bachelor of Arts. Thus, a chemistry major, for example, may choose to pursue either a Bachelor of Arts or a Bachelor of Science.

Matriculation Requirement

To earn a baccalaureate degree from The College at Brockport, a student must be matriculated; that is, formally accepted as a degree candidate by the Office of Undergraduate Admissions. Students may register for courses without matriculated status, and may apply credit received from such courses toward a degree program at the time of their matriculation. However, the degree requirements a student must meet to graduate are those in effect at the time of formal matriculation.

Bachelor of Arts Requirements

1. Completion of a minimum of 120 credits in an approved program with a minimum academic grade point average of 2.0 earned at The College at Brockport and a maximum of 54 credits in any one discipline.
2. Completion of the General Education requirements.
3. Completion of a minimum of 48 credits in upper-division (300/400-level) courses.
4. Completion of a minimum of 90 credits in liberal arts courses.
5. Completion of an academic major program with a minimum cumulative grade point average of 2.0 in courses required for the major.
6. Completion of a minimum of 12 credits in upper-division (300/400-level) courses in the academic major.
7. Competency in one foreign language as described below.

Foreign Language Requirements for the Bachelor of Arts

The foreign language requirements for the Bachelor of Arts can be met by the:
1. Successful completion of the second semester of the intermediate year of college instruction in a foreign language (212), or a more advanced course; or
2. Successful completion of four or more years of one foreign language in high school and the appropriate score on a standardized test administered by The College at Brockport Department of Foreign Languages and Literatures.

Placement in Foreign Language Courses

Students who successfully complete high school foreign language study are required to take a placement test to determine appropriate placement level.

Bachelor of Fine Arts Requirements

1. Completion of a minimum of 120 credits in an approved program with a minimum academic grade point average of 2.0 earned at The College at Brockport.
2. Completion of the General Education requirements.
3. Completion of a minimum of 48 credits in upper-division (300/400-level) courses.
4. Completion of a minimum of 12 credits of upper-division (300/400-level) courses in the academic major.
5. Completion of the academic major program in studio art with a minimum cumulative grade point average of 2.0 in courses that meet the requirements of the major, excluding prerequisite and corequisite courses.

Bachelor of Science Requirements
1. Completion of a minimum of 120 credits in an approved program with a minimum academic grade point average of 2.0 earned at The College at Brockport, and a maximum of 54 credits in any one discipline.
2. Completion of the General Education requirements.
3. Completion of a minimum of 48 credits in upper-division (300/400-level) courses.
4. Completion of a minimum of 12 credits in upper-division (300/400-level) courses in the academic major.
5. Completion of 60 credits in liberal arts courses.
6. Completion of an academic major program with a minimum grade point average of 2.0 in all courses required for the major.

Bachelor of Science Requirements - Professional Accounting
1. Completion of a minimum of 150 credits in an approved program with a minimum academic grade point average of 2.0 earned at The College at Brockport, and a maximum of 54 credits in any one discipline.
2. Completion of the General Education requirements.
3. Completion of a minimum of 48 credits in upper-division (300/400-level) courses.
4. Completion of 60 credits in liberal arts courses.
5. Completion of all course requirements as outlined for the professional accounting program with a minimum grade of “C” in all accounting courses and “C-” in all other required courses in the program.

Bachelor of Science in Nursing Requirements
1. Completion of a minimum of 120 credits in an approved program with a minimum academic grade point average of 2.0 earned at The College at Brockport, and a maximum of 54 credits in any one discipline.
2. Completion of the General Education requirements.
3. Completion of a minimum of 48 credits in upper-division (300/400-level) courses.
4. Completion of 60 credits in liberal arts courses.
5. Completion of all course requirements as outlined for the nursing program with a minimum grade of “C” (2.0) in each nursing course.
6. Completion of all degree requirements within five years after beginning the clinical component of the major.

Bachelor of Arts Requirements Through Delta College Program
Option I:
1. Completion of a minimum of 99 credits with a grade point average of 2.0 in each component of the program and overall, meeting the Delta College requirements and the requirements of a College at Brockport major or contractual liberal arts major.
   a) Delta core
   b) The College at Brockport major
   c) Delta College’s Integrative Learning Experiences
d) Foreign language (intermediate level), computer, and statistics competencies
2. Completion of 48 credits in upper-division (300/400-level) courses.
3. Completion of a minimum of 90 credits in liberal arts courses.
4. Participation in the assessment and evaluation program of Delta College.

**Option II:**
1. Completion of a minimum of 99 credits and the Delta College global studies major with a grade point average of 2.0 in each component of the program and overall.
   a) Delta Core
   b) Global Studies Core
   c) Global Studies Specialization
   d) Integrative Learning Experiences
   e) Foreign language (intermediate level), computer and statistics competencies
2. Completion of 48 credits in upper-division (300/400 level) courses.
3. Completion of a minimum of 90 credits in liberal arts courses.
4. Participation in the assessment and evaluation program of Delta College.

**Bachelor of Science Requirements through Delta College**

**Option I:**
1. Completion of a minimum of 99 credits with a grade point average of 2.0 in each component of the program and overall, meeting the Delta College requirements and the requirements of a College at Brockport major or contractual liberal arts major.
   a) Delta Core
   b) The College at Brockport major
   c) Delta College's Integrative Learning Experiences
   d) Foreign language (intermediate level), computer, and statistics competencies
2. Completion of 48 credits in upper-division (300/400-level) courses.
3. Completion of a minimum of 60 credits in liberal arts courses.
4. Participation in the assessment and evaluation program of Delta College.

**GENERAL EDUCATION REQUIREMENTS**

**General Education Program Office**
**6th Floor, Allen Administration Building**
**(585) 395-2504**

*Vice Provost and Program Administrator:* P. Michael Fox, PhD
*Secretary:* Linda Hartmann
*Coordinator of Developmental Mathematics:* Marcella Esler
*Coordinator of College Composition:* Jeanne Grinnan
*Coordinator of Computer Skills Examination:* Edwina Billings

The General Education Program focuses on areas of study that The College at Brockport faculty, and recently, the SUNY Board of Trustees, have decided are of such fundamental importance that they should be required of all liberally educated students. This part of the student’s college education stresses development of the basic intellectual skills of writing, speaking, critical thinking, and mathematical analysis that are generally expected of college-educated persons and provides a good skills foundation for advanced work in a major program. In addition, the
General Education requirements convey some of the accumulated insights about humankind and its cultural, artistic, and scientific achievements, the nature of human societies, the natural order, and the systematic ways in which we seek knowledge and understanding in many fields. Finally, the General Education Program provides opportunities for students to make connections among the various courses and disciplines they encounter in college and to apply their skills and knowledge to analyzing real problems in contemporary society.

The College at Brockport offers three options through which students may complete the General Education requirements:

- the Traditional General Education Program
- the Delta College Program
- the College Honors Program

The Traditional General Education Program is the subject of this section. Before choosing a General Education option, students should also examine the Delta College Program and the College Honors Program. The descriptions and details of those programs can be found in Chapter V of this catalog.

The College at Brockport, like all the colleges and universities of the SUNY system, is required to accommodate the SUNY Trustees mandates for student learning outcomes in General Education. The Trustees now require SUNY students entering in fall 2000 or later to meet student learning outcomes in disciplines including American history, western civilization, other world civilizations, and foreign languages, areas previously not required of all students. The complete set of requirements of Brockport's General Education program (including the Trustees' requirements) apply for entering freshman students who began in fall 2001 or thereafter. More recently admitted students are required to complete the requirements of the General Education Program as set by the College at their date of matriculation. The Office of Undergraduate Admissions will have current information on the set of General Education requirements students are required to complete for their baccalaureate degrees. Transfer students became subject to the Trustees requirements if they matriculated at Brockport in fall 2003 or later.

TRADITIONAL GENERAL EDUCATION REQUIREMENTS

The College at Brockport’s Traditional General Education Program is the route most students take through General Education. Student learning outcomes in compliance with the SUNY-GEAR learning outcomes for General Education have been written for all components of the program. Courses are approved for the various components if they provide instruction guided by those learning outcomes. The complete program consists of the following elements:

**Academic Planning Seminar (GEP 100; 1 credit) First-Year Orientation Course**
A small-group orientation to the College, designed for and required of matriculated freshman, including transfer freshman, in their first semester at The College at Brockport. The one-credit seminar introduces students to the academic expectations and opportunities of college life and helps them plan their individual academic programs in relationship to College requirements and students’ personal interests and career goals. It also provides students with a personal academic advisor with whom they will be associated until they have declared a major in a particular field or department. Students in certain programs take a three-credit version, GEP 120.

**College Composition (3–9 credits)**
Nothing in a college education is more important than developing an ability to think critically and to express ideas effectively. The College at Brockport’s composition courses are specifically designed to improve these skills. Because students’ backgrounds vary widely, each student is placed by the director of College Composition in an appropriate course based on high school records, transfer records, standardized test scores, and initial diagnostic testing. Students with superior records or outstanding achievement on in-class diagnostic tests may be waived from the College Composition requirement.
Students with serious writing skill deficiencies will be placed in ENL 101 English for Foreign Students or ENL 102 Fundamentals of College Composition, and will be required to earn a grade of “C” or better before entering into ENL 112. A minimum grade of “C” is required to successfully complete ENL 101, ENL 102 and ENL 112.

**College Mathematics: (3 credits)**

The importance of mathematical analysis in contemporary society in a variety of college programs and in general intellectual development is reflected in this component of the General Education Program. The College at Brockport requires freshmen and transfer students to demonstrate competence in arithmetic, algebra, geometry, and quantitative reasoning. Initial placement into one of the following categories by the Coordinator of Developmental Mathematics is based on high school and/or college transfer courses and Math SAT scores.

Students may meet the General Education requirement in mathematics by passing MTH 112, MTH 122, MTH 221 (or higher, excluding MTH 313) or any approved college-level statistics course. The statistics courses include ECN 204, MTH 243, MTH 346, PSH 202, SOC 200, and HLS 488. Students with strong backgrounds in mathematics may meet the General Education requirement with no further course work. However, other mathematics or statistics courses may be required for specific academic majors.

Students with mathematical skill deficiencies will be placed either in MTH 110 Introduction to Mathematics or MTH 111 College Algebra. Both courses are considered preparatory to courses that meet the General Education mathematics requirement.

Students who have been waived from the College mathematics requirement cannot receive credit for MTH 112 or any course preparatory to it (MTH 110, MTH 111).

**Note:** The College at Brockport requires an Academic Planning Seminar, and courses in composition skills and college mathematics of almost all entering students. Students should begin them as soon as possible, usually in the first semester at Brockport, and complete them at the earliest opportunity. These courses are entry-level experiences providing a foundation for further college work. The Computer Skills Examination should be prepared for and completed as soon as possible because of the ever-increasing importance of computers in other course work.

**Knowledge Area Requirements (Minimum of 25 credits)**

As the intellectual “core” of the General Education Program, Knowledge Area courses are designed to introduce the major content areas of a liberal arts education and to reinforce composition and mathematical skills. Such courses will, therefore, normally involve substantial writing assignments. Students will be expected to satisfy the following Knowledge Area requirements:

A. Two courses in the fine arts from different disciplines, at least one of which must include a substantial performance experience.

B. Two courses in the natural sciences from different disciplines, at least one of which must include a laboratory experience.

C. One course in the social sciences from a discipline other than history.

D. One course in American history.

E. One course in Western civilization.

F. One course in the humanities, from a discipline different from that of the Western civilization course taken.

**Foreign Language (3–6 credits)**

Students are required to complete the equivalent of one year of a foreign language as a General Education requirement. Students are placed in foreign language courses by performance on a placement examination. Decisions on placements and waivers of this requirement are made by the Department of Foreign Languages and Literatures. Students may fulfill this requirement in several ways: successful completion of a 112 Beginning II, or higher, foreign language course at The College at Brockport; an appropriate score on a high school third-year foreign language Regents examination, an AP foreign language examination, or a CLEP foreign language examination; an appropriate score on the placement test administered by Brockport; successful
completion of a program of study abroad of at least five weeks duration and in which the language of instruction is a foreign language.

**PLEASE NOTE:** Meeting the General Education foreign language requirement does not meet the foreign language requirement for the BA degree and may not satisfy language requirements for certain major and/or certification programs. Students entering in or after fall 2000 are subject to the SUNY Trustees’ one course requirement. The College at Brockport’s one-year requirement became effective in fall 2006.

**Contemporary Issues (3 credits)**
During the junior or senior year, students are required to complete one General Education course that applies their skills and knowledge to a problem or issue facing contemporary society. Such courses encourage students to think seriously about the ethical implications of the problem and to integrate ideas and information from several disciplines. Special attention is directed toward enhancing students’ writing and critical reasoning skills. Students who enroll in a Contemporary Issues course will normally have completed ENL 112 and the Knowledge Area courses. This requirement can be met by transferred courses with appropriate content.

**Perspectives on Women**
Women represent half of the human population, and all students should be aware of the scholarship on and by women. Perspectives on Women Courses do not necessarily focus exclusively on women’s experiences and perspectives; they will incorporate recent scholarship on women and introduce gender as a category of analysis appropriate to the discipline or area of the course.

**Diversity**
Students are required to take one course with outcomes dealing with the analysis of social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, and religious intolerance.

**World Civilizations (Non-Western)/Comparative Perspectives**
Courses whose student learning outcomes allow students to demonstrate a knowledge of a broad outline of world history or the distinctive features of history, institutions, economy, society and culture of one non-Western civilization and to compare the perspective of at least one non-Western, third-world or developing society with their own.

**Oral Communication, Information Literacy, and Critical Thinking**
These constitute student learning outcomes required by the SUNY Board of Trustees. At Brockport, these outcomes are met in a number of different courses. Because of this “infusion” into several courses, these requirements do not have individual credits assigned to them. Students complete these outcomes as they complete the other required courses in the Brockport General Education curriculum.

**Required Competency Examination in Computer Skills**
The growing importance of computer-based technology in society and its increasing application to many fields of study has led The College at Brockport to give computer literacy a central place in its curriculum. Passing this examination is required of all freshmen who matriculated in fall 2001 or later. Students may prepare for the examination by registering in GEP 150 Computer Skills Preparation (1 credit) in their first semester at Brockport. The examination stresses an ability to use the Microsoft Windows© operating system, Microsoft Word© word-processing software and PowerPoint©. Currently approximately 89 percent of freshman students pass the examination in their first semester. Future versions of the examination will include tests of ability to use e-mail, library searches, databases, and Excel©.

**General Education Course Codes**
The codes listed below indicate the General Education requirements that a specific course will satisfy. Only courses that bear the code for a particular requirement are approved for use in the General Education program. General Education codes are placed after the course number in catalogs and course schedules. Courses may bear several codes and in such cases can meet several requirements.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Comparative Perspectives (older General Education programs)</td>
</tr>
<tr>
<td>D</td>
<td>Diversity</td>
</tr>
<tr>
<td>F</td>
<td>Fine Arts (no performance experience)</td>
</tr>
<tr>
<td>G</td>
<td>Western Civilization</td>
</tr>
<tr>
<td>H</td>
<td>Humanities</td>
</tr>
<tr>
<td>I</td>
<td>Contemporary Issues</td>
</tr>
<tr>
<td>L</td>
<td>Natural Sciences (with lab)</td>
</tr>
<tr>
<td>N</td>
<td>Natural Sciences (no lab)</td>
</tr>
<tr>
<td>O</td>
<td>World Civilizations (Non-Western)</td>
</tr>
<tr>
<td>P</td>
<td>Fine Arts (with performance experience)</td>
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<tr>
<td>S</td>
<td>Social Sciences</td>
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<td>T</td>
<td>Computer Literacy (older General Education programs)</td>
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<tr>
<td>V</td>
<td>American History</td>
</tr>
<tr>
<td>W</td>
<td>Perspectives on Women</td>
</tr>
<tr>
<td>Y</td>
<td>Oral Communication</td>
</tr>
</tbody>
</table>

Notes Regarding General Education Requirements:
1. Freshmen normally begin the appropriate Composition and Mathematics sequence during their first semester of study.
2. Knowledge Area courses should be completed by the end of the sophomore year. Knowledge Area courses may be used to meet the requirements of a major, second major, or minor when approved by the appropriate department.
3. Courses taken to fulfill the General Education requirements may not be taken on a Pass/Fail or Satisfactory/Unsatisfactory basis.

General Education Requirements upon Readmission to the College
Students’ General Education requirements for graduation are set by the date of most recent matriculation. When students leave the College and return through readmission, their General Education requirements are set by the catalog in effect at the date of most recent matriculation at Brockport. Readmitted students sometimes have to complete more requirements than were in effect when they left the College. Taking an official Leave of Absence from the College allows the student’s General Education requirements to remain unchanged for three semesters of non-attendance or of earning no credit. When the student’s leave expires, the requirements may then change upon a future readmission.

Completing an Associates Degree after Matriculating at Brockport
It is important to note that the award of an associates degree from a community college after the date of first matriculation at Brockport does not entitle a transfer student to the same General Education requirements that would be in effect if the associates degree had been completed before the date of first matriculation. Students completing the associates degree before the date of first matriculation at Brockport may have fewer General Education requirements. General Education requirements, once set at matriculation, are not revised after earning an associates degree.

SUNY-GER Approval of Transfer Courses
Colleges and universities of the SUNY system are required to submit all General Education courses to the SUNY Provost’s Office and the SUNY-GER Committee for approval and registration as courses that satisfy specific SUNY General Education student learning outcomes. Courses that are approved and registered with the SUNY Provost’s Office will transfer and meet the General Education requirements (for which they are approved) at all colleges and universities in the SUNY system. Non-approved SUNY courses and courses from colleges and universities outside the SUNY system are evaluated individually for transferability, equivalency and applicability to degree requirements. The College’s Office of Academic Advisement usually makes the decisions on transferability of courses.
Transfer of Credits and General Education Requirements for Transfer Students

The total number of credits that The College at Brockport will accept by transfer depends on the type of institution from which the student transfers.

Transfer credits allowed from two-year colleges
1. Students awarded an approved associate’s degree from a regionally accredited college may transfer up to 64 credits. These degrees are the Associate of Arts (AA), the Associate of Science (AS), and the Associate of Applied Science (AAS). Even though such students will be granted at least 60 credits and junior status, they may need more than 60 additional credits to complete the baccalaureate degree requirements depending on their degrees, specific courses and academic programs. This is particularly true for students who enter with AAS degrees.

2. Students without an approved associate’s degree from a regionally accredited college may transfer up to 64 credits and be granted junior status.

Transfer credits allowed from four-year colleges
Students who have transferred from a regionally accredited four-year college or university can be awarded up to but no more than 90 credits earned elsewhere toward the bachelor’s degree at Brockport.

Brockport credits required for majors and minors
All transfer students must complete at least 15 credits of their academic major at The College at Brockport and, where applicable, at least half of the credits for a minor and for a certification program. Students should consult the individual program listings in the current catalog because some programs have more restrictive requirements.

A. General Education Requirements for Transfer Students

1. Students who transfer 24 or more credits:
   Students must complete:
   • The 10 knowledge and skills areas of the SUNY General Education Program, specifically Mathematics, Natural Science, Social Science, Humanities, American History, Western Civilization, Other World Civilizations, Fine Arts, Foreign Language and Basic Communication.
   • One Contemporary Issues course.
   • One Perspectives on Women course.
   • One Diversity course.
   • The College at Brockport Competency Examination in Computer Skills.

2. Students who transfer fewer than 24 credits
   Students must complete:
   • All Brockport General Education requirements as required of first year students.

   NOTE: Appropriate transfer credits may be used to satisfy any of the General Education requirements except the competency exams.

Transfer Course Equivalency Appeals: SUNY to SUNY Transfer Decisions
Under certain conditions, students have the right to appeal Brockport decisions on award of transfer equivalency credit for lower-division courses taken at other SUNY units. Students transferring from other SUNY units, whose first request for transfer course equivalency to a lower-division course at Brockport is turned down, have a right to an appeal process at the local Brockport level and further to the SUNY System Administration level (SUNY Provost’s Office).

The appeal process begins in Brockport’s Office of Academic Advisement where forms and instructions on how to appeal can be obtained.
General Education Courses

GEP 100 Academic Planning Seminar (A). Provides an initial orientation to college life, learning skills, careers, and the information and ideas necessary to plan an overall academic program. Includes oral communication opportunities. 1 Cr. Every Semester.

GEP 120 Self, College and Career (A). Gives students a foundation for a successful college experience, providing information about The College at Brockport and a structured setting for examining individual interests and skills, and relating them to each student’s academic program. Introduces learning strategies and study skills. Emphasizes decision-making strategies and the process of career planning. Includes oral communication opportunities. The instructor serves as the student’s academic advisor until an academic major has been declared. 3 Cr. Every Semester.

GEP 150 Computer Skills (A). Prepares students through hands-on experience with the specific skills needed to pass the Computer Skills Examination. Freshman students are automatically registered for this course in their first semester. Students can take the examination at several points in the semester and may leave the course when the examination has been passed. 1 Cr. Every Semester.

GEP 300 Transfer Academic Planning Seminar (A). Closed to students who have credit for GEP 100: A small-group orientation to College, designed for matriculated transfer students in their first semester at The College at Brockport. This seminar introduces students to the academic expectations and opportunities of college life and helps them plan their individual academic programs in relationship to degree requirements and students’ personal interest and career goals. 1 Cr. Every Semester.

GEP 301 Making Career and Major Decisions (A). Students will gain an understanding of the process of career decision-making. They will learn how interests, skills and values relate to major and career choices, and acquire information about educational and career options. Emphasis is placed on self-awareness and goal setting. 1 Cr. Every Semester.

GEP 302 Job Search Management (A). Students will develop an understanding that a job search is not a one-time event but an ongoing process. This course assists students in developing career objectives, planning job search strategies, developing resumes, cover letters and job-search correspondence. 1 Cr. Every Semester.
**Academic Policies**

A complete explanation of academic policies and procedures appears in The College at Brockport’s *Your Right to Know & Academic Policies Handbook*, available online. See the appropriate sections at [www.brockport.edu/policies/](http://www.brockport.edu/policies/).

**Academic Honors**
The College at Brockport honors students for their academic achievements both on a semesterly basis and upon graduation. Standards for these honors are as follows:

*Dean’s List and Dean’s List with Honors:* Students who complete a semester with a minimum of six credits of indexable grades, earn a semester index of 3.40 to 3.69, receive no failing grades nor grades of Incomplete, and have no missing grades, will be placed on the Dean’s List for that semester. Students who earn an index of 3.70 to 3.99 in a semester will receive the designation of Dean’s List with Honors. These honors are not awarded retroactively if recorded grades for Incompletes or missing grades later increase the index for that semester. These standards apply for all students as of fall 2005 regardless of catalog entry date.

*President’s List:* Students who earn a 4.0 GPA in a semester will be included in the President’s List for that semester. The restrictions for the President’s List are the same as for the Dean’s List as noted above.

*Graduation (Latin) Honors:* Graduation honors require that a minimum of 48 credits be earned at The College at Brockport. A maximum of 24 of these credits taken on a Satisfactory/Unsatisfactory basis may be counted in this 48-credit minimum. Graduation honors are awarded for the following cumulative indices based on all undergraduate work.

<table>
<thead>
<tr>
<th>Index</th>
<th>Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.40–3.59</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>3.60–3.79</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>3.80–4.0</td>
<td>Summa Cum Laude</td>
</tr>
</tbody>
</table>

No exceptions are made for total credits and GPA requirements. These standards apply to all degree recipients whose most recent matriculation date at The College at Brockport is fall 2005 or later.

**Academic Standards and Financial Assistance**
Both the federal and state governments require students to meet certain standards of scholarship in order to remain eligible for financial assistance. These standards are based on the number of credits attempted each semester (Pursuit of Program), the number of credits accumulated each semester, and the cumulative index earned while doing so. The standards for the state and federal governments differ. A complete explanation of these standards is found in the Appendix.

**Maximum Credits per Semester**
For undergraduate degree candidates, 12 credits is the minimum for full-time status; 15 credits per semester is considered a “typical” course load. Fifteen credits per semester is required to accumulate 120 credits in four years (without attending special sessions). Eighteen credits is the maximum number normally allowed during a regular semester. Students may be permitted to enroll for additional credits, however, depending on their class status and their cumulative index, based on guidelines established by the College Senate. (See *Your Right to Know & Academic Policies Handbook* for these rules published online at [www.brockport.edu/policies/index.php](http://www.brockport.edu/policies/index.php)).

**Auditing Courses at The College at Brockport:**
Auditing a course allows a person to regularly attend and participate in a course at Brockport without formal registration in the course. It is the only way that persons not registered for a course are allowed to regularly attend and participate. Any matriculated, registered Brockport student, faculty or staff member who are not also enrolled part-time, or any citizen of New York State who is 60 years of age or older are eligible to audit College courses. The prospective auditor must obtain the course instructor’s approval of the auditing arrangement in advance.
and submit the completed Permission to Audit form to the Office of Registration and Records. However, auditing is a privilege and no one can claim a right to audit any specific course at a specific time.

**Schedule Changes: Adding/Dropping, Withdrawing, Separation, Leaves of Absence**

College policies govern schedule changes by adding or dropping courses, or withdrawing from courses. All of these changes have deadlines scheduled at various points in each semester. The student is always personally responsible for submitting schedule changes to the College Registrar using the required forms (or through on-line schedule changes). Permissions and/or advisor approval may be required for some schedule changes. Students should be aware that individual course instructors at The College at Brockport are not allowed to drop or withdraw students who do not attend after registering for classes. Students who remain registered for any course(s) but do not attend and participate will receive failing grades. Students can withdraw simultaneously from all courses and separate from the College at any time during a semester through the Friday before the last week of classes. The Separations Office in the Rakov Center processes requests for official separation and withdrawal from all courses, as well as leaves of absence.

For deadlines and other information on schedule change policies, please see the Course Schedule for each semester.

**Academic Probation and Dismissal**

In order to earn a baccalaureate degree at The College at Brockport, a student must complete all degree requirements with a minimum cumulative index of 2.0 or better. Students whose cumulative index falls below 2.0 will be placed on academic probation and will be subject to dismissal if good academic standing is not regained within a specified period of time. Special policies including dismissal without probation apply for first semester freshmen and first semester transfer students who earn less than a 1.0 GPA.

**Transfer Credits**

The College at Brockport awards transfer credit for course work completed at institutions accredited by a regional accrediting body as defined by the Council on Postsecondary Accreditation (COPA), such as the Middle States Association of Colleges and Schools.

Course work completed at institutions accredited by other recognized boards that are constituent members of COPA will be considered on a course-by-course basis. Acceptance of courses will be based upon subject matter and relationship to established programs. Work taken at institutions not under the aegis of COPA will not be granted transfer credit.

A maximum of 90 credits may be transferred to The College at Brockport toward the baccalaureate degree, no more than 64 credits of which may be earned at two-year colleges. For students transferring the maximum of 90 credits, there is no assurance, however, that their degree program can be completed within the minimum of 120 credits. The actual number of credits remaining to be completed will depend on the program selected and the nature of the credits transferred. (Note: Residency Requirement for Majors and Minors, below.)

Passing grades below “C” will be accepted for transfer credit provided that the total cumulative index for all courses transferred does not fall below the minimum 2.0 required of all entering transfer students. While transferred grades below “C” will apply to general Brockport requirements, they may not meet the requirements for a specific program, such as an academic major or teacher certification. Students should be aware that they will lose credit for a transferred course if they complete any equivalent course after coming to The College at Brockport. The College allows students to repeat a course in the effort to improve their grade. However, the most recent course grade, whether higher or lower, is the one counted for credit in the student’s program of study.

A complete explanation of transfer credits as they apply to The College at Brockport’s General Education Program requirements will be found in the General Education section of this chapter.
Second Baccalaureate Degree

Students may pursue a second baccalaureate degree, either concurrently with the first, or consecutively, provided that the second degree is in an essentially different area of study. Students pursuing both degrees concurrently must complete a minimum of 30 credits in addition to those required for the first degree, and must fulfill all prerequisite, corequisite and major requirements for the second degree program. Courses used to meet General Education, liberal arts, and upper-division requirements may be applied to both programs.

Students in pursuit of a second baccalaureate degree who already hold a degree must complete a minimum of 30 credits, and meet all prerequisite, corequisite and major requirements for the second degree. Those holding the BA, BS or the BSN from Brockport, or a professional degree from any other accredited institution, must meet all General Education, liberal arts, and upper-division requirements in effect at the time of matriculation. For these students, transfer credits may be used to fulfill all General Education and College-wide requirements.

The Academic Major, Minor and Residency Policy

All degree programs at The College at Brockport require the successful completion of an academic major, which is a concentration of courses in an approved academic area. The courses to be completed for most majors are from a single department, but a few majors are interdisciplinary in content and draw upon two or more departments for their courses. The typical major requires 30 to 36 credits, and 2.0 or higher GPA in the major courses although some require more. Some majors have prerequisite and corequisite courses in addition to those specified for the major program itself. A detailed description of the requirements for each major will be found in this catalog under “Academic Departments and Programs.” (Note: Residency Policy for Majors and Minors, below.)

Academic minors permit a student to pursue an area of particular interest, or to expand career opportunities. Students may elect a maximum of two minors. A minimum GPA of 2.0 in the courses counted to the minor is required. (Note Residency Policy for Majors and Minors below.)

The General College Residency Policy requires that student candidates for a second degree complete a minimum of 30 credits at The College at Brockport to obtain a degree. These credits must include at least 15 credits needed for a major and, where applicable, at least half the credits for a minor and for a certification program. A student may petition the appropriate department or program for a reduction in the minimum number of Brockport credits required to meet the program requirements in that unit.

Additional Majors

Students currently in pursuit of a baccalaureate degree may elect a second major, following the same procedures involved in declaring and pursuing the first. Second majors must be approved in the same degree (BA, BS) as the first major.

Certificate of Completion of a Second Major

Baccalaureate degree holders who wish to pursue an additional academic major, rather than a second baccalaureate degree, will be candidates for a Certificate of Completion of a Second Major. Specific requirements for the certificate will be established by the relevant academic department and will be described in the Additional Major Contract provided to the student. Such students will register as non-matriculated graduate students, but will be charged undergraduate tuition.

Undergraduates Taking Graduate Courses

Graduate courses at the 500 level may be taken by matriculated Brockport undergraduate students who:

1. Obtain the permission of the College registrar, the course instructor and the department chairperson of the graduate program offering the course.
2. Have a cumulative grade point average of at least 3.0.
3. Have successfully completed 90 undergraduate credits.
4. Will not exceed the total of nine hours of graduate credit allowed for an undergraduate student.
Undergraduates may not enroll in 600-level graduate courses.
Graduate credit earned while an undergraduate cannot be applied to the student’s undergraduate degree, but may be applied to a graduate degree program at The College at Brockport at some future time if the student matriculates into a graduate program (contingent on program requirements in effect at the time). Students should be aware that earning graduate credit while an undergraduate is not a guarantee of future admission into any graduate degree program at The College at Brockport.

Undergraduate students should confer with a financial aid officer to determine the impact of taking graduate courses on their financial aid status.

Cross-registration
The College at Brockport students are permitted to take courses at other Rochester-area colleges under tuition paid to Brockport, subject to certain conditions. To be eligible, one must be a full-time, registered, matriculated undergraduate student at Brockport, and the course selected must not be available at Brockport.

Grading System
The College at Brockport uses a grading system typical of many colleges and universities, awarding a letter grade of “A” through “E” to indicate the level of accomplishment in each course for which a student is registered. Each letter grade carries quality points which are the basis for computing a semester and cumulative index, also referred to as a grade point average (GPA). The letter grades and their associated quality points are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Accomplishment</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highest level of work</td>
<td>4.00</td>
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<tr>
<td>A–</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Better than average work</td>
<td>3.33</td>
</tr>
<tr>
<td>B–</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>Average work</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>Minimum level of passing work</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>Failing work</td>
<td>0.00</td>
</tr>
</tbody>
</table>

In academic programs or policies which require a “C” or better level of work as a minimum, a grade of “C–” is not acceptable unless specifically indicated.

Quality points are based upon each credit of work. Thus, a three-credit course graded “A” earns a student 12 quality points.

The letter grades described above contribute to a student’s cumulative index, and are therefore known as indexable grades. An alternative grading system allows courses to be taken on a Satisfactory/ Unsatisfactory (S/U) basis. Such courses are not computed in the cumulative index, and are known as non-indexable grades. Students may ordinarily only choose the Satisfactory/ Unsatisfactory grading system for electives, may only take such courses during their junior and senior years, and may take no more than one per semester.

A complete explanation of the policies and procedures concerning grades appears in the Your Right to Know & Academic Policies, published online at www.brockport.edu/policies/index.php, including procedures for dropping or withdrawing from a course, for obtaining a grade of Incomplete, and for appealing a given grade.

Academic Advisement
Freshmen are advised by the instructor of their Academic Planning Seminar, who will continue as their advisor until an academic major is chosen. At that time, students are assigned an advisor from the appropriate academic department. Transfer students who have not declared an academic major will be advised by the Office of Academic Advisement, upon request.
All matriculated students, whether full-time or part-time, are required to obtain the written approval of their academic advisor in order to register for courses for the succeeding semester. Advisor approval is provided either through the Undergraduate Advisement Preregistration form (for in-person registration) or a special code number (used for on-line registration).

Students are also provided access to a Degree Audit Report System (DARS) that can be accessed by computer at anytime. DARS provides up-to-date account of the students requirements for graduation. Students should check DARS at least once per semester.

While The College at Brockport provides each matriculated student with an academic advisor and a variety of services and procedures to assist in reaching academic goals, the final responsibility for meeting all graduation requirements remains with the student.

Sources of Information on Academic and College Policies

Students should be aware that the College’s Your Right to Know & Academic Policies, published online at www.brockport.edu/policies/index.php, provides additional information on academic policies and College policies in general. The College expects students to be aware of College policies and to familiarize themselves with the content of the catalog, the semesterly Course Schedule, and the policies published online.

Confidential Nature of Student Records

1. Academic records may be released, without the student’s consent, for such purposes as legitimate research that do not divulge the student’s name, and for scholarship, grant or award information.

2. Permanent academic records shall be released for use outside of The College at Brockport only with the student’s written consent or without consent in response to legal subpoena.

3. Faculty and appropriate College officials, as designated by the President of The College at Brockport, shall have access to academic records for such purposes as counseling, certification, or academic advising. These persons will respect the right to privacy and access student records only as directly applicable to their functions as an employee of the College.

Note: For a more detailed explanation of student records and “directory information,” visit www.brockport.edu/policies/index.php and click on “Family Educational Rights and Policy Act (FERPA).”

ACCRREDITATION OF THE COLLEGE AND PROGRAMS

The College at Brockport is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA, 19104-2680; (215) 662-5606, and the Board of Regents of the University of the State of New York.

In addition, the following individual undergraduate and/or graduate programs are accredited by other accrediting agencies:

- Athletic Training: Commission on Accreditation of Allied Health Education Programs
- Business Administration and Economics: Association to Advance Collegiate Schools of Business (AACSB)
- Chemistry: American Chemical Society
- Computer Science: Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
- Counselor Education - College Counselor and School Counselor Emphases: Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Dance: National Association of Schools of Dance (NASD)
- Nursing: Commission on Collegiate Nursing Education (CCNE)
- Public Administration: National Association of Schools of Public Affairs and Administration (NASPA)
- Recreation and Leisure Studies (Undergraduate): National Recreation and Park Association/ American Association for Recreation and Leisure (NRPA/AARL)
- Social Work: Council on Social Work Education (CSWE)
**Degree Requirements and Related Policies**

*Teacher Education (All Programs):* National Council for Accreditation of Teacher Education (NCATE)

*Theatre:* National Association of Schools of Theatre (NAST)

**BACCALAUREATE DEGREES (BS, BA, BFA, BSN)**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Degrees</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>African and Afro-American Studies</td>
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<td>Studio Art</td>
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<td>0799</td>
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<td>Computer Science</td>
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<td>0701</td>
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<td>Criminal Justice</td>
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<td>2105</td>
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<td>Dance</td>
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<td>Exercise Physiology</td>
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<td>French</td>
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<tr>
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<td>Journalism</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Professional Accounting (5 year)</td>
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<td>0502</td>
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<td>Psychology</td>
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## UNDERGRADUATE PROGRAMS LEADING TO INITIAL EDUCATIONAL CERTIFICATION

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<th>Certification Title</th>
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<th>HEGIS Number</th>
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<tr>
<td>Chemistry and General Science 7–12*</td>
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*Programs include Middle Childhood Extension to grades 5-6 and Students with Disabilities 7-12 initial certificates

**Program includes Students with Disabilities 1-6 initial certificate

**Note:** General Science 5-6 Extension and General Science 7-12 Extension certificates are available with all science education programs

## MASTER’S DEGREES AWARDED AND POST-MASTER’S CERTIFICATES (MA, MS, MFA, MPA, MSED, MSW, ADVCRT)

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<tr>
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</table>

¹HEGIS codes are based on the Office of Postsecondary Education's Classification of Postsecondary Education Programs.
**Graduate Certification Programs**

The College at Brockport offers programs leading to initial or professional teacher certification. Many of these programs may also be completed for permanent teacher certification. In New York State, the first level of certification is titled *initial certification*. The College at Brockport offers several graduate programs for individuals pursuing their first teaching certificate. For individuals who currently possess either a provisional (pre-February 2, 2004) or an initial (post-February 2, 2004) teaching certificate, Brockport offers several graduate programs registered to fulfill the education requirement for permanent or *professional certification*. Additionally, The College at Brockport offers graduate programs for currently certified teachers leading to an extension or additional initial certification. These programs include Bilingual Education, Childhood Literacy, and Childhood Special Education. These graduate programs also meet the education requirement for permanent or professional certification. Additional state certification requirements exist in the areas of paid professional experience and testing. Contact the Office of Certification at The College at Brockport, your local BOCES, or the New York State (NYS) Department of Education Web site at [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert) for additional certification information.

### Initial Certification

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<tr>
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</tr>
<tr>
<td>Earth Science and General Science, 7-12²</td>
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### Permanent/Professional Certification

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<td>Childhood Special Education, 1-6⁴</td>
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<td>Earth Science and General Science, 7-12²</td>
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<tr>
<td>English, 7-12²</td>
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<tr>
<td>Health Education, PreK-12</td>
<td>MSED 0837</td>
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<tr>
<td>Mathematics, 7-12²</td>
<td>MSED 1701.01</td>
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<tr>
<td>Physical Education PreK-12</td>
<td>MSED 0835</td>
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<tr>
<td>Physics and General Science, 7-12²</td>
<td>MSED 1902.01</td>
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<td>Social Studies, 7-12²</td>
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</tr>
</tbody>
</table>
HEGIS (Higher Education General Information Survey) code numbers are used to identify academic major programs throughout US colleges and universities.

With middle childhood extension to grades 5-6 and Students with Disabilities 7-12 initial certificates.

The School Counselor Program leads to provisional certification at the master’s level and permanent certification on completion of the Certificate of Advanced Study.

This program leads to an initial certificate or extension upon completion of the degree; however, this master’s program may also apply toward the NYS education requirement for permanent or professional certification in all certificate titles held by the graduate.

The School Building Leader program leads to initial certification on completion of the Certificate of Advanced Study.

These programs lead to professional certification on completion of the Certificate of Advanced Study.

**Professional Education Unit**

The Professional Education Unit, created in 1999, is comprised of the six departments responsible for educating teachers, school counselors and educational administrators. The departments are: Counselor Education, Dance, Educational Administration, Education and Human Development, Health Science, and Kinesiology, Sport Studies, and Physical Education. The dean of the School of Education and Human Services serves as the Unit Head. The Professional Education Council is responsible for assuring that the programs in the Unit are guided by the College mission, Unit mission, shared vision, and the regulations of the State of New York. The council members represent the six academic departments, the Office of Graduate Studies, the liberal arts and sciences, arts and performance, and the Office of Field Experience. The Professional Education Unit is fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

**Teacher Preparation**

The College at Brockport offers undergraduate teacher preparation for students (teacher candidates) seeking a career in the teaching profession. Teacher candidates complete a bachelor of arts or a bachelor of science in one of the academic majors in conjunction with a teacher education program leading to certification. Each program provides opportunities for early participation, observation, or tutoring experiences, and culminates in a student teaching experience in an area public school.

Graduates of The College at Brockport are, in the broad sense, liberally educated persons with in-depth knowledge in the area of their academic majors.

*Those who complete one of the College’s teacher preparation programs are, in addition, provided with the skills that are necessary to foster learning in an often culturally, socially and intellectually diverse group of students.*

**Teacher Certification**

Teacher candidates who complete a degree from The College at Brockport that includes an approved program of teacher preparation for certification are eligible for the College’s recommendation for a teaching credential.

Approved programs satisfy New York State academic requirements and, under the terms of the Interstate Agreement, the academic requirements for an initial certificate in many other states. The Application for Certification should be filed with the College’s Office of Certification during the semester in which the teacher candidate is completing degree requirements.

The New York State Education Department requires that all candidates for an initial teaching certificate achieve satisfactory scores on the Liberal Arts and Sciences Test (LAST), the Assess-
ment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST) of the New York State Teacher Certification Examinations (NYSTCE).

For professional certification, the state requires completion of a master’s degree and appropriate professional experience.

Program Completer Pass Rates for 2004-2005

<table>
<thead>
<tr>
<th></th>
<th>Passing Rate for Assessment of Teaching Skills-Written (ATS-W)</th>
<th>Passing Rate for Liberal Arts and Science Test (LAST)</th>
<th>Passing Rate for Content Specialty Test (CST)</th>
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<tbody>
<tr>
<td>The College at Brockport</td>
<td>99%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>New York Statewide Total</td>
<td>99%</td>
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</table>

The Title II data shown are the latest available at the time of this catalog’s publication. Updated data, as well as data for specific certification areas can be obtained by contacting The College at Brockport Office of Certification.

National Council for Accreditation of Teacher Education (NCATE) standards and revised New York State Board of Regents policies may lead to changes in education programs and certification requirements during the term of this catalog.

Information regarding New York State certification may be obtained from the The College at Brockport Office of Certification or from the New York State Education Department website at http://www.highered.nysed.gov/tcert/certificate/index.html. Information concerning Brockport’s professional education programs is available from the Departments of Education and Human Development, Physical Education and Sport, Health Science and Dance.
Nontraditional Programs
Delta College, Honors Program, CLAM
Chapter VI
Nontraditional Programs—
Delta College/Honors Program/CLAM

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Accelerated MBA Program (4+1) .................................................................................. 95
Delta College

H-1 Cooper Hall
(585) 395-2291
Nancy Washer, Director of Delta College
E-mail: delta@brockport.edu

Associate Professors: Mark Chadsey, Political Science, PhD University of Buffalo; Amy Guptil, Sociology, PhD Cornell University; Catherine Hubbard, Art, MFA The College at Brockport; Wanda Wakefield, History, PhD University of Buffalo. Lecturers: James Georger, Recruitment Director, Delta College, MS Nazareth College; Sandra Holinbaugh, Delta College, MA The College at Brockport; Nancy Washer, Director, Delta College, PhD Louisiana State University. Additional faculty: Theodore Lewis, Research Scientist and Associate Faculty, Environmental Science, MS The College at Brockport; Paul Richards, Assistant Professor, Earth Sciences, PhD Penn State; Kristina Telles; James Zollweg, Associate Professor, Earth Sciences, PhD Cornell University.

The Delta College Program is an alternative to the College's traditional General Education program, offering an interdisciplinary approach to the College's required undergraduate liberal arts and science courses. All majors and certification programs offered at the College are compatible with our program.

In addition, the Delta College Program pays special attention to career preparation. Our students interact with faculty mentors, who assist them with résumés, portfolios, interviewing, and networking for internships or work placements. This practical model helps students to test career options or jumpstart a career.

The Delta College Program is not just a collection of courses, but a learning community. The program depends on lively, engaged exchanges between students and faculty. Together we work on writing, presenting, critical thinking, and creative expression skills, which we showcase at public venues and conferences. All these experiences build poise, confidence, and professionalism.

The Delta College Program is unique within the SUNY system. Founded in 1973, it remains an innovative learning community that attracts adventurous students, who want to experience the world.

Prospective students complete a supplemental application and personal interview. Because Delta College looks for active learners with well-rounded high school experiences, the program gives the same weight to co-curricular activities as it does to standardized test scores and high school grade point averages when making admission decisions. We limit enrollment in the program and expect students to take an active part in their own learning.

Delta Advantages:

General education as a series of coordinated, interdisciplinary courses that integrate knowledge areas, competencies, creative and critical thinking, and oral and written communication skills

Small classes focused on active learning through individual and collaborative projects

Excellent faculty drawn from departments across campus and devoted to interactive teaching and learning

Career development through faculty-mentored internships and the culminating Capstone Experience

Time-shortened degree option that allows students with 36-credit majors to graduate in three years, with 99 credits instead of The College’s 120.

Overview of Delta College Program Requirements

Delta College students complete the Delta Core Courses, three Integrative Learning Experiences, and at least one major offered at The College at Brockport. They are also required to demonstrate computer, statistics, and foreign language competencies.
Delta Core Courses consist of:
The Educational Mentor Tutorial, a First-year orientation course that focuses on writing skills and the adjustment to college life.

Nine Interdisciplinary Liberal Arts Courses, which are equivalent to The College at Brockport’s General Education Program.

Three Integrative Learning Seminars that link the general education knowledge and competencies with the experiential learning requirements. Students develop and finalize contracts for each of the Integrative Learning Experiences. They also explore local, national, and global issues and present their findings using innovative techniques and media.

Experiential Learning consists of:
Three Integrative Learning Experiences that provide students with the opportunity to encounter firsthand the social, cultural, and global issues discussed throughout the course of their study. Students attain experiences through a first-year and second-year internships (DCC 235 and 355) and a culminating Capstone Experience (DCC 420) that can be a semester-long internship related to the academic major, a semester abroad, or an individually-tailored series of experiences. Course requirements are met off campus/on site and written assignments are sent to mentors by postal or electronic mail.

Delta Core Courses: 37 credits

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>DCC 100</td>
<td>Educational Mentor Tutorial</td>
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<tr>
<td>DCC 210</td>
<td>Human Heritage and Experience I</td>
<td>3</td>
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<td>DCC 310</td>
<td>Human Heritage and Experience II</td>
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<td>DCC 215</td>
<td>Society and Culture I</td>
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<tr>
<td>DCC 315</td>
<td>Society and Culture II</td>
<td>3</td>
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<tr>
<td>DCC 220</td>
<td>Aesthetic Experience I</td>
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<tr>
<td>DCC 320</td>
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<tr>
<td>DCC 230</td>
<td>Scientific Exploration I</td>
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<td>DCC 330</td>
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<td>4</td>
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<tr>
<td>DCC 400</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>DCC 225</td>
<td>Integrative Learning Seminar I (local/regional)</td>
<td>2</td>
</tr>
<tr>
<td>DCC 345</td>
<td>Integrative Learning Seminar II (regional/national)</td>
<td>3</td>
</tr>
<tr>
<td>DCC 410</td>
<td>Integrative Learning Seminar III (international)</td>
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Experiential Learning Component: 16-19 credit hours

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<th>Course</th>
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<td>DCC 235</td>
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<tr>
<td>DCC 355</td>
<td>Integrative Learning Experience II</td>
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<td>DCC 420</td>
<td>Integrative Learning Experience III</td>
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<td>400-600</td>
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</table>

Academic Major
Students may choose most majors offered at The College at Brockport. The number of credits or time required to complete the degree will depend upon the selected major. With those totaling 36 credits or less, students may complete their degrees with as few as 99 credits and in as little as three years.

Programmatic Competency Requirements
Delta College students must demonstrate foreign language, computer, and statistics competencies. Foreign language competency is demonstrated by completing three semesters of foreign language coursework or two semesters of foreign language coursework plus a cultural enrichment experience such as a semester spent in a non-English-speaking country. Computer competencies are met by completing the Delta College Program. Statistics competencies are met by successfully completing a college-level statistics course.
Delta College Courses

DCC 100 Educational Mentor Tutorial (A). Prepares students for a successful collegiate experience with the assistance of Delta faculty mentors. Concentrates on academic and personal decision-making by (a) providing academic advisement, (b) presenting a comprehensive orientation to campus services and student life, (c) introducing collaborative learning opportunities, (d) investigating personal learning styles and (e) developing better writing skills. 2 Cr.

DCC 210 Human Heritage and Experience I (A). Introduces students to the humanities by investigating early world civilizations. Explores the shared human experience through literature, art, and theater, while also focusing on key cultural commonalities and differences. Encourages a deeper appreciation of values, meaning and purpose underlying the human condition by means of discussion, formal and informal written assignments, and participation in theatrical performances. 3 Cr.

DCC 215 Society and Culture I (A). Provides general exposure to the social sciences through an interdisciplinary study of history, political science, economics, and sociology. Specifically examines how societies interact, influence, or collide with one another within the larger global context of modernization. Introduces students to their first collaborative symposium, while focusing on scholarly research, writing, and presentation skills. 3 Cr.

DCC 220 Aesthetic Experience I (A). Introduces students to the aesthetic sensibilities of world cultures and fosters a deeper appreciation of the purposes of artistic expression. Examines works of art in a global context, further refines analytical skills in describing the intent of artists and their creations, considers the necessity of artists in society, and emphasizes the mutual influences between the world students personally experience and that which the artists depict. 3 Cr.

DCC 225 Integrative Learning Seminar I (A,Y). Prerequisite: DCC 100. In collaboration with Delta mentors and peers, students identify, research, and present current issues facing their home communities, while refining analytical and public speaking skills. Requires students to complete the necessary steps for a finalized contract pertaining to their first Integrative Learning Experience (DCC 235) by engaging in resume development, networking and interviewing techniques. 2 Cr.

DCC 230 Scientific Exploration I (A). Introduces students to science and the scientific method, as well as the commonalities and differences between various scientific disciplines. Highlights global achievements, implications, and consequences of science within everyday life, and considers scientific problem-solving vital to human inquiry. 3 Cr.

DCC 235 Integrative Learning Experience I (A). Prerequisite: DCC 225. Requires students to complete a volunteer, work, or internship related to career exploration or academic major. After receiving their mentors’ approval for final placements, students complete a minimum of 120 clock-hours at the site, and fulfill the assignments and evaluations contained in their contracts by electronic mail or post. 2 Cr.

DCC 310 Human Heritage and Experience II (A). Prerequisite: DCC 210. Investigates Western Civilization as experienced through its literary, musical, and artistic traditions. Creates an interactive and collaborative learning environment, which emphasizes critical and creative thinking skills. Concentrates on the complex role of the individual within Western culture by utilizing an interdisciplinary approach to literature, art, and theater. 3 Cr.

DCC 315 Society and Culture II (A). Prerequisite: DCC 215. Expands an understanding of modern global history and the processes of modernization and development, which serve as a continuation of the various modes of social science inquiry. Engages students in a semester-long examination of a current theme or conflict facing the world community and promotes collaborative group-work. Emphasizes scholarly research, informal and formal presentations, individual and co-authored written work, and participation in the annual Delta College World Conference. 3 Cr.

DCC 320 Aesthetic Experience II (A). Surveys trends in modern American society as they relate to the arts. Familiarizes students with issues of censorship, public funding, and the First Amendment through written assignments, creative projects, and presentations. Refines analytical abilities in the areas of aesthetic construal, community standards, controversial content, and artists’ freedom of expression. 3 Cr.

DCC 330 Scientific Exploration II (A). Allows students to identify and explore fundamental scientific principles in a semester-long research project. Emphasizes the design of experiments, including the formulation of hypotheses, interpretation of data, and formal presentations of results. Also includes practical computer applications that assist in scientific experimentation. 4 Cr.
DCC 345 Integrative Learning Seminar II (A). In collaboration with Delta mentors and peers, students identify, research and present a current national issue based upon a comprehensive survey of American history. Develops critical thinking skills through persuasive argumentation and spatial and statistical analyses. Students complete the necessary steps for a finalized contract pertaining to their second Integrative Learning Experience (DCC355). 3 Cr.

DCC 355 Integrative Learning Experience II (A). Prerequisites: DCC 345. Requires students to complete a volunteer, work or internship experience related to specific career goals or academic major. After receiving their mentors’ approval for final placements, students must complete a minimum of 120 clock-hours at the site, and fulfill the assignments and evaluations contained in their contracts by electronic mail or post. 2 Cr. Every Semester.

DCC 395 Delta College Topics Course (A). To be defined by the instructor-sponsor in accordance with the specific topic to be covered that semester. Additional information may be obtained from the Delta College office. 3 Cr. Every Semester. 1-6 Cr. Every Semester.

DCC 400 Technology and Society (A). Integrates perspectives from the natural and social sciences to examine how human societies understand their relationship to the natural world, use natural resources, and shape environmental outcomes. Focuses on the issue of human-induced climate change to explore how the practice of science and humans’ interactions with nature reflect broader societal trends. 3 Cr.

DCC 410 Integrative Learning Seminar III (A). Identifies the “best practices” of ethical conduct and professional leadership by employing both analytical skills and personal reflection. Considers earlier philosophical approaches to ethics and investigates proactive solutions to daily ethical dilemmas. Additionally, assists students with planning the Capstone experience (DCC 420) and oversees the creation of academic portfolios and Web sites. 2 Cr.

DCC 420 Integrative Learning Experience III (A). Prerequisites: DCC 235 and DCC 355. Requires students to complete a semester abroad, semester-long internship aligned with career goals, or culminating Capstone experience. Fulfills predetermined contracts of academic study that will generate 12 to 15 credits approved by The College at Brockport, or produce 600 clock-hours on site in the case of internships and volunteer placements. Delivery and assessment of assignments vary depending upon individual placements in international academic institutions, internships or national volunteer placements. 12-15 Cr.

THE HONORS PROGRAM

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Associate Director: Priya Banerjee
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Fax (585) 395-5046
E-mail: honors@brockport.edu

The College Honors Program offers students with records of academic excellence two consecutive tracks, each of which has been designed to enrich their learning experience. The Program allows freshmen and sophomores to fulfill the College’s General Education requirements by enrolling in special sections of general education courses tailored specifically for Honors Program students. An Honors Thesis Project is completed under the direction of a professor in their major during the senior year. Although students may apply to the Honors Program for admission at any time during their first two and a half years of college, students are strongly advised to begin the program as early as possible.

For Entering Freshmen: The College Honors Program’s Track I allows students to complete the College’s General Education requirements with a mixture of Honors courses and conventional courses. Unlike Honors programs at many other colleges, which often require students to take a fixed sequence of core courses, The College at Brockport’s program offers greater flexibility and personal choice in the selection of courses, encouraging students to tailor their education to their own interests. For Track I, students are required to complete four Honors courses,
roughly one course per semester, beginning with HON 112, Introduction to Honors, in their first semester. As an added benefit, many courses taken for College Honors also satisfy requirements within academic majors.

For Continuing Honors Students and Transfer Students: During their last two years, students complete the requirements for Track II, which includes an Honors Contemporary Issues course; HON 395 Honors Junior Colloquium (1 credit); and HON 490 Honors Thesis. Track II has been designed for a variety of students, including those who have transferred to the College, those who join the program in their sophomore year upon achieving academic distinction as a freshman, and Honors students who have completed Track I. While Track II allows college juniors and seniors to focus on courses in their majors, it also facilitates greater depth and more individualized work with faculty members. Most students easily fit the three required courses into their last two years at Brockport.

Honors Program Admissions and Graduation Requirements

Students must apply and be accepted into the College Honors Program. Entering freshmen should have a high school grade-point-average of 92.0 or better and an SAT total of at least 1150 (or the equivalent ACT score). The most recent Honors freshmen averaged 96, with a mean SAT score of over 1230. Transfer students and current Brockport students should have a college grade-point-average of at least 3.5, with our most recent entering class averaged above 3.75. All students in the Honors Program need to maintain a cumulative GPA of 3.25 or above to remain in good standing and graduate with College Honors.

Unique Advantages of Brockport's Honors Program

Flexibility and personal choice in the selection of courses. Honors students select their courses from the complete range of college courses. The Honors Program tries to maintain a productive balance between the intimacy and challenge of small Honors courses and the diversity and flexibility of the College's total course offerings. Moreover, Honors courses change every semester, as new courses are continually introduced. Students even have the opportunity to design their own Honors courses.

Small courses. Honors courses are designed to promote an informal atmosphere and personalized learning. Active student participation and small classes are at the heart of the Honors Program. These can either be a special section of a conventional course offered by a department or an entirely new course, designed especially for Honors students. All Honors courses have an enrollment limit of 20 students, with most enrolling between 11 to 17 students.

Distinguished College faculty. Distinguished and dedicated teaching faculty make Honors courses especially rewarding. Honors faculty members are specially selected for the program, and many have received prestigious awards for their teaching, scholarship or artistic productions.

Student-centered learning. Lectures are rare in Honors courses, allowing students to participate actively in their learning. In addition, informal discussions with faculty about their research and creative work are an invaluable part of Honors study. The Honors Thesis, in which the student works under the direct supervision of a faculty member in their major, is the culmination of these close faculty-student relationships.

A close-knit group of Honors students within the larger college community. The College Honors Program encourages personal relationships among students with similar interests and priorities, sponsors special social and cultural events, and even connects local students to Honors students at other colleges across the country through national and regional conferences.

Honors Program recognition on your permanent transcript. Such recognition is widely seen as an indication of both a student's superior academic achievement and his or her willingness to undertake the most challenging program of study.
College Honors Program Courses:

**HON 112 Introduction to Honors (A,D,H,W).** Required of all students entering the College Honors Program and fulfills the General Education requirements for composition, academic planning, humanities, perspectives on women and diversity. Also offers students an introduction of studies in Honors. 4 Cr.

**HON 395 Junior Colloquium (A).** Required of all students in College Honors or Senior Honors. Designed for either the fall or spring of the junior year to prepare students for the research skills necessary to complete an Honors thesis. Students will select a thesis topic, identify a thesis advisor and draft a thesis proposal. 1 Cr.

**HON 490 Senior Honors Thesis (A).** Prerequisite: HON 395. Required of all students in College Honors and Senior Honors. Introduces students to the ideals and standards of excellence in scholarship and other creative endeavors under the close supervision of a faculty advisor. Provides students with the opportunity to extend current understanding of a problem with original research, to summarize existing research, to generate new knowledge, or to create new works. 1-3 Cr.

**Contractual Liberal Arts Major (CLAM)**

The Contractual Liberal Arts Major (CLAM) is an option that permits the student to design an individualized academic major drawn from the total academic offerings of The College at Brockport. This option is intended to accommodate the interests of students whose academic goals would not be met by an existing academic major, a double major, or a major-minor combination, nor by an existing academic major plus a carefully planned sequence of electives. The CLAM must be related to an existing disciplinary major.

The CLAM option is open to all students in good academic standing at The College Brockport. Students wishing to exercise this option should seek appropriate faculty advisement. Once the program proposed by the student and faculty advisors has been approved by both the CLAM committee and the dean of the appropriate school or the Delta College director, it becomes a contract between the student and the College at Brockport. Revision may be accomplished through the same procedure used in seeking initial approval.

The title of the CLAM, which must be distinct from that of any established major, is the title that will identify the student's major on the student's final transcript.

For more information about the CLAM, contact the Dean of the School of Letters and Sciences, Stuart Appelle, (585) 395-2394.

**Special Programs and Internships**

**Alcohol and Substance Abuse Studies Program**
See Department of Health Science, Chapter VII.

**Bilingual-Multicultural Concentration**
See Department of Foreign Languages and Literatures, Chapter VII.

**Educational Opportunity Program (EOP)**
See Admissions and Finances, Chapter II.

Information on the following internship programs is available through the Office of Career Services, (585) 395-2468.

**The Public Service Internship Program** is a full-semester experience allowing interns to work as student project directors or administrative assistants, often in one of the government offices in the state capital. Students earn 15 credits in political science through internship and seminar courses, and receive a stipend for the semester. The program is open to juniors and
seniors from all academic majors, and operates during the fall, spring, and summer. Deadlines are mid-October for the spring semester, late March for the summer session, and mid-July for the fall semester.

The Assembly Intern Program is a full-time, Albany-based program enabling students to learn the state legislative process through involvement with the New York State Assembly. During the spring semester, students work within the Assembly while researching data for legislation, analyzing proposed projects, and attending committee meetings and hearings. Students earn 15 credits in political science for internship and seminar course work, and receive a stipend. The program is open to juniors and seniors from all academic majors, and operates from January through May when the Assembly is in session. Applications are due November 1 for the following January session.

The New York State Senate Session Assistants Program provides students from New York state colleges and universities with full-time opportunities to work in Albany with state senators and participate on special committees. Policy issues such as agriculture, education, casino gambling and chemical wastes are researched, discussed and analyzed during each session. The program selects students with a strong orientation to public service who have demonstrated outstanding research and communication skills. Students earn 15 credits in political science, combining internship and seminar credit, and receive a stipend. The program is open to juniors and seniors from all academic majors, and operates from January through May when the Senate is in session. Applications are due October 25 for internships beginning in the following January.

The Washington Program, under the direction of the Department of Political Science and International Studies, provides internship opportunities at the nation’s capitol. Possible internships include placements with the executive branch, Congressional offices/committees/judicial offices, political party organizations, or politicized private organizations in Washington, DC. For more information about the Washington Program, contact John Fitzpatrick, Department of Political Science and International Studies visiting assistant professor, at (202) 659-4320 or john.fitzpatrick@prodigy.net, or visit www.brockport.edu/washington.

The Brockport Career Exploration Course (BCEC) is a one-semester, variable (1–6)-credit elective course that encourages sophomores, juniors, and seniors to investigate a specific career area under the guidance of a faculty sponsor and the Office of Career Services. BCEC credit can be earned by working 40–250 (depending on credit) hours in a human service, education or local/county government or business placement.

Departmental Internships are available through many individual academic departments for career exploration and confirmation in addition to the experiential programs listed. Options exist in the Departments of Anthropology; Business Administration and Economics; Communication; Computer Science; Criminal Justice; Health Science; Kinesiology, Sport Studies, and Physical Education; Political Science; and Recreation and Leisure Studies. In some majors, field experience internships are mandatory as part of a certification process. Professional programs or majors in nursing, recreation therapy, social work and teacher education require a specified number of hours in actual pre-professional work. Students are encouraged to refer to specific major listings in this catalog for details on internship courses and their prerequisites.

Accelerated MBA Program (4+1)
The College at Brockport has established an agreement with the College of Business at Rochester Institute of Technology whereby certain Master’s of Business Administration (MBA) foundation courses are waived for qualified students who has earned a bachelor’s degree from The College at Brockport, allowing them to complete an MBA in one year. A grade of “B” or better in the designated undergraduate courses is needed to obtain the waiver. In addition, courses must also be no older than five years upon matriculation into the MBA program. Please note: Students wanting to obtain their degree from RIT and who are seeking a “waiver for eligible courses” from RIT must have taken those courses at The College at Brockport or other qualifying institutions. Students should consult their advisor regarding waiver eligibility of any courses.
The College at Brockport
Courses Eligible for Waivers
ACC 281 Intro Financial Accounting and
ACC 282 Intro Managerial Accounting

BUS 366 Organizational Behavior and
Choose one from the following:
BUS 465, BUS 368, BUS 369, BUS 463,
BUS 317 & Leadership
OR
PSH 325 Motivation or
PSH 332 Social Psychology and
Choose one from the following:
SOC 350, SOC 351, SOC 352

ECN 204 Introduction to Statistics and
ECN 304 Intermediate Statistics
OR
MTH 441 Statistical Methods I and
MTH 442 Statistical methods II
OR
MTH 346 Probability and Statistics I and
MTH 446 Probability and Statistics II
OR
ESC 350 Computation Methods in Field
Sciences and
Choose one from the following:
MTH 243, MTH 346, MTH 441, MTH
442, MTH 446
OR
BIO 437 Biological Investigation and Data
Interpretation and
Choose one from the following:
MTH 243, MTH 346, MTH 441, MTH
442, MTH 446

ECN 201 Principles of Economics (Micro)
and
ECN 202 Principles of Economics (Macro)

BUS 325 Principles of Finance and
Choose one from the following:
ECN 321 Money and Banking
Any upper level finance course

BUS 335 Principles of Marketing and
Any upper level marketing course

RIT MBA Foundation Courses

0101-703 Financial Accounting
0102-704 Organizational Behavior
0106-782 Statistical Analysis for Decision Making
(Must also pass the graduate statistics review exam, administered during orientation)

Certain program requirements must be met. For details, contact your undergraduate advisor, Jose Maliekal, Associate Dean, School of Science and Mathematics at (585) 395-2582, or Eileen Daniel, Associate Vice Provost for Academic Affairs at (585) 395-5505.
Elementary and Secondary Teacher Preparation
CHAPTER VII

ELEMENTARY AND SECONDARY TEACHER CERTIFICATION PREPARATION

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**Childhood and Adolescence Teacher Preparation**

**Teacher Certification Preparation**

The College at Brockport offers undergraduate teacher preparation for students (teacher candidates) seeking a career in the teaching profession. Teacher candidates complete a bachelor of arts or a bachelor of science in one of the academic majors in conjunction with a teacher education program leading to certification. Each program provides opportunities for early participation, observation, or tutoring experiences, and culminates in a student teaching experience in an area public school.

Graduates of The College at Brockport are, in the broad sense, liberally educated persons with in-depth knowledge in the area of their academic majors.

* Those who complete one of the College's teacher preparation programs are, in addition, provided with the skills that are necessary to foster learning in an often culturally, socially and intellectually diverse group of students.

**Teacher Certification**

Teacher candidates who complete a degree from The College at Brockport that includes an approved program of teacher preparation for certification are eligible for the College's recommendation for a teaching credential.

Approved programs satisfy New York State academic requirements and, under the terms of the Interstate Agreement, the academic requirements for an initial certificate in many other states. The Application for Certification should be filed with the College's Office of Certification during the semester in which the teacher candidate is completing degree requirements.

The New York State Education Department requires that all candidates for an initial teaching certificate achieve satisfactory scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST) of the New York State Teacher Certification Examinations (NYSTCE).

For professional certification, the state requires completion of a master’s degree and appropriate professional experience.

**Program Completer Pass Rates for 2007-08 for New York State Teacher Certification Examinations (Title II Data)**

<table>
<thead>
<tr>
<th></th>
<th>Passing Rate for Assessment of Teaching Skills-Written (ATS-W)</th>
<th>Passing Rate for Liberal Arts and Science Test (LAST)</th>
<th>Passing Rate for Content Specialty Test (CST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College at Brockport</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
</tr>
</tbody>
</table>

The Title II data shown are the latest available at the time of this catalog’s publication. Updated data, as well as data for specific certification areas can be obtained by contacting The College at Brockport Office of Certification.

National Council for Accreditation of Teacher Education (NCATE) standards and revised New York State Board of Regents policies may lead to changes in education programs and certification requirements during the term of this catalog.

Information regarding New York State certification may be obtained from the The College at Brockport Office of Certification or from the New York State Education Department Web site at [http://www.highered.nysed.gov/tcert/certificate/index.html](http://www.highered.nysed.gov/tcert/certificate/index.html). Information concerning Brockport’s professional education programs is available from the Departments of Education and Human Development, Physical Education and Sport, Health Science and Dance.
Teacher Certification Programs:

The BA/BS Childhood Inclusive Education, 1-6, Certification Program includes an approved academic major and additional pre-professional preparation cognate courses. The professional education sequence consists of Child Psychology; Inquiry into Learning; Health and Drug Education for Teacher Candidates; Emergent Language and Literacy; Diverse Learners in Social Studies; Diverse Learners in Math; Diverse Learners in Science; Language, Literacy and the Learner; Education and Society; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; and Practicum and Seminar in Childhood Inclusive Education.

*Please note that childhood inclusive and adolescence inclusive education teacher preparation are not majors at The College at Brockport. Teacher candidates will complete both an academic major and an appropriate teacher preparation (certification program).

A teacher candidate who is pursuing childhood inclusive certification may extend that certificate to bilingual education and thus be prepared to teach in either a monolingual or a bilingual Spanish-English elementary school classroom. The certification program includes a major in Spanish with a concentration in bilingual-multicultural studies, a practicum experience in a bilingual setting, and satisfactory completion of language proficiency examinations in both English and Spanish.

The BA/BS Adolescence Inclusive Education, Social Studies Certification Program includes a major in history, additional course work in social sciences, and a professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Health and Drug Education for Teacher Candidates; Adolescence Psychology; Inclusive Middle Level Teaching in Social Studies; Teaching Language Skills in Middle and High School Content Areas I; Teaching Social Studies Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.

The BA/BS Adolescence Inclusive Education, English Certification Program includes a major in English and a professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Health and Drug Education for Teacher Candidates; Adolescence Psychology; Inclusive Middle Level Teaching in English; Teaching Language Skills in Middle and High School Content Areas I; Teaching English Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Teaching Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.

The BA/BS Adolescence Inclusive Education, Mathematics Certification Program includes a major in mathematics and a professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Health and Drug Education for Teacher Candidates; Adolescence Psychology; Inclusive Middle Level Teaching in Mathematics; Teaching Language Skills in Middle and High School Content Areas I; Teaching Mathematics Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Teaching Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.

The BA/BS Adolescence Inclusive Education Biology and Optional General Science Certification Program includes a major in biology. Teacher candidates also will need to complete two courses with a laboratory in each of the remaining three sciences if they wish to complete the optional General Science Certification. The professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Adolescence Psychology; Inclusive Middle Level Teaching in Science; Teaching Language Skills in Middle and High School Content Areas I; Teaching Science Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Teaching Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.
The BA/BS Adolescence Inclusive Education, Chemistry and Optional General Science Certification Program includes a major in chemistry; if the optional general science is chosen: two courses, each with laboratory, in the other three sciences (biology, earth sciences and physics). The professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Drug and Health Education for Teacher Candidates; Adolescence Psychology; Inclusive Middle Level Teaching in Science; Teaching Language Skills in Middle and High School Content Areas I; Teaching Science Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Teaching Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.

The BA/BS Adolescence Inclusive Education, Earth Sciences and Optional General Science Certification Program includes a major in earth sciences. Teacher candidates also will need to complete two courses with a laboratory in each of the remaining three sciences if they choose the general science option. The professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Drug and Health Education for Teacher Candidates; Adolescence Psychology; Teaching Language Skills in Middle and High School Content Areas I; Teaching Science Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Language Skills in Middle and High School Content Areas II; Education and Society; Practicum in Adolescence Inclusive Education with Seminar.

The BA/BS Adolescence Inclusive Education, Physics and Optional General Science Certification Program includes a major in physics. Teacher candidates also will need to complete two courses with a laboratory in each of the remaining three sciences if they choose the general science option. The professional education sequence consisting of: foreign language requirement (equivalent of six credits of same language); Drug and Health Education for Teacher Candidates; Adolescence Psychology; Teaching Language Skills in Middle and High School Content Areas I; Teaching Science Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Language Skills in Middle and High School Content Areas II; Education and Society; Practicum in Adolescence Inclusive Education with Seminar.

The BA Adolescence Inclusive Education, French Certification Program includes a major in French, demonstration of language proficiency, and a professional education sequence consisting of: Drug and Health Education for Teacher Candidates; Adolescence Psychology; Teaching Language Skills in Middle and High School Content Areas I; Teaching Foreign Language Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Teaching; Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.

The BA Adolescence Inclusive Education, Spanish Certification Program includes a major in Spanish, demonstration of language proficiency, and a professional education sequence consisting of: Adolescence Psychology; Teaching Language Skills in Middle and High School Content Areas I; Teaching Foreign Language Inclusively; Introduction to Special Education; Methods in Special Education; Assessment in Special Education; Language Skills in Middle and High School Content Areas II; Education and Society; and Practicum in Adolescence Inclusive Education with Seminar.

A Bilingual Education Extension to an academic subject, 7-12, to physical education or to health education requires completion of a minor in Spanish (Track Two), interdisciplinary concentration in bilingual-multicultural studies, a practicum in a bilingual setting, and satisfactory completion of language proficiency examinations in both Spanish and English.

The BS Health Teacher, K-12 Program includes a health science major specifically designed for health educators; plus Anatomy and Physiology I and II, Introduction to Special Education, and Child Psychology. The professional education sequence consists of a set of health content courses and Foundations of Health Education, Dimensions of Teaching School and Community Health, Field Experience in Health Education, Health Education Methods, Interpersonal Communication in Health Education Program Planning and Evaluation, and Practicum in School Health Education.
The BS Physical Education Teacher Education, PreK-12 Program consists of a major that includes courses in Significance of Physical Activity, Fitness for Healthful Living, Motor Learning, Physiological Bases for Exercise and Sport, Kinetics of Exercise and Sport and Advanced Performance, and competence in the activity areas, plus first aid, Drug and Health Education for Teacher Candidates, and Human Growth and Development. The professional sequence consists of Introduction to Teaching Physical Education, Secondary Methods, Teaching Games Tactically, Assessment for Teachers, Physical Education Professional Electives, Multicultural Physical Education, Elementary Methods, Elementary Physical Education Activities, Early Childhood, Adapted Physical Education and Student Teaching/Coaching Practicum and Seminar.
Academic Departments and Programs
CHAPTER VIII

ACADEMIC DEPARTMENTS AND PROGRAMS

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COURSE LISTINGS: AN EXPLANATION

Courses in this catalog are listed first by the discipline code, three letters that indicate the academic discipline (HST for history, for example), followed by three digits. The first of these digits refers to the level of the course; the next two indicate the specific course. Thus ENL 165 is an English course designed for the lower-division student, and the 65 indicates the specific course offering, which is International Short Story. These numbers are followed by the actual course title, and this in turn is followed by letters within parentheses that tell whether the course is liberal arts (A) or professional (B) in nature, and whether it may be used to fulfill one or more of the General Education requirements. A legend for the letters and numbers used in course listings is given below. An example of a course listing follows:

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMS 101 (A,D,S,W) Introduction to Women’s Studies</td>
<td>Complete Listing</td>
</tr>
<tr>
<td>Women's Studies discipline code</td>
<td>WMS</td>
</tr>
<tr>
<td>First digit indicates course level</td>
<td>1</td>
</tr>
<tr>
<td>(undergraduate will be 1, 2, 3, or 4)</td>
<td>01</td>
</tr>
<tr>
<td>Second two digits indicate specific course</td>
<td>Introduction to Women’s Studies</td>
</tr>
<tr>
<td>Official course title</td>
<td>A</td>
</tr>
<tr>
<td>Liberal Arts credit code</td>
<td>D</td>
</tr>
<tr>
<td>Diversity General Education code</td>
<td>S</td>
</tr>
<tr>
<td>Social Sciences Knowledge Area</td>
<td>W</td>
</tr>
<tr>
<td>Perspectives on Women General Education code</td>
<td></td>
</tr>
</tbody>
</table>

Following the course description is further information regarding course credits and semesters when the course will be offered. An explanation of these abbreviations follows:

<table>
<thead>
<tr>
<th>Key to Course Listings in this Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr.</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Irregular</td>
</tr>
<tr>
<td>No Semester</td>
</tr>
<tr>
<td>Indicated</td>
</tr>
</tbody>
</table>

Course Level Numbers

<table>
<thead>
<tr>
<th>Course Level Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–99</td>
</tr>
<tr>
<td>100–199</td>
</tr>
<tr>
<td>200–299</td>
</tr>
<tr>
<td>300–499</td>
</tr>
<tr>
<td>500–599</td>
</tr>
</tbody>
</table>
COURSE DESIGNATION CODES

A  Liberal Arts courses
B  Non-liberal Arts courses

GENERAL EDUCATION CODES

C  Comparative Perspective courses
D  Diversity
F  Fine Arts without performance
G  Western Civilization
H  Humanities
I  Contemporary Issues
L  Natural Science with lab
N  Natural Science without lab
O  World Civilizations (Non-Western)
P  Fine Arts with performance
S  Social Sciences
T  Computer Literacy
V  American History
W  Perspectives on Women
Y  Oral Communication
DEPARTMENT OF AFRICAN AND AFRICAN - AMERICAN STUDIES

112 Albert W. Brown Building
(585) 395-2470

Chair and Professor: John K. Marah, EdD, Syracuse University; Professor: F. Nwabueze Okoye, PhD, University of California-Los Angeles; Assistant Professor: Michael Boston, PhD, SUNY Buffalo; Professor Emeritus: Ena L. Farley, PhD, University of Wisconsin-Madison.

The Department of African and African-American Studies (AAS) articulates, in intellectual terms, the actual life experiences of Africans and people of African descent in North and South America and the Caribbean. Thus, students may utilize studies in AAS for any purpose in order to satisfy personal, educational and professional goals. The AAS major or minor offers students the sensitivity to minority issues and concerns that will stand the graduate in good stead when seeking private- or public-sector employment. Indeed, students who take AAS courses can capitalize on the increasing interest of private-sector employers in recruiting personnel who are aware of minority issues and concerns.

AAS majors go into graduate schools; appointments at federal, state and local levels; various United Nations agencies; and fields as diverse as banking, business, counseling, teaching, international studies, journalism, and labor relations.

Major Program
Basic components of the program, consisting of the core area as well as the supplementary fields within the major, are organized around the liberal arts disciplines. The core area subjects are selected from topics on Africa, on African-Americans in the United States, on the Caribbean and on other parts of the Third World.

Majors must complete 36 credits. These 36 credits must include 12 credits from the basic core and 24 credits from upper-division work offered by the department. After successfully completing 12 credits of introductory work, students are encouraged to select a liberal arts discipline in which to specialize. At least 12 of the 24 credits of required upper-division work must be in the chosen area of specialization.

Required Basic Core (12 credits):
Complete four of the following five courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 100</td>
<td>Introduction to African-American Studies</td>
</tr>
<tr>
<td>AAS 104</td>
<td>Institutional Racism</td>
</tr>
<tr>
<td>AAS 113</td>
<td>Introduction to Afro-American History</td>
</tr>
<tr>
<td>AAS 204</td>
<td>African Politics and Society</td>
</tr>
<tr>
<td>AAS 215</td>
<td>Caribbean History</td>
</tr>
<tr>
<td>AAS 235</td>
<td>Introduction to African-American Literature</td>
</tr>
</tbody>
</table>

Required Upper-division Courses (24 credits):
1. In the area of specialization, at least 12 credits.
2. Electives, by advisement, to complete 24 credits. These remaining 12 credits are selected from the Department of African and African-American Studies or, where necessary, from other departments by advisement from the Department of African and African-American Studies.

Minor Program
Minors must complete 18 credits in courses offered by the department. These must include six credits of basic core courses and 12 additional upper-division credits of department courses.
AAS 100 Introduction to African-American Studies (A). Introduces the student to the multi-disciplinary nature of the study of African people in Africa, the Caribbean and in the United States. Acquaints students with the history, religion, sociology, politics, economics, the creative arts, and the psychology of African people in Africa and the Diaspora, with particular emphasis on their positional ties in the past, the present and in the future. Enables students to critically examine the place of the pan-African segment of humanity in light of the contending forces that have and continue to inform our global societies. 3 Cr. Every Semester.

AAS 104 Institutional Racism (A,D). Pursues three major goals designed to enhance students' intellectual understanding of racism. Familiarizes students with the history and development of racist institutions in America. Engages students in an examination of the structure of “anatomy” of contemporary race relations in its interconnections with racial stereotypes and prejudice. Explores the psychological dimensions of racism, that is, how racism manifests itself in individual and group contexts. 3 Cr. Every Semester.

AAS 113 Introduction to Afro-American History (A,D). Cross-listed as HST 113. Examines the historical experience and conditions of persons of African descent within the American historical milieu. 3 Cr. Every Semester.

AAS 114 African-Amer Hist II 1865 to Present (A). Surveys the history of African Americans from 1865 to the present, covering such themes as emancipation, reconstruction, migration, urbanization, community formation and development, the political and cultural movements of the 1960s and 1970s, affirmative action, the underclass, and the reparations debate. Makes students aware of the psychological dimensions of racism, that is, how racism manifests itself in individual and group contexts. 3 Cr. Every Semester.

AAS 115 African American Museum Studies (A). Cross-listed as DNS 232. Provides a study of selected traditional musical instruments for dance accompaniment and the development of performance skills and techniques through studio and live performance applications. Explores traditional styles and their social and artistic needs for formal religious and recreational application, as well as modern educational and cultural usages in African schools and colleges. 3 Cr. Every Semester.

AAS 203 Africa: Ancient and Precolonial (A). Explores the diversity of people and cultures in Africa from the earliest period of human history; Africa’s historical foundation and historical development. 3 Cr.

AAS 204 African Politics and Society (A,D,O). Introduces students to the basic problems confronting Africa as a continent in the contemporary world. 3 Cr.

AAS 213 African Legacy (A). Provides a detailed examination of the nature of Africa’s past, with specific attention to the manner in which song, dance, storytelling and history become interwoven into one aspect of life. 3 Cr.

AAS 215 Caribbean History (A). The importance of sugar in the world economy along with the procurement of Africans as free laborers will be evaluated in concert with economies in the Caribbean. Important events such as the Haitian Revolution will be analyzed to determine its effect not only on the Caribbean but the world at large. The objective of this course is to familiarize students with the multitude of social economic and political factors which brought change to the West Indies for a period of 500 years. 3 Cr. Spring.

AAS 232 African Music and Drumming for Dance (A,P). Cross-listed as DNS 232. Provides a study of selected traditional musical instruments for dance accompaniment and the development of performance skills and techniques through studio and live performance applications. Explores traditional styles and their social and artistic needs for formal religious and recreational application, as well as modern educational and cultural usages in African schools and colleges. 3 Cr. Every Semester.

AAS 235 Introduction to Afro-American Literature (A,H). Cross-listed as ENL 235. Provides an introductory survey of the literature of people of African ancestry in the Americas. Acquaints students with major literary figures and significant historical periods through a discussion of issues regarding the relationship between the writers and socio-political and cultural movements, and of questions concerning the socio-cultural function that the black writer serves for his/her community. 3 Cr. Every Semester.

AAS 278 Afro-American Music and Culture (A,F). Cross-listed as MUS 278. Provides a basic history of black American music and related aspects of theatre, dance and literature from the 17th century to today. 3 Cr.

AAS 302 History of South Africa (A). Examines several milestones in South African history, including the Mfecane, the Union Act, the formation of the African National Congress, the rise of the National Party, the Sharpeville massacre, the black consciousness movement, and the Soweto and Soweto uprisings. 3 Cr.

AAS 303 Slavery and the Underground Railroad (A). Considers an aspect of American history (approximately 1830-1861) involving the quest for freedom by African slaves who ran away from bondage through an elaborate system of escape routes stretching from the US South to the North and Canada. Labeled the “Underground Railroad,”...
these networks were managed by conductors who helped their passengers (the escaped slaves) move from station to station and to reach freedom in the North. Probes the background history of slavery, the legislative backcloth of the Underground Railroad, its geography of routes, and the biography of its major conductors. Also explores the local history of the Underground Railroad of Western New York, including planned visits to its stations in Buffalo, Rochester, and Ontario. 3 Cr. Spring.

AAS 307 Exploring the Black Experience (A,D,O). Explores the black experience through writing with a detailed examination of African peoples’ social, cultural, and literary responses to the modern zeitgeist. Aims to increase students’ response repertoire and writing abilities about African peoples’ social, cultural and literary traditions. 3 Cr.

AAS 310 Urban Black Politics (A). Provides a study of the historical processes leading to larger urban black populations: forces permitting and restraining the exercise of political power in the urban black context; position of various black leaders and groups and their relationship with urban government; and the need for alternative strategies for the exercise of power. 3 Cr.

AAS 313 Slavery in the Antebellum South (A,D). Cross-listed as HST 313. Provides a study of some of the dynamics of slavery in the South between 1800 and 1860. Examines firsthand accounts of observers and the political, economic and racial implications of this system. Compares US plantation slavery to other slave systems in the Americas. Encourages students to borrow from the disciplines of anthropology, sociology, literature, economics, as well as from political and intellectual history. 3 Cr.

AAS 314 The Black Family (A). Cross-listed as SOC 314. Provides a study of the socio-cultural, political and economic conditions that affect black family life. Confronts the pejorative tradition as the primary modality for examining black family life; and explores the African antecedents and continuities that have influenced the black family in the US. 3 Cr. Fall.

AAS 315 Contemporary Black Woman (A,D,I,W,Y). Cross-listed as WMS 315. Eclectically explores the various positions and roles played by black women in contemporary times against their historical backdrop. Focuses on the roles of black women in traditional and contemporary contexts in Africa; black women in rural and urban areas and in the Caribbean; and professional black women and their characteristics. 3 Cr. Every Semester.

AAS 317 Prejudice, Personality and Culture (A). Prerequisite: SOC100; Cross-listed as SOC 317.

Explores the historical and social conditions in which prejudice arises; social functions of prejudice and its psycho-social manifestations; the impact of prejudice and discrimination upon social and race relations in mass societies; and theories of prejudice. 3 Cr. Every Semester.

AAS 322 Gospel Music I (B). Cross-listed as MUS 322. Provides history of Black American gospel music and its relationship to contemporary music forms; includes performances of gospel music. 1 Cr.

AAS 330 African Dance II (A). Cross-listed as DNS 330. Prerequisite of AAS 232 or DNS 200. Provides for a study of rhythm through movement games; use of the materials of dance as an introduction to formal dances; African dance in the service of specific social needs; and the background of the dances. Requires performances. 3 Cr.

AAS 332 Urban Economic Problems (A). Cross-listed as ECN 332. Examines important urban economic issues, such as the location of economic activity, the ghetto and poverty, land use, suburbanization, housing, urban renewal, transportation, education, crime, public finance, growth and planning. Evaluates local and national policies. 3 Cr. Fall.

AAS 339 Writings By African-American Women (A,D,I,W,Y). Cross-listed as ENL 339, WMS 339. Explores literary representations of women in African-American fiction from the Harlem Renaissance to today. Examines the degree to which sexism, cultural stereotypes and racism influence the portrayals and functions of women in black American literature. To what extent is the author concerned with women’s issues? How has the emergence of the feminist movement influenced contemporary authors? 3 Cr.

AAS 359 Black Church (A). Cross-listed as SOC 359. Provides for an extended definition of the soul (essence) of the black church, and a critical analysis of the works of exponents of the theology of liberation in the light of the historical experience of black people. 3 Cr.

AAS 360 Africa Today (A,D,I,W,Y). Seeks to deepen students’ understanding of contemporary Africa. Gives attention to issues which have profoundly affected the lives of multitudes on the second largest continent. Includes issues such as slavery, racism, colonialism and neocolonialism, desertification, hunger and malnutrition, civil wars, the problem of refugees, development and underdevelopment, and the reality of winds of change in Mozambique, Angola, Zimbabwe, Namibia and South Africa. 3 Cr. Every Semester.

Primary emphasis is on the texts themselves, but with attention to their social and historical contexts. 3 Cr.

AAS 404 Cultures of Sub-Saharan Africa (A). Cross-listed as ANT 404/504. Explores the rich African heritage by means of a critical review of selected African ethnographic studies with particular focus on topics such as: subsistence agriculture, trade, kinship, political systems, urban life, and religion. Serves a broad spectrum of students to contribute to the need to understand the increasing global interdependence and cultural diversity of the present age. 3 Cr.

AAS 408 Pan-Africanism (A). Historians of this global movement have tended to represent it as a 20th-century phenomenon. This is an erroneous view since the essentials of the ideology of Pan-Africanism existed years before the word entered dictionaries in 1900. Seeks to grapple with Pan-Africanism ideologically and practically. 3 Cr. Fall.

AAS 410 Apartheid (A,D,I). Attempts to use certain realities of post-1948 South Africa to cast light on a racial conflict that has raged for more than 500 years over the broad issues of hegemony and economic resources. Grapples with issues such as human rights, the role of international capitalism in development and underdevelopment, Balkanization, Pax Africana and human survival. 3 Cr. Spring.

AAS 416 20th Century Afro-American Issues (A,D,I). Deals with the continuing problem of what place black Americans should have in the socio-political scheme, a problem of dramatic contemporary importance because compromise solutions during this century have been short-lived, and because American policies have global implications which could influence foreign policy outcomes in Africa. Requires students to use scholarly articles, monographs and contemporary newspapers as the basis for discussion. 3 Cr. Spring.

AAS 417 Cultural Heritage and the African American Child (A). Explores African-American creativity, as well as the despair African-Americans have and continue to exhibit in response to discrimination and opportunity. Contrasts children's game songs with the black English controversy. Examines the influence of social and educational policies on the behavior of African-Americans. 3 Cr. Every Semester.

AAS 419 Civil War and Reconstruction (A). Cross-listed as HST 419. Surveys the breakdown of the American institutions that led to the Civil War, followed by an examination of the War itself and its controversial aftermath in the Reconstruction era. 3 Cr.

AAS 420 Overseas Seminar in Africa (A). Cross-listed at OAP 420. Consists of lectures, discussions, on-site field trips and opportunities to interact with Africans. Introduces students to various aspects of life in Africa as seen in the history, economy, culture, arts, social change and political development of the country visited. 1-15 Cr.

AAS 428 Racial and Ethnic Relations (A,D). Cross-listed as SOC 428. Studies the role of race and ethnicity in social relations. Examines major theoretical orientations toward racial and ethnic stratification, as well as the consequences of inequality for both majority and minority groups. 3 Cr.

AAS 429 The Civil Rights Years (A). Explores the theme that the Civil Rights Movement (WW II to today) is one of the most significant in our history, one that made America a more democratic society, gave rise to other movements which transformed the face of American culture, changed those who participated in it, and influenced and created a new generation of American leadership. Entails telecourse instruction with print, video and audio materials. 3 Cr.

AAS 433 African Dance III (A). Cross-listed as DNS 433. Prerequisite AAS 330 or instructor’s permission. Covers advanced dance for recreation and ceremonial dance, including festival, war, court and ritual forms. Enables students to develop a mental, emotional and aesthetic awareness of the performance of an African dance. Examines the role of the African dance in the service of society in campus and off-campus performances. 3 Cr.

AAS 435 Legal Rights of the Disadvantaged (A,D,I,W,Y). Cross-listed as PLS 435, WMS 435. An issue-oriented course. Provides an understanding of how the US legal system can improve the status of underprivileged persons, such as blacks, Hispanics, women, prisoners, the poor, students, Native Americans, homosexuals, and those with mental and physical disabilities. 3 Cr. Fall.

AAS 460 Modern Africa (A,D). Cross-listed as HST 460. Prerequisite HST 102. As a course in 20th-century African history, surveys major patterns of pre-colonial Africa and examines the colonial experience and African struggles for independence. Also explores the problem of “development” in post-colonial African states. 3 Cr.

AAS 476 The Harlem Renaissance (A). Cross-listed as ARH 476. Surveys painting, sculpture, photography and ceramics from the Harlem Renaissance of the 1920s. Provides an overview of the period including literature, music and dance. 3 Cr.

AAS 485 The Jamaica Seminars (A). Focuses on Caribbean society, and the area’s cultural, sociological, economic, and political aspects. Entails field study in Jamaica. 3 Cr.
Overview
An interdisciplinary aging studies minor is available for students interested in the study of aging/gerontology. The 18-credit minor includes courses, as available, in biology, nursing, psychology, recreation and leisure, social work, sociology and women, and gender studies. The minor consists of four required courses, an elective course, and a field experience related to aging. In addition to a field experience in aging, an elective course that relates to aging may be chosen from a variety of disciplines with the approval of the coordinator.

What is a minor in aging studies?
The interdisciplinary minor in aging studies is designed to meet the needs of students interested in pursuing a career working with or for older adults and their families. This field of study is becoming more prominent as the percentage of older adults increases in the United States and other countries. Students enrolled in the minor have the opportunity to learn about aging from a variety of perspectives and disciplines at The College at Brockport.

Courses and program
The approved 18-credit interdisciplinary minor may be combined with any other academic major offered by The College at Brockport. The aging studies minor consists of four required courses, an elective course, and a field experience in aging.

There are a variety of aging related courses and related topics offered by different departments. These courses may be selected individually to develop a concentration to meet student interests or career objectives. The aging studies coordinator can discuss these options.

Faculty and facilities
Aging studies courses are taught by faculty members from different departments of the College working together in a common interest area. They teach and work together in aging studies because of the importance of the area, their interest, and their knowledge.

The College at Brockport has excellent cooperative arrangements with public and private organizations throughout the region, enabling excellent opportunities for field experiences related to aging studies.

The College at Brockport Drake Memorial Library has a substantial and growing collection of holdings related to aging studies, with interlibrary loan arrangements to meet student needs.

The aging studies minor at The College at Brockport also has a funded scholarship from the New York State Federation of Home Bureaus.

Career opportunities
Continued growth is expected in employment opportunities that involve work with older adults and their families as more people are living longer and there is a public interest in meeting their needs.
## Curriculum: Aging Studies Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWO 476</td>
<td>Issues of Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>BIO 281</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>PSH 436</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>REL 406</td>
<td>Leisure and Aging</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Approved Aging Studies Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>(SWO 499: Independent Study)</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>An Approved Elective (listed below)</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td><strong>Total:</strong></td>
<td><strong>18</strong></td>
</tr>
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PRO 204  Developmental Assessment  
SWO 477  Perspectives on Older Adults and the Aging Family  
WMS 380  Issues in Men's and Women's Health  
SOC 465  Sociology of Aging  
SWO 372  Sex and the Life Cycle  
BIO 495  Mechanisms of Aging (for Biology Majors only)

Additional courses that relate to aging studies may be available. Course substitutions may be recommended by the aging studies coordinator.

For more information about the interdisciplinary minor in aging studies, contact Aging Studies Coordinator Jason A. Dauenhauer, PhD, MSW, Department of Social Work, (585) 395-5506, jdauenha@brockport.edu.

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### Department of Anthropology

**C12 Cooper**  
(585) 395-2682

*Chair and Associate Professor:* Charles R. Edwards, PhD, SUNY Buffalo; *Professor:* Douglas A. Feldman, PhD, SUNY Stony Brook; *Assistant Professor:* Pilapa Esara, PhD, Brown University; Neal Keating, PhD, SUNY Albany.

**What is Anthropology?**

Anthropology is the systematic study of human behavior and experience over time and space as reflected in thousands of cultures around the world–from prehistoric foragers to contemporary industrial societies. Its primary concerns are to:

- Understand the origins of human behavior and culture over 60 million years of primate evolution and six million years of human evolution;
- Understand the diversity of the human condition based on historical, archaeological, ethnographic and biological perspectives;
- Utilize a wide range of anthropological data derived from participant observation and ethnographic interviews, archaeological and paleontological excavation, field studies of non-human primates, and laboratory work to understand human behavior;
- Solve modern social problems by critically appraising and analyzing anthropological data.

Our program provides cross-cultural knowledge, critical thinking, and practical hands-on skills toward understanding the diversity of human experience through the anthropological subfields of archaeology, cultural anthropology, and biological anthropology. Students benefit from small classes in upper division majors’ courses, one-on-one contact with faculty, and a broad range of course offerings.
Career Options
The anthropology major and minor provide excellent preparation for postgraduate training and/or careers in applied anthropology, museum work, public and contractual archaeology, education, forensic science, law, health/medicine, international business, marketing, human services, tourism and other fields that require an understanding of human diversity and adaptability.

Programs and Courses
The program in anthropology at The College at Brockport is geared toward a core of motivated majors and minors. It stresses interaction between students and faculty; hands-on laboratory, field and career experience; training in research methodology; and mastery of analytical and communication skills. The anthropology major consists of a 39 credit core that allows students to augment their education with a dual major or minor in another field applicable to their goals and needs. The department also offers an 18-credit general minor. Courses cover three areas:

• Biological anthropology: reconstructing human and primate evolution, and understanding contemporary human adaptation;
• Archaeology: studying culture through material remains with the aim of ordering and describing the events of the past and explaining the meaning of those events;
• Cultural anthropology: understanding how our cultural worlds are structured, perpetuated, and changed.

Major in Anthropology
The Department of Anthropology offers a major program that provides students with a broad perspective on anthropology by requiring courses in each of three sub-disciplines (cultural anthropology, biological anthropology and archaeology). Anthropology majors are strongly urged to pursue a BA degree (which has a four semester foreign language requirement) rather than the BS degree.

Credits

A. Introductory courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 100</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 110</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 120</td>
<td>Introduction to Human Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Required core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 200</td>
<td>Ethnographic Experience</td>
<td>3</td>
</tr>
<tr>
<td>ANT 394</td>
<td>Anthropological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANT 470</td>
<td>Anthropology as a Profession</td>
<td>3</td>
</tr>
<tr>
<td>ANT 471</td>
<td>Anthropological Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Three sub-discipline upper-division courses:

Select from a list approved by the Department and listed in DARS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>400 level</td>
<td>Biological Anthropology Course</td>
<td>3</td>
</tr>
<tr>
<td>400 level</td>
<td>Archaeology Course</td>
<td>3</td>
</tr>
<tr>
<td>400 level</td>
<td>Cultural Anthropology Course</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Additional courses:

Chosen in consultation with advisor to complete total credits 9

Total: 39

Strongly recommended for all students:
We suggest that all anthropology majors complete an archaeological field school, semester-abroad program, or internship (ANT 462 or BCE 322) depending on their anthropological interests. In addition we recommend that students take courses in foreign language (four semesters), statistics, computer applications, and advanced writing depending on their career goals. Courses ancillary to anthropology may be suggested by the advisor if these are relevant to career or graduate school goals. For example, anthropology majors intending to pursue careers and/or graduate work in
areas such as museum work, physical anthropology, paleontology, archaeology, conservancy/conservation, medicine, and law will be advised to take additional courses in disciplinary areas relevant to their career goals. Majors may increase chances for a successful career by:

• combining anthropology with a professional or pre-professional program such as teacher certification, pre-law, or pre-medical;
• minoring in a field that complements anthropology (art, communications, psychology, etc.);
• developing skills in areas outside of, but relevant to, anthropology, such as computer science, foreign languages, technical writing or advanced composition;
• completing an internship, field project or service in an area relevant to anthropology;
• experiencing another culture through a credit-bearing semester abroad.

Minor Programs in Anthropology
The department offers a general minor for students who have not chosen a career concentration or major, or who simply want a broad exposure to anthropology. The general minor consists of 18 credits in anthropology distributed as follows:
• ANT 100;
• One of the following: ANT 110 or 120; and
• Four electives selected in consultation with the departmental advisor.

Departmental Honors BA in Anthropology
To graduate with honors in anthropology, the student must meet the following requirements:
• Obtain a BA in Anthropology.
• Complete a minimum of 12 hours in anthropology at Brockport by the end of the junior year.
• Maintain a GPA in anthropology of 3.4 or better at Brockport, and 3.25 or better overall.
• Complete ANT496 Senior Thesis (see II), earning a minimum grade of A-.

II. Requirements for ANT496 Senior Thesis
1. Faculty Mentor: At the beginning of the semester before taking ANT496, the student should enlist a faculty mentor who will oversee the thesis project.
2. Application for ANT 496: The student must complete the required application process for ANT496 (the application form is available online at [www.brockport.edu/ant](http://www.brockport.edu/ant) and in the department office) prior to work on a thesis. The proposal must be submitted by the appropriate deadline and pass the required departmental review. Students wanting to do a thesis in cultural anthropology should be enrolled in (at the time of application) or have completed ANT 394, Research Methods in Cultural Anthropology.
3. Evidence of Preparation: In addition, the student should show formal evidence of substantial preparation for the project. This preparation may include the following:
   • a literature search and annotated bibliography
   • a term paper that lays significant groundwork for the thesis
   • coursework, fieldwork or practicum in the thesis area that lays significant groundwork for the thesis
   • application to the IRB (Institutional Review Board) or for other permits, as appropriate
   • enlisting a second reader for the thesis
4) Meeting the Preparation Requirement: The student may do any of the following to meet the preparation requirement for the thesis, subject to departmental approval:

- The student may enroll with her/his mentor in ANT499 for three credits in the semester before ANT496 to prepare for the research.
- A student who has already completed significant preparation for ANT496 may take ANT499 for one credit, in order to prepare the thesis proposal and application(s).
- In certain cases another 400-level course with the mentor may be substituted for ANT499.

5) Successful completion of ANT 496 requires producing a piece of original anthropological research and analysis presented in a format following that of a peer-reviewed article in an appropriate anthropological journal; and giving an oral presentation of this work to the faculty and students at Scholars Day or another colloquium or setting approved by the department.

Department of Anthropology Courses

ANT 100 Introduction to Cultural Anthropology (A,O,S). Introduces basic concepts of cultural anthropology by relating them to pressing local and worldwide problems. Includes topics such as the relationships between people and their environments; the impact of technological modernization on traditional cultures; and the practical applications of anthropology in cross-cultural communication, health, economic development and ecology. 3 Cr.

ANT 110 Introduction to Archaeology (A,O,S). Provides an overview of the field of anthropological archaeology while emphasizing the relationship between the past and the present. Topics include the history of archaeology, methods and techniques used to recover archaeological data, and an examination of how data are used to understand and interpret human existence in the past, and exploration of particular case studies and important issues in contemporary archaeology. 3 Cr.

ANT 120 Introduction to Human Evolution (A,D,N). Surveys ecological, biological and behavioral processes underlying human evolution and shaping human behavior. Topics include human's place in the natural world, genetic mechanisms, reconstructing the fossil record, human adaptation and the origins of human culture. 3 Cr.

ANT 200 The Ethnographic Experience (A,S). Prerequisite: ANT 100. Provides an introduction to the study of cultures through selected case studies, or ethnographies. Also provides an in-depth view of specific cultures and the methodological analysis of them; introduces students to theories and methodologies that frame ethnographic studies, and present a sample of the best in contemporary ethnographic writing. 3 Cr.

ANT 256 Introduction to Forensic Anthropology (A,N). When skeletalized victims of crime, human rights abuses or mass disasters are found, forensic anthropologists help identify victims, reconstruct events surrounding death, and provide legal evidence. Uses case studies from a variety of sources ¬ from the Battle of the Little Big Horn and the Kennedy assassination to the fate of MIAs and the World Trade Center disaster ¬ to examine the biological principles behind forensic anthropology. 3 Cr.

ANT 261 The Anthropology of Sex (A,D,O). Examines human sexuality from a cross-cultural perspective. Reviews the evolution of sex, history of sex research, marriage, incest, sexual practices, gender issues, gender diversity, homosexuality, sexually transmitted diseases, sex industry work, and concepts of physical attractiveness and modesty for Africa, the Middle East, East Asia, Oceania, Latin America, the Caribbean, North America and Europe. 3 Cr.

ANT 301 Native Americans: Contemporary Issues (A,D,I). Explores the major issues facing Native Americans (Indians and Eskimos) in the United States today. Emphasizes understanding the varied perspectives of the major parties involved in each issue with particular attention to the Native American position. 3 Cr. Fall.

ANT 303 Native American Women (A,I,W,Y). Cross listed as WMS 303. Representations of Native American women generally conform to two stereotypes: the submissive drudge or the Indian princess. Both ignore the complexity and diversity of Native women's roles in their respective societies. Taught primarily from a Native women's perspective, this course moves beyond the two-dimensional portrait to engage life experience
and social institutions, emphasizing strength and endurance, the complementary nature of traditional gender roles and contemporary strategies for cultural survival. 3 Cr.

ANT 305 Gender, Sex and Power: the View from Inside (A,I,W). Cross listed as WMS 305. Applies a cross-cultural approach to the study of gender and sex. Examines topics including socialization; identity and self; gender and biology; and intersections between gender, class, and race. Highlights contemporary issues such as migration, economic development and gender role change, and the commodification of women via sex tourism and globalization. Focuses on Somoa, Gambia, Mexico, United States, China, Burma (Myanmar) and the Dominican Republic. 3 Cr.

ANT 307 Gendering the Past (A,I,W,Y). Cross-listed as WMS 307. Explores the relationship between past and present in the context of interpreting gender roles, with a focus on gender in the present versus gender in the past. Teaches students how to evaluate claims or interpretations based on historic or archaeological data. Introduces students to a wide range of historically conditioned gender roles. By examining this diversity, allows students to realize that gender is not a simple or natural construct. 3 Cr.

ANT 309 Creation Evolution Controversy (A,D,I). The controversy over the roles of Creationism and evolution in American society is often presented as a conflict between mutually antagonistic forces. In reality, there are many Creationisms that range from literal interpretations of text to broad theologically and evolutionarily informed explanations of human origins and the meaning of life. Not surprisingly, the debate itself is a reflection of complex realities of North American life and culture in this century. We will explore these cultural phenomena, using original texts, speakers, and student projects to help place the debate into a larger sociocultural context. 3 Cr.

ANT 312 Culture and Health (A,I,W,Y). Explores the implications of cultural and ethnic diversity for understanding and dealing with health problems in America and around the globe. Emphasizes the importance of cross-cultural understanding and communication for health care, nutrition, education and cultural change. 3 Cr. Spring.

ANT 313 Culture and Disability (A,I,W,Y). Examines “disability” as a cultural construct whose meaning is changing in light of greater public awareness of disability, activism on the part of people labeled as “disabled,” and technological changes. Looks at disability as a reflection of cultural diversity in America, and assesses ways to understand how this diversity can help us maximize all our potentials in a multicultural society. 3 Cr. Fall.

ANT 314 Cross Cultural Perspectives on Aging (A,I). Examines cultural factors underlying diverse ways of growing old and living as an aged person; myths and stereotypes about the elderly; theories relevant to age and aging; the impact of gender, class and ethnicity on aging; and issues in the US relevant to aging. 3 Cr.

ANT 315 The Migration Experience: Cultural Perspective (A,I,W,Y). Economic change, war and political upheaval have created an increasing number of voluntary and involuntary migrants in the contemporary world. Using the holistic approach and cultural insight of anthropology, looks at the migration experience and the role of gender within it, from the decision to leave through adaptation and the resettlement. Considers reproductive, household and extra domestic roles and shifting power relations. 3 Cr. Spring.

ANT 316 Food and Culture (A,I,W,Y). Because the consumption of food serves our most basic need, explores how food is one of the most culturally elaborated areas of human experience. Also explores the production, preparation and consumption of food as guided by cultural rules and taboos that define social relations, ethnic identity, gender, and class. Examines contemporary issues that center on food, among them food policy, hunger, obesity, sustainable agriculture and the genetic modification of foodstuffs. 3 Cr.

ANT 317 Culture and AIDS (A,D,I). Explores the cultural, epidemiologic, political, psychological, philosophical, economic, public health, and public policy dimensions of HIV/AIDS on a global level, especially in the United States and sub-Saharan Africa. Focuses upon women and children with AIDS, men who have sex with men and other at-risk populations, HIV prevention strategies, theoretical issues, social stigma and discrimination, the influence of the pandemic on the other aspects of society and culture, and the meaning and importance of HIV/AIDS. 3 Cr.

ANT 321 Culture Change (A,I,W,Y). Studies modern world cultures and societies in conflict. Gives particular attention to how the economic, political and social interests of major international powers produce conflict and change throughout the developing world. 3 Cr. Spring.

ANT 322 Culture and Power (A,I). Explores how powerlessness is experienced by many people in society today. Requires students to study cases from different cultures, develop conceptual frameworks for analyzing them, and then apply principles derived from the case studies to situations where the exercise of power becomes a problem for them as individuals or as members of groups to which they belong. 3 Cr.
ANT 323 Anthropological Perspectives on Global Issues (A,I,Y). Global warming, habitat destruction and species extinction, bioterrorism, nuclear war, nanotechnology, space exploration, Neoconservatism, the religious right, Islamic fundamentalism, Israel and the Palestinians, American hegemony, the rise of China, immigration policy, income inequality, foreign policy, globalization, health disparity, HIV/AIDS, bird flu, and culture change. This course will examine these and other global issues from an anthropological perspective, primarily using the New York Times. 3 Cr.

ANT 325 Indigenous Peoples and Globalization (A). Track the rise of the global indigenous rights movement, from its historical roots in resisting colonization (both violently and non-violently), to the contemporary era, where new political spaces are being opened up by Indigenous activists using many different representational strategies, such as the United Nations Permanent Forum on Indigenous issues. The approach in this class is to analyze the movement as a human rights issue. 3 Cr.

ANT 330 World Poverty and Underdevelopment (A,I,Y). Investigates the systemic nature of underdevelopment as a process; and its causes and its implications for people in all of the world's sociocultural systems. Uses a number of issues to examine the systemic nature of underdevelopment. 3 Cr. Fall.

ANT 332 China in Transition (A,I). Explores the social, cultural, political and economic changes that have taken place in China in the 20th century. Examines how these changes have affected traditional Chinese society and discusses their continuing impact on social life, cultural values and social behavior in contemporary China. 3 Cr. Every Semester.

ANT 335 The Anthropology of Islam: A Dialogue (A,Y). Views of “Islamic society” presented by Western anthropologists often contrast with Islamic social and religious thought. Thematic units contrast western ethnographic works to classical and modern Arabic sources. The main objectives are to familiarize students with the main issues in the study of “Islamic society,” and to help them acquire a broad perspective on the encounter between Islam and the West. 3 Cr.

ANT 342 North American Archaeology (A). Provides an overview of the history of humans in North America focusing on the United States, from the earliest settlement to the recent historical period. Explores recent research on issues such as peopling of the New World, variation in gatherer-hunter adaptation, the development of agriculture, the nature of Chiefdoms, the rise of the state, and modern political aspects of the archaeology of indigenous peoples. 3 Cr.

ANT 350 Primate Behavior and Adaptation (A). Explores the evolution, behavior, and adaptations of living non-human primates, with particular emphasis on (1) field studies of free ranging primates; (2) social and protocultural behavior in primates; and (3) relevance of primates for understanding the roots of animal behavior in general and human behavior in specific. 3 Cr.

ANT 363 Anthropology of Religion (A,D,I,W,Y). Examines anthropological perspectives on the witchcraft phenomenon. Studies witchcraft beliefs and practices in the 16th and 17th centuries from an ethnohistorical perspective and magic practices among non-Western cultures in Asia, Africa, Oceania and Latin America. Provides a cross-cultural comparison of witchcraft beliefs and practices in past and present societies. 3 Cr.

ANT 365 Contemporary Lesbian and Gay Cultures in America (A,D,I,W,Y). Cross listed as WMS 365. Explores the history and emergence of lesbian, gay, bisexual, and transgender cultures in the U.S. from the 1940s to present. Topics include the history of the movement before and after Stonewall; the intersections between sexuality and ethnicity, gender, and social status; and urban/rural/suburban differences in attitudes and approaches within the homosexual rights movement. 3 Cr.

ANT 366 Gender in the Islamic World (A,D,I,W,Y). Covers gender in the Islamic world, and goes “beyond the Veil” and women’s “oppression” to deal with the array of culturally-specific discourses that shape men’s and women’s lives in Islamic cultures. Presents a detailed look at Islamic history to make sense out of gender in the contemporary world. 3 Cr.

ANT 367 Gender in the Islamic World (A,D,I,W,Y). Covers gender in the Islamic world, and goes “beyond the Veil” and women’s “oppression” to deal with the array of culturally-specific discourses that shape men’s and women’s lives in Islamic cultures. Presents a detailed look at Islamic history to make sense out of gender in the contemporary world. 3 Cr.

ANT 380 Intermediate Topics in Cultural Anthropology (A). May or may not have prerequisites. Topic will vary from semester to semester and cover such areas as nutrition, art, religion, the ethnography of specific regions or ethnic groups, etc. 1-6 Cr.

ANT 381 Intermediate Topics in Archaeology (A). May or may not have prerequisites. Topic will vary from semester to semester and may cover such areas as museum studies, the archaeology of specific geographical regions, etc. 1-6 Cr.

ANT 382 Intermediate Topics in Physical Anthropology (A). May or may not have prerequisites. Topic will vary from semester to semester.
and might include such areas as the human adaptation, primatology, the paleontology of specific geographic regions, etc. 1-6 Cr.

ANTE 394 Research Methods in Cultural Anthropology (A). Prerequisite: ANT 100. Provides an introduction to the art and science of field research in cultural anthropology. Provides hands-on experience with selected research techniques and analysis of data. 3 Cr.

ANTE 395 Anthropology and Careers (A). Explores career selection directly relevant to the major as well as the application of anthropological training to a broad range of careers. Students explore career possibilities through use of the Career Services Center and other local resources, personal contacts with alumni and others, and guest lectures by practicing anthropologists. Develops skills in curriculum planning, resume writing, job searching. 1 Cr. Fall.

ANTE 401 Native American Art and Culture (A). Prerequisite: ANT 100 or ARH 201, or instructor's permission. Native-American visual arts (North of Mexico) viewed within the context of Native American cultures and the framework of anthropology. Explores Native-American arts by culture areas and their roots, traditional expressions, changes with European contact, and contemporary expressions. 3 Cr. Spring.

ANTE 405 Applied Anthropology (A). Prerequisite: ANT 100. As a subfield using anthropological perspectives to analyze and provide solutions for societal problems in the US and globally, uses case studies and hands-on projects. Explores the theoretical, practical and ethical implications of applied anthropology. Intended primarily for students who will ultimately address a variety of applied problems in multicultural or non-Western settings. 3 Cr.

ANTE 412 Medical Anthropology (A,I,W,Y). Prerequisite: ANT 100. Explores the implications of cultural and ethnic diversity for understanding and dealing with health problems in America and around the globe. Emphasizes the importance of cross-cultural understanding and communication for health care, nutrition, education and cultural change. 3 Cr.

ANTE 415 Human Rights and Political Ecology (A). What are human rights and why do we seem to need them? Some say we live in a post-human rights world. How is it that rights are inalienable and self-evident? This course examines the relationships between human rights, nation-states, corporations, international agencies, civil society, people, and the environment. In addition to the genealogy of human rights, the course focuses on the development and implementation of human rights instruments in the 20th and 21st centuries. 3 Cr. Every Semester.

ANTE 440 Historical Archaeology (A). Surveys the field of American historical archaeology. Examines the methods and theories for the archaeological investigation of the recent past. Explores the insights gained on particular social issues, such as class, gender, ethnicity, and slavery, where archaeology has played a role. 3 Cr.

ANTE 441 Archaeological Analysis (A). Prerequisite: ANT 100 or 442, or instructor's permission. Presents contemporary laboratory methods used to identify patterns in artifacts and field data recovered from archaeological site surveys and excavations. Students learn to analyze, interpret, manage, and conserve artifacts and field data. 3 Cr. Spring.

ANTE 442 Field Methods in Archaeology (A). As a field-based course, introduces students to the methods used by archaeologists to collect data in the field. Allows students to participate in an archaeological dig at an actual site off-campus, and perform all the duties involved in that work, with activities including survey mapping, testing, excavation, documenting and recording finds, and processing artifacts in the lab. 1-6 Cr.

ANTE 445 Teaching Archaeology in Elementary Schools (A). Explores strategies archaeologists use to collect, process and interpret data. Provides the framework to explore strategies for integrating archaeology as a way of knowing across the elementary curriculum. 3 Cr.

ANTE 447 North American Archaeology (A). Provides an overview of the history of humans in North America focusing on the United States, from earliest settlement to the recent historical period. Explores recent research on issues such as peopling of the New World, variation in gatherer - hunter adaptation, the development of agriculture, the nature of Chiefdoms, the rise of the state, and modern political aspects of the archaeology of indigenous peoples. 3 Cr.

ANTE 450 Primate Behavior and Adaptation (A). Explores the evolution, behavior, and adaptations of living non-human primates, with particular emphasis on (1) field studies of free ranging primates; (2) social and protocultural behavior in primates; and (3) relevance of primates for understanding the roots of animal behavior in general and human behavior in specific. 3 Cr.

ANTE 452 Ancient Disease and Paleopathology (A). Human history and prehistory have been shaped in many ways by disease processes that leave their mark in the skeletal, archaeological and historical records. Furthermore, the skeletal marks of disease and injury provide clues to changing environmental, social, political and other cultural realities affecting the evolution of human society and culture. Course covers methods used by pa-
leopathologists to reconstruct health and disease processes in the past. 3 Cr.

ANT 453 Scientific Study of Mummies (A).
Focuses on the scientific methods and findings associated with mummies, which include partially or completely preserved human remains in which preservation is the result of natural as well as cultural processes. Mummies are found in a number of temporal, cultural and environmental contexts, including modern forensic settings, providing a wealth of data on sociocultural processes, environmental processes, the evolution of pathological conditions, historical trends, etc. 3 Cr.

ANT 456 Forensic Anthropology (A).
Explores how forensic anthropology applies skeletal analysis in a variety of settings from criminal investigation to reconstructing what really happened at the Battle of the Little Bighorn. Uses case studies, laboratory exercises and field simulations to explore the roles and techniques of forensic anthropology. Complements interests in anthropology, criminal justice, pre-law, pre-medical, psychology and biology. 4 Cr.

ANT 461 Anthropology Practicum (B).
Prerequisite: departmental approval. Allows qualified anthropology majors or minors to earn credit through internships, cooperative education programs, etc. that involve applying anthropological perspectives in work settings (see also BCE 322 listed above). 1-6 Cr.

ANT 462 Anthropology Internship (A).
Prerequisite: departmental approval. Allows students to conduct an internship in an off-campus work setting, nonprofit organization, health or social services setting, museum or zoo. Includes the department’s Cultural Anthropology Intern Program in which students maintain a field journal, meet periodically with a faculty advisor, and write a final report. 3-6 Cr.

ANT 464 Historic Preservation and Archaeology (A).
Archaeological sites, old buildings, places of religious importance, and landscapes are all cultural resources. This course examines the development of historic preservation ideas, the laws structuring historic resources. Also examines the development of historic preservation ideas, the laws structuring historic preservation, and how this structure affects archaeological work in the United States. Practical aspects include an examination of local preservation initiatives, the mechanics of National Register nominations, and public presentation and outreach. 3 Cr.

ANT 470 Anthropology as a Profession (B).
There is a growing demand in the public and private sectors for people with college or postgraduate anthropological training. ANT 470 examines and provides hands on experience in the specific skills and issues related to applying anthropology in the workplace. Topics and course exercises include: Anthropological and workplace ethics, research and institutional project design, grand development and writing, anthropological and institutional writing, selecting and obtaining funding for relevant postgraduate training within and outside of Anthropology. 3 Cr. Fall.

ANT 471 Anthropological Theory (A).
Gives students a broad understanding of the major American, British, and French theoretical schools and anthropology theorists, including cultural materialism, structural-functionalism, structuralism, postmodernism, gender theory, personality and cultural evaluationary theory, diffusionism, cultural ecology, cultural relativism, and globalization. 3 Cr. Fall.

ANT 480 Advanced Topics in Cultural Anthropology (A).
Similar to ANT 380, except usually has prerequisites or requires instructor’s permission to enroll. 1-6 Cr.

ANT 481 Advanced Topics in Archaeology (A).
Similar to ANT 381 except usually has prerequisites or requires instructor’s permission to enroll. 1-6 Cr.

ANT 482 Advanced Topics in Physical Anthropology (A,Y).
Similar to ANT 382 except that ANT 482/582 usually has prerequisites or requires instructor’s permission to enroll. 1-6 Cr.

ANT 496 Senior Thesis (A).
Prerequisite: departmental approval. Requires students to design, carry out, write and defend a field, laboratory or library research project in collaboration with or under the supervision of an anthropology faculty member. 3 Cr.

ANT 499 Independent Study in Anthropology (A).
Established in consultation between student and instructor-sponsor. 1-6 Cr. Every Semester.
**DEPARTMENT OF ART**

204 Tower Fine Arts Building  
(585) 395-2206

Chair and Associate Professor: Phyllis Kloda, MFA, Ohio University; Professors: Jennifer Hecker, MFA, University of Minnesota; Jim Morris, MFA, University of Massachusetts at Amherst; Associate Professors: Alisia Grace Chase, PhD, University of Minnesota; Debra Fisher, MFA, Ohio State University; Lori Mills, MFA, Rochester Institute of Technology; School for American Crafts; Gallery Director and Associate Professor: Timothy Massey, MFA, Ohio State University; Assistant Professors: Christian Carson, MFA, University at Albany; Sara DiDonato, MFA, University at Albany; Art/Delta College, Associate Professor: Kitty Hubbard, MFA, Visual Studies Workshop/The College at Brockport; Studio Technician: Duncan Chase.

I still can find no better definition for the word art than this: nature, reality, truth; but with a significance, a conception, a character which the artist brings out in it, and to which he gives expression; which he disentangles and makes free and clears up.

—Vincent Van Gogh

Art has been defined as many things: ability, process and product. The Department of Art at The College at Brockport offers courses and programs which integrate the formal, technical, conceptual, and historical aspects of the visual arts.

**Programs:** The Department of Art offers a Bachelor of Fine Arts (BFA) in Studio Art, a Bachelor of Arts (BA) or a Bachelor of Science (BS) in Studio Art, a minor in Studio Art, and a minor in Art History. In addition, the School of Arts and Performance offers an Interdisciplinary Arts for Children Program, in which studio art is one of the specialties. Once a student declares a major, a faculty member in the appropriate area will be assigned as academic advisor.

The Department of Art reserves the right to retain students’ work for a limited period and re-produce work for official purposes such as exhibitions, catalogs, teaching aids, and slide lectures. Students are expected to assume the costs of materials they use in their courses. Many studio courses have an additional studio fee for materials used in class.

**Resources and Facilities:** The Department of Art, located in the Tower Fine Arts Center, has well-equipped studios, two galleries, and a Visual Resource Center, which houses more than 112,000 slides and videotapes. An active Art Students’ Association organizes critiques, visiting artist programs, field trips, and exhibitions. The College at Brockport students benefit from an affiliation with the internationally known Visual Studies Workshop in Rochester, which offers a variety of courses in photography, video, film, and book arts. Visual Studies Workshop also offers many exciting seminars and workshops that may be taken for college credit during its Summer Institute.

**Transfer Students:** A maximum of 18 transfer credits in art will be accepted by the department toward the studio art major; and a maximum of 39 transfer credits in art will be accepted toward the BFA. Other credits may be used as electives. Credits that correspond to the required courses within the major program may be accepted, as may certain related transfer courses not included in our curriculum. All transfer grades must be “C” or higher to be used to fulfill major requirements.

**Studio Art Major (BA/BS)**  
The studio art major is designed to provide a well-rounded art experience, encompassing two-dimensional and three-dimensional media, art history courses, and a specialty (three levels) in one area. Students majoring in art are encouraged to expand their understanding of art as it relates to other disciplines, cultures, and global concerns.

**Studio Art Major Requirements:**  
In addition to meeting all general College at Brockport requirements, studio art majors must complete a total of 36 credits in art and art history as listed below. No more than 54 credits
in studio art (or any other single discipline) can be used to satisfy the 120-credit requirement for the BA or BS.

A minimum grade of “C” must be attained in all courses in the major.

<table>
<thead>
<tr>
<th>Required Courses (18 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 201 Survey of World Art I</td>
<td>3</td>
</tr>
<tr>
<td>ARH 202 Survey of World Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 210 2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 212 3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 221 Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARH 420 20th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 401 Senior Seminar</td>
<td>3</td>
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</tbody>
</table>

Any two two-dimensional courses from the following: (6 credits)
- Painting
- Photography
- Printmaking
- Digital Art
- Drawing (excluding ART 221)
- 2-Dimensional Design (if not taken in the above required courses)

Any two three-dimensional courses from the following: (6 credits)
- Ceramics
- Sculpture
- 3-Dimensional Design (if not taken in the above required courses)

A three-course sequence (specialty) in one of the following areas: (6 credits)
- Ceramics
- Digital
- Drawing
- Painting
- Photography
- Printmaking
- Sculpture

Total: 36

The Bachelor of Fine Arts (BFA) in Studio Art
The BFA is an intensive degree program in studio art, intended for students who plan to pursue a professional career in art or to prepare for graduate study. BFA students work closely with a professor/mentor in their area of concentration, as well as interact with the entire art faculty through the required courses and semester BFA Reviews. BFA students are encouraged to be active in the Art Students’ Association, which runs West End Gallery, where BFA senior exhibitions take place. BFA students may also take DCE 323 Career Explorations in Art, in which they may receive credit for apprenticeships or internships in artists’ studios, galleries, or alternative spaces.

Students are admitted to the program by a portfolio review. Those who do not have a portfolio may enroll in the BA or BS program in studio art, and begin work on foundation courses to assemble a portfolio. BFA candidates are reviewed each semester and are expected to maintain a 2.5 minimum overall cumulative The College at Brockport GPA and a 3.0 GPA in art. If advised to discontinue the program, a student may continue as a studio art major in the BA or BS program. A minimum grade of “C” must be attained in all courses in the major.

BFA Requirements
Candidates for the BFA must meet all College at Brockport General Education course requirements and complete a total of 81 credits in art and art history as indicated below.
### Required ART Courses (39 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 210 2-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 212 3-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 221 Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 301 BFA Review</td>
<td>3</td>
</tr>
<tr>
<td>ART 322 Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 330 Digital Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 331 Photography I</td>
<td>3</td>
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<tr>
<td>ART 341 Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 351 Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>ART 361 Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART 371 Ceramics I</td>
<td>3</td>
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<tr>
<td>ART 401 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 402 BFA Senior Exhibition</td>
<td>3</td>
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<tr>
<td>ART 403 Mixed Media</td>
<td>3</td>
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</tbody>
</table>

### Required ARH Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARH 201 Survey of World Art I</td>
<td>3</td>
</tr>
<tr>
<td>ARH 202 Survey of World Art II</td>
<td>3</td>
</tr>
<tr>
<td>ARH 410 Contemporary Art Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ARH 420 20th-Century Art</td>
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</tr>
</tbody>
</table>

### Electives in ART, ARH, or related discipline (6 credits)

The following courses are approved electives in the BFA:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNS 115</td>
<td>3</td>
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<tr>
<td>PSH 352</td>
<td>3</td>
</tr>
<tr>
<td>MUS 276</td>
<td>3</td>
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<td>MUS 278</td>
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<td>PHL 308</td>
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<td>PHL 428</td>
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<td>THE 202</td>
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<td>THE 235</td>
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<td>THE 244</td>
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</tbody>
</table>

### Concentration in one of the following (21 credits)

- Ceramics
- Drawing
- Painting
- Sculpture
- Printmaking

**Total: 81**

### Interdisciplinary Arts for Children: Art Specialty

Students seeking an interdisciplinary major in Arts for Children with a specialty in art are required to complete a 48-credit program consisting of: (1) two interdisciplinary courses, IAC 280 Introduction to Related Arts for Children, and IAC 491 Seminar in Arts for Children; (2) an art specialty of 21 credits; and (3) a 21-credit block consisting of two courses in each of the other three arts and one approved elective. They are also urged to take additional studio art courses and ART 419 Practices of Teaching Art on the Elementary Level (prerequisite ART 417). A minimum grade of “C” must be maintained in all required courses.
For detailed information and a comprehensive listing of courses required in this specialty area, refer to the section **Arts for Children-Interdisciplinary Major** in this catalog.

**Minors in Studio Art**

Studio Art: 18 credits, including the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 201</td>
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<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nine additional credits of art studio electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total:** 18

**Department of Art Courses**

**ART 101 Visual Art Experience (A,P).** *Course fee.* An introductory course for students with little or no art experience, designed to broaden their visual vocabulary. Explores the basic elements and principles of art through a sequence of problems to be solved by the execution of original works in various media. 3 Cr.

**ART 110 Art and Artists (A,F).** Students may select ART 110 or ARH 215 as credit toward the Fine Arts requirement (F), but may not receive credit for both. Explores the basic forms of artistic production and the study of aesthetic principles of visual art, and how those principles reveal cultural meaning through lectures, slides videos, gallery visits, student-teacher dialogues, written assignments and tests. 3 Cr.

**ART 210 Two-Dimensional Design (A,P).** *Course fee.* An introduction to the elements and principles of two-dimensional visual composition. The course explores visual problem solving and concepts of creating two-dimensional images via line, shape, color, value, etc. Includes lectures, written assignments, demonstrations, and critiques. Assignments include the production of two-dimensional artwork using various media. 3 Cr.

**ART 212 Three-Dimensional Design (A,P).** *Course fee.* An introduction to the elements and principles of three-dimensional art making. The course explores visual problem solving and concepts of creating three-dimensional artwork via line, form, volume, texture, color, spacial relationships, etc. Includes lectures, written assignments, demonstrations, and critiques. Assignments include the production of three-dimensional artwork using various media. 3 Cr.

**ART 221 Drawing I (A,P).** *Course fee.* Provides an introduction to the basic elements of drawing and two dimensional imagery, including drawing from natural forms; aesthetic elements, such as line, value, composition, space, perspective, and mark making; and a basic understanding of the development of content in a work of art. 3 Cr.

**ART 301 BFA Group Review (A).** A group review process consisting of professional presentation of a body of work completed during the course of the semester in the student’s area of concentration, along with a written statement about the work, and an oral presentation to be given for faculty and peers during the review process. Critique, informed discussion, and feedback from both students and faculty members also are integral components of the course. Students required to compile and present a journal/notebook of influences and other resource materials relevant to the work being presented at the time of the BFA Group Review. 1 Cr. Every Semester.

**ART 311 Introduction to Video (A).** *Course fee.* (Taught at Visual Studies Workshop, lab hours weekdays at VSW) Provides an introduction to the use of video as a medium for individual expression and creativity. Develops basic video skills (i.e., the operation of the video camera, analogue editing and digital video systems) and fundamental procedures in planning and producing a videotape are presented through demonstrations, lectures and practice sessions. Uses screenings and artists' presentations to illustrate contemporary work in video. 3 Cr.

**ART 322 Drawing II (A).** *Course fee. Prerequisite: ART 221 or instructor’s permission.* Provides studio experience using a variety of drawing materials to teach drawing skills and allow students to acquire the necessary background for further study. 3 Cr.

**ART 330 Digital Art I (A).** *Prerequisite: ART 210 or instructor’s permission. Course fee.* Introduces students to the use of the computer as a tool of art making. Uses multimedia software to create digital art. Encourages students to explore and combine computer-based techniques with traditional studio art techniques. Requires short readings to
accompany the assignments to help students contextualize their work within the historical, social and political arena that surrounds the production of computer-based art. 3 Cr.

ART 331 Photography I (A). Prerequisite: ART 210 or instructor’s permission. Course fee. (Two sections: Brockport campus and Visual Studies Workshop.) Explores photography’s creative potential for personal expression. Covers 35mm camera operation, processing and developing film, and printing black and white photographs in the darkroom. During the first half of this class focus is on technical skills. During the second half focus is on the use of the students’ newly found skills and their creative potential. Requires students to have access to an adjustable 35mm camera. 3 Cr.

ART 332 Photography II (A). Prerequisite: ART 331 or instructor’s permission. Course fee. (Taught at Brockport Campus and Visual Studies Workshop.) Expands on the basic darkroom skills covered in introductory photography courses, with an emphasis on the conceptual aspects of image making. Prompts students to experiment with expanded processes such as digital imaging, hand applied photo emulsions, etc. Teaches students how to test equipment accuracy to ensure proper exposures. Employs a variety of assignments using technical tools learned as applied to conceptual themes. Entails lectures and field trips to supplement the studio work. 3 Cr.

ART 333 Introduction to Color Photography (A). Prerequisite: ART 331. (Taught at Visual Studies Workshop) Provides an introduction to color photography. Addresses technical and aesthetic concerns with an emphasis placed on developing a personal color vocabulary. Upon completion, allows the student to be able to use both film and digital color processes; have an understanding of color theory and history; and see the possibilities for expression in color photography. 3 Cr.

ART 341 Painting I (A). Course fee. Prerequisite: ART 221. Provides an introduction to painting and design theory. Emphasizes such design elements as form, texture, line, tone, and the spatial and structural aspects of color through the application of various painting techniques. Uses principally oil and acrylics. 3 Cr.

ART 342 Painting II (A). Course fee. Prerequisite: ART 341. Provides a continuation of ART 341 with emphasis on composition, structure of space, and the human figure. Uses principally oil and acrylic paints. 3 Cr.

ART 351 Printmaking I (A). Course fee. Prerequisite: ART 221. Entails an introduction to printmaking processes including monotype, intaglio and relief processes. Stresses conceptual development, technical skills and compositional elements throughout the semester. 3 Cr.

ART 352 Printmaking II (A). Course fee. Prerequisite: ART 351. Provides advanced skills and techniques from ART 351 and includes bookmaking, papermaking and alternative methods in printmaking. 3 Cr.

ART 358 Introduction to Visual Books (A). (Taught at Visual Studies Workshop) Introduces bookworks, which combines text, images, unexpected materials and unusual bindings, through examples, discussions and demonstrations, including access to outstanding collections. Requires students to work on individual projects, including one-of-a-kind books, and small editions. Emphasizes developing books that integrate word, image, and structure. 3 Cr.

ART 361 Sculpture I (A). Prerequisite: ART 212 or instructor’s permission. Course fee. Familiarizes students with the conceptual, technical, and visual vocabulary of sculpture well enough to create dimensional works of artistic merit and personal expression. Expects students to gain basic skills with materials as well as understanding of sculptural concepts. Designs problems to distinguish between technique and idea in sculpture, and how materials are used to express concepts. 3 Cr.

ART 362 Sculpture II (A). Prerequisite: ART 361. Course fee. Expands student’s knowledge of sculptural materials and techniques, with an emphasis on metal-working through both direct and indirect methods. In addition, allows students to further explore sculptural concepts and 3-dimensional spatial organization as they apply to the completion of class projects. 3 Cr.

ART 371 Beginning Handbuilding (A). Prerequisite: ART 212 or instructor’s permission. Course fee. Introduces students to basic hand-building techniques that are used to form objects out of clay. Students address projects in a problem-solving approach which utilizes and develops creative thinking capabilities and technical knowledge about clay as an expressive art material. Covers traditional and non-traditional glazing techniques and applications. 3 Cr.

ART 372 Beginning Wheelthrowing (A). Course fee. Prerequisite: ART 371 or instructor’s permission. Provides exploration of clay as an expressive material while focusing on production methods utilizing the potter’s wheel. Introduces glaze calculation, oxidation, reduction firing, and formulation of clay bodies. 3 Cr.

ART 381 Metals: Fabrication (A). Prerequisite: ART 212 or instructor’s permission. This course will exercise 3-dimensional designing concepts while familiarizing students with as many aspects of metal fabrication as possible. Students will learn both ferrous and nonferrous techniques for cutting, joining, shaping and finishing metal. Techniques
covered will include shearing, sawing, soldering, welding, patination as well as others. Conceptual development, composition, technical skills and scale will be stressed throughout the semester. 3 Cr. Every Semester.

ART 382 Metals: Forging (A). Course fee. Prerequisite: Art 212 or instructor’s permission. This course will introduce and explore metal forging. Emphasis will be on techniques for hammering metal, both hot and cold, and forming sheet metal into 3-dimensional shapes. The forged elements will then be incorporated into finished projects. Conceptual development, composition and technical skills will be stressed throughout the semester. 3 Cr. Every Semester.

ART 399 Independent Study in Art (B). Prerequisite: instructor’s permission. May require a course fee. Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. May be repeated for credit. 1-6 Cr.

ART 401 Senior Seminar (A). Class to be taken in the senior year. Requires readings, portfolio development, exhibition preparation, advanced studio problems and a discussion of the theory and criticism of art. 3 Cr.

ART 402 BFA Senior Exhibition (A). A Senior Exhibition is required of all BFA students prior to graduation. Allows students to work with the professor in their area of specialization to produce an exhibition of quality that represents their accomplishments in the program. Covers exhibition design, installation and advertising as well as other pertinent responsibilities and information relative to a successful exhibition. 3 Cr. Every Semester.

ART 403 Mixed Media (A). Course fee. Prerequisite: either ART 210 or ART 212 and ART 221. Explores the content and formal possibilities of the interaction of two- and three-dimensional media. Investigates the process of how ideas take physical form and how artists use mixed media to manifest their ideas. Traditional and non-traditional media will be used to investigate a series of thematic assignments. Group discussion and critiques will be held during the semester. 3 Cr.

ART 412 Video II (A). Prerequisite: ART 311. (Taught at Visual Studies Workshop, lab hours weekdays during Media Center hours.) Designed for people with prior experience in video, presents advanced techniques for those who wish to further explore the ideas and meaning behind their work in video. Allows students to combine the elements of performance, scripting, sound, computer graphics, and special effects within individual projects. Uses class time to study film, computer, and video techniques, as well as have in-group discussions about the tapes and DVDs created during the course. 3 Cr.

ART 414 Advanced Problems in Visual Studies (A). Provides for reading, advanced projects and discussion of theory and criticism applied to electronic imaging, visual books, digital media and film/video. 3 Cr.

ART 415 16mm Film I (B). Course fee. (Taught at Visual Studies Workshop, lab hours weekdays during Media Center hours.) Provides an introduction to independent 16 mm film production. Focuses on individual expression through script writing, film production and post-production. Includes sessions covering topics such as the history of film, camera operation, the use of light meters, lighting, composition, directing actors, and the principles and techniques of editing. Expects students to demonstrate competence with equipment as a prerequisite for working on individual projects. 3 Cr.

ART 416 16mm Film II (B). Prerequisite: ART 315 or instructor’s permission. (Taught at Visual Studies Workshop) Provides a follow-up to basic filmmaking, with a more in-depth analysis of sound production including sync recording mixing of complex tracks, working with ensemble acting and dialogue. Highlights animation techniques, editing, and counterpoint in editing. Requires students to ready film projects for final post-production and distribution. 3 Cr.

ART 417 Methods of Teaching Art at the Elementary Level (B). Course fee. Prerequisite: introductory art course or instructor’s permission. Explores the philosophical and psychological basis for teaching art. Investigates problems of artistic and creative development. Examines methods of teaching art through practice and observation. Includes teaching of art to children. 3 Cr.

ART 418 Documentary Film/Video (A). (Taught at Visual Studies Workshop, lab hours weekdays during Media Center hours.) Provides insight into the practice of documentary film/video making. Introduces and discusses basic tools and the principles of film narration and montage, as they apply to documentary film/video making. In hands-on exercises, allows participants to explore the creative process of interpreting “the world out there” by means of the moving image. 3 Cr.

ART 419 Practices of Teaching Art on the Elementary Level (A). Course fee. Prerequisite: ART 417. Explores important concepts related to art history, art aesthetics, and art criticism. Examines advanced methods of teaching art and classroom management techniques. Familiarizes with national and New York state standards of art curriculum in grades K-6. Allows students to work with a classroom teacher in developing syllabus and teaching art. 3 Cr.
ART 423 Drawing III (A). Course fee. Prerequisite: ART 322. Provides a continuation of ART 322. Allows for in-depth studio experience, concentrating on drawing the humane, the nature of space, individual exploration of imagery and further experimentation with a variety of media. 3 Cr.

ART 424 Advanced Problems in Drawing (A). Course fee. Prerequisite: ART 423. Provides for intensive drawing, research on concepts, readings, advanced projects, and discussion of theory and criticism as applied to creative drawing. May be repeated for credit. 3 Cr.

ART 430 Digital Art II (A). Prerequisite: ART 330. Course fee. Further develops skills and principles relating to the exploration of the computer as a tool for creating art. Encourages students to do a more advanced exploration and combine computer-based techniques with traditional studio art techniques. 3 Cr.

ART 433 Photography III (A). Prerequisite: ART 332. Course fee. (Taught at Brockport Campus and Visual Studies Workshop.) Explores independent creative projects throughout the semester, emphasizing a continued development of a project. Focuses on print quality, issues of presentation and sequencing, as demonstrated in the work of other photographers and through class discussion. Teaches advanced darkroom skills. 3 Cr.

ART 434 Advanced Problems in Photography (A). Prerequisite: ART 433. Course fee. (Taught at Brockport Campus and Visual Studies Workshop.) Structured for students to gain independence in their working methods. Expect students to locate an area of interest and create a substantial project that reflects a thoughtful and developed investigation. Requires conceptual and technical readings to supplement their work. 3 Cr.

ART 443 Painting III (A). Course fee. Prerequisite: ART 342. Covers advanced painting, painting from life, and the human figure. Emphasizes creative forms of self expression. Intensive painting and research on imagery begins in the second half of the semester. 3 Cr.

ART 444 Advanced Problems in Painting (A). Course fee. Prerequisite: ART 443. Emphasizes personal solutions related to content in the work as well as technical issues in painting, advanced projects, and discussion of theory and criticism applied to creative painting. May be repeated for credit. 3 Cr.

ART 453 Printmaking III (A). Course fee. Prerequisite: ART 352. Allows advanced students to design their individual projects for the semester. Requires a minimum of four projects exploring advanced technical and conceptual development. 3 Cr.

ART 454 Advanced Problems in Printmaking (A). Course fee. Prerequisite: ART 453. Allows for a continuation of personal development of ideas, skills and varied technical approaches to the art of printmaking at the advanced level. 3 Cr.

ART 463 Sculpture III (A). Course fee. Prerequisite: ART 362. Allows students to expand their knowledge of materials and techniques used in the production of sculpture. Assignments address contemporary concerns in working three-dimensionally, such as permanence, process and site-specificity. Allows students to gain knowledge and experience with public art, installation art, and performance art. Entails readings to supplement class demonstrations, critiques, slide lectures, and videos on contemporary sculpture. 3 Cr. Every Semester.

ART 464 Advanced Problems in Sculpture (A). Course fee. Prerequisite: ART 463. Students will expand their knowledge of sculptural materials and techniques while working toward the development of their own vision. Individual explorations into various approaches to art making will be encouraged. Information and guidance will be given on documentation and presentation of sculpture for portfolios. May be repeated for credit. 3 Cr.

ART 470 Gallery Management and Exhibition Design (B,T). Course fee. Cross-listed as ARH 480. This course is designed as an intense practicum to prepare students for careers as curators, gallery directors and gallery professionals. Students will actively engage with diverse mediums, arts and curators to develop public exhibitions and programs. Through hands-on experience, students will be challenged to address meanings conveyed consciously and unconsciously by exhibition design and presentation. 3 Cr.

ART 473 Ceramics III (A). Course fee. Prerequisite: ART 372 or ART 371. Emphasizes continued development of creative thinking and problem solving as students address assigned problems and investigate individual areas of interest. Provides students the opportunity to expand their technical knowledge and skills in either hand construction or wheel-thrown techniques. 3 Cr.

ART 474 Advanced Problems in Ceramics (A). Course fee. Prerequisite: ART 473. Provides for individualized, advanced projects, and discussion of theory and criticism applied to the art of ceramics. May be repeated for credit. 3 Cr.

ART 491 Topics in Art Studio (B). Course fee. Provides an upper-division art studio experience. Allows students to earn credit for a special offering not normally a part of regular department curriculum. 1-6 Cr.
ART 499 Independent Study in Art (A). May require a course fee. Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. May be repeated for credit. 1-6 Cr.

ART HISTORY

Art History Minor
Art history minors must complete a total of 18 credits in the courses listed below. A minimum grade of “C” must be attained in all courses taken for the minor.

Required Courses (6 credits)
- ARH 201 Survey of World Art I
- ARH 202 Survey of World Art II

Electives (12 Credits)
Twelve credits of art history electives are required. It is recommended that art history minors take at least one non-western art course.

Art History Courses

ARH 201 Survey of World Art I (A,G,O). Provides an integrated chronological study of world art from prehistory to the 14th century. Covers western art along with the ancient arts of Asia, Islamic arts, and pre Columbian arts. Teaches students to identify cross-cultural influences and regional stylistic features. 3 Cr. Fall.

ARH 202 Survey of World Art II (A,F,O). Prerequisite: ARH 201. Examines major developments in world art from the 1400s to the present. Students will gain a broad understanding of the history of art making during the modern era, including the European Renaissance, as well as art making in Asia, the Middle East, Africa, and the Americas. Issues of artistic techniques and practices, patronage, power, religion, and aesthetics, as well as societal and cross-cultural influences will be addressed during each time period and with respect to each culture. 3 Cr.

ARH 215 Art in the Making (A,F,O). Studies the elements of art, the artists’ process, and selected works of painting and sculpture to give an appreciation of diverse art creativity throughout the world. Also discusses and uses artists and artworks of selected non-western cultures to illustrate elements of art. 3 Cr.

ARH 310 Women in Art (A,W,Y). Cross-listed as WMS 310. Examines the contributions and creations of women to the visual arts throughout history, with an emphasis on the women artists of the last two centuries. Students will gain an understanding of artistic techniques and movements and become familiar with the social and political history of women, in order to understand how such conditions affect artistic production. 3 Cr.

ARH 391 Seminar in Art History (A). Prerequisites: ARH 201 and ARH 202. Explores a specific art historical theme or research topic. Students will be expected to write an in-depth research paper and participate in seminar style discussions. May be repeated for credit (with change of topic). 3 Cr.

ARH 410 Contemporary Art Criticism (A). Prerequisites: ARH 201, ARH 202 and ARH 420. Examines contemporary trends in both art making and art criticism throughout the late 20th and early 21st centuries. Also explores how the art world both reflects and resists societal influences. Critical writing assignments and a verbal/visual presentation by the students will enable them to intelligently assess and comment upon the surrounding visual world. 3 Cr.

ARH 419 Nineteenth Century Art (A). Prerequisites: ARH 201 and ARH 202. Covers the fine and minor arts of 19th-century Europe and America, with emphasis on patronage and the artistic movements that dominated the century. 3 Cr.

ARH 420 Twentieth Century Art (A). Prerequisites: ARH 201 and ARH 202. Examines the major trends and developments of the 20th century, primarily in Europe and the United States. Students will learn how biographical, social, cultural, and political forces influenced various artists. Helps students understand how art making is not a practice in isolation, but an expression of how

Art History 127
ARH 424 Medieval Art (A). Prerequisites: ARH 201 and ARH 202. Covers the art and architecture of Europe from the early Christian period to the Fall of Constantinople. Includes an overview of Byzantine Art. 3 Cr.

ARH 425 Italian Renaissance Art (A). Prerequisites: ARH 201 and ARH 202. Examines works of art and architecture from the 15th and 16th centuries in Italy. 3 Cr.

ARH 431 American Art (A). Prerequisites: ARH 201 and ARH 202. Surveys art, architecture, and popular culture from colonial era to the present. 3 Cr.

ARH 441 Art in Europe: Field Study in Selected Topics (A). Prerequisites: ARH 201 and ARH 202. Entails field trips abroad focusing on selected topics in art history. May be repeated for credit. 3-6 Cr.

ARH 450 Egyptian Art (A). Prerequisites: ARH 201 and ARH 202. Studies the art and civilizations of pharaonic Egypt and the ancient Near East from the late fourth millennium BC to the conquest of Alexander the Great, with emphasis on pharaonic Egypt, Phoenicia, and Mesopotamia. 3 Cr.

ARH 451 Art of the Classical World (A). Prerequisites: ARH 201 and ARH 202. Traces the development of Minon, Mycenean, Greek and Roman art and architecture from the second millennium BCE to the fourth century CE. 3 Cr.

ARH 461 History of Photography (A). (Taught at Visual Studies Workshop) Surveys the development of photographic processes and the movements and artists that have influenced photography. 3 Cr.

ARH 465 Alternative Perspectives on Art and Culture (A). Prerequisites: ARH 201 and ARH 202. Examines and explores art and culture from radically different points of view. Attempts to expand awareness of the multiplicity of world cultures by including subjects, voices and imagery that are often subordinated by traditional institutions of the West such as museums and mainstream commercial media. Uses strategies and disciplines including anthropology, women's studies, subculture, cyborg theory, political activism and liberation pedagogy to see Western art in a different light. Encourages the development of different means of practice in addition to expanded theoretical frameworks for looking at art. 3 Cr.

ARH 470 Asian Art (A). Prerequisites: ARH 201 and ARH 202. Studies Indian, Chinese and Japanese arts from prehistory to the 19th century, with emphasis on painting, sculpture, and the minor arts. 3 Cr.

ARH 474 Islamic Art (A). Prerequisites: ARH 201 and ARH 202. Explores Islamic art, architecture, filmmaking, and culture from the origin of the faith to the contemporary period. Considers art making around the globe in both a religious and cultural context. 3 Cr.

ARH 490 Topics in Art History (A). Prerequisites: ARH 201 and ARH 202. Reserved for different topics not listed in this catalog. May be repeated for credit. 3 Cr.

ARH 491 Seminar in Art History (A). Prerequisite: ARH 201 and ARH 202 or instructor’s permission. Examines in detail selected topics in art history with the emphasis on the exploration of research methodologies in fine arts, and writing papers and sharing them in the class. 3 Cr.

ARH 499 Independent Study in Art History (A). Special project in art history arranged in consultation with the instructor-sponsor in accordance with the procedures of the Office of Academic Advisement before registration. May be repeated for credit. 3-6 Cr.
ARTS FOR CHILDREN – INTERDISCIPLINARY MAJOR

147D Hartwell Hall
(585) 395-5279
afc@brockport.edu
www.brockport.edu/afc

Director and Visiting Associate Professor: Kevin Warner, MFA, Temple University; Professor: Oh-Kon Cho, PhD, Michigan State University; Associate Professor: Juanita Suarez, PhD, Texas Women’s University; Assistant Professors: Christian Carson, MFA, SUNY Albany; Natalie Sarrazin, PhD, University of Maryland.

The undergraduate Interdisciplinary Arts for Children major is committed to teaching, scholarship, creative expression, and service related to the education of children in and through the arts. This interdisciplinary major is recognized as unique to the SUNY system and the nation. It fulfills a major need in providing substantive arts-in-education training to prospective classroom teachers and others interested in the arts. Research shows that arts integration has perhaps the greatest potential to positively affect learning across academic disciplines. An interdisciplinary approach to learning helps students leverage new understandings that could not be obtained through singular discipline studies alone.

The course of study inter-relates knowledge and skills in visual art, dance, music and theatre with an in-depth study of one of these areas. Most Interdisciplinary Arts for Children majors take part in the Childhood Inclusive Education certification program. Some combine the major with a second major offered by the College. Still others pursue graduate studies or take an entrepreneurial approach to applying their skills after graduation.

Philosophical, theoretical and interdisciplinary concepts of arts-in-education are emphasized in the major. The Interdisciplinary Arts for Children faculty promotes an approach to arts-in-education that fosters inquiry and understanding in aesthetic perception, creative process, the study of history and culture, and pedagogy. Students learn strategies to nurture creativity and artistic expression in youngsters and to work with children in a variety of settings such as elementary schools, preschools and daycare centers, arts institutions, theatre or dance companies, and community centers in rural and urban environments.

The Interdisciplinary Arts for Children Program functions in consortium with The College at Brockport’s Departments of Art, Dance and Theatre (for theatre and music). Majors are required to complete a 48-credit program consisting of:

1. two interdisciplinary courses, IAC 280 (Introduction to Related Arts for Children) and IAC 491 (Seminar in Arts for Children);
2. a 21-credit core in one specialty area: art, dance, music or theatre;
3. a 21-credit block consisting of two courses in each of the other three arts and one approved elective.

Course requirements are specified under the section heading “Program of Study.” Students are encouraged to combine the Interdisciplinary Arts for Children major with certification in Childhood Inclusive Education (1-6). Admission to Brockport’s NCATE accredited classroom teacher certification program, offered through the Department of Education and Human Development, requires a separate application and admission usually prior to the junior year. Specific advisement is needed for both the Interdisciplinary Arts for Children major and the teacher certification program. For further details regarding certification, consult the program listed under the Department of Education and Human Development. Students should contact their Interdisciplinary Arts for Children advisor and the Department of Education and Human Development as early as possible when planning their course of study.

Students interested in an in-depth study of art, dance, music or theatre are advised to pursue an additional major, minor, or take additional courses (maximum of 54 credits) in that discipline.
Students are encouraged to participate in study-abroad and internship programs to enhance their knowledge and abilities in the arts and/or arts-in-education.

**Acceptance into the Major**
Students with an affinity for all arts and some proficiency in at least one art area are encouraged to apply. Potential majors are interviewed by the program director prior to admission. Contact the program office to set up an appointment. A student indicates a specialty of art, dance, music or theatre and is assigned an advisor. There are four prerequisite arts courses, one in each art area as designated in the chosen specialty. This is followed by IAC 280 (Introduction to Related Arts for Children). Students are then permitted to take the remaining requirements as noted under each specialty area.

**Special Note:** Consult the appropriate section under the heading “Program of Study” to determine the courses for the selected arts specialty. Course selection, including prerequisites, must be taken under advisement with an Interdisciplinary Arts for Children advisor.

**Program of Study**
Interdisciplinary Arts for Children majors must take two core courses and follow the sequence of courses listed under one of the five arts specialty areas. The specialty areas are art, dance, dance studies, music and theatre. Please check important prerequisites and course descriptions as listed below and under respective department headings. Students transferring to The College at Brockport should inquire regarding the feasibility of transferring course credit from previous institutions. Course credits may transfer but only those that are exact equivalents to courses listed below will be counted.

**All Majors**

**Arts for Children Interdisciplinary Core Courses:** (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IAC 280 (A)*</td>
<td>3</td>
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<tr>
<td>IAC 491 (A)</td>
<td>3</td>
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<td><strong>6</strong></td>
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</tbody>
</table>

* Note: this course must be taken after successful completion of prerequisites in art, dance, music and theatre.

**Art Specialty**
Students wishing to major in Interdisciplinary Arts for Children with an art specialty are required to take studio art and art history courses, along with ART 417 (Methods of Teaching Art on the Elementary Level). ART 210, DNS 115, MUS 105 and THE 281 followed by IAC 280 are prerequisite courses to be completed prior to upper division coursework. These courses are marked with an asterisk (*).

**I. Required Courses in Art:** (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 201 (A)</td>
<td>3</td>
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<tr>
<td>ARH 202 (A)</td>
<td>3</td>
</tr>
<tr>
<td>ART 210 (A,P)*</td>
<td>3</td>
</tr>
<tr>
<td>ART 221 (A,P)</td>
<td>3</td>
</tr>
<tr>
<td>ART 417 (B)</td>
<td>Methods of Teaching Art on the Elementary Level</td>
</tr>
<tr>
<td>Two courses in studio art (see prerequisites listed in the Department of Art section of the catalog)</td>
<td>6</td>
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<tr>
<td><strong>21</strong></td>
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</tbody>
</table>
II. Required Courses in Other Arts Disciplines: (21 credits)

<table>
<thead>
<tr>
<th>Dance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DNS 115 (A,P)*</td>
<td>Introduction to Dance 3</td>
</tr>
<tr>
<td>DNS 483 (A)</td>
<td>Children's Dance I 3</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>MUS 105 (A,P)*</td>
<td>Introduction to Music 3</td>
</tr>
<tr>
<td>MUS 487 (A)</td>
<td>Music and the Child 3</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td></td>
</tr>
<tr>
<td>THE 281 (B)*</td>
<td>Creative Drama 3</td>
</tr>
<tr>
<td>THE 353 (A)</td>
<td>Children's Theatre 3</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td></td>
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<tr>
<td>THE 365 (A)</td>
<td>Puppet Theatre</td>
</tr>
<tr>
<td><strong>OR</strong></td>
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<tr>
<td>ENL 482 (A)</td>
<td>Children's Literature 3</td>
</tr>
</tbody>
</table>

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21

Total Including Core: 48

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**Dance Specialty**

An entry audition is required for all dance majors, minors, and Interdisciplinary Arts for Children Dance Specialty majors. Contact the Interdisciplinary Arts for Children Program office for information. DNS 204, DNS 205, ART 101, MUS 300 and THE 281 followed by IAC 280 are prerequisite courses to be completed prior to upper division coursework. These courses are marked with an asterisk (*).

Note: Please see Dance Studies Specialty Section for non-audition dance option.

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I. Required Courses in Dance: (21 credits)

| DNS 204 (B)*   | Dance Conditioning Laboratory 2 |
| DNS 205 (A)*   | Dance Technique I 3             |
| DNS 364 (A)    | Dance Improvisation 2           |
| DNS 454 (B)    | Studies in Major Dance Styles 2 |
| DNS 483 (A)    | Children's Dance I 3            |
| DNS 484 (B)    | Children's Dance II 3           |
| **One of the following:** | |
| DNS 302        | Social/Ballroom Dance Forms     |
| **OR**         |                                       |
| DNS 330 (A)    | African Dance II                |
| **OR**         |                                       |
| DNS 316 (A)    | History and Development of Dance 3 |
| **One of the following:** | |
| DNS 306 (A)    | Beginning Dance Composition      |
| **OR**         |                                       |
| DNS 375 (A)    | Introduction to Laban Movement Analysis 3 |

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21

II. Required Courses in Other Arts Disciplines: (21 credits)

<table>
<thead>
<tr>
<th>Art</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 (A,P)*</td>
<td>Visual Art Experience 3</td>
</tr>
<tr>
<td>ART 417 (B)</td>
<td>Methods of Teaching Art on the Elementary Level 3</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>MUS 300 (A)*</td>
<td>Music for Dance 3</td>
</tr>
<tr>
<td>MUS 487 (A)</td>
<td>Music and the Child 3</td>
</tr>
</tbody>
</table>
**Dance Studies Specialty**

The Dance Studies Specialty does not require an audition. While students who pursue the dance studies specialty are not eligible to perform in Department of Dance concerts or pursue the dance minor (both of which require passing the audition), they still pursue a rigorous general study of dance through technique, pedagogy and theory coursework. DNS 200 (Ballet), DNS 115, ART 101, MUS 105 or 300 and THE 281 followed by IAC 280 are prerequisite courses to pursuing upper division coursework. These courses are marked with an asterisk (*).

### I. Required Courses in Dance Studies: (21 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNS 200 (A,P)*</td>
<td>Traditional Dance - Ballet</td>
<td>3</td>
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<tr>
<td><strong>One of the following:</strong></td>
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<tr>
<td>DNS 371 (B)</td>
<td>Modern Dance Technique I</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>DNS 372 (B)</td>
<td>Modern Dance Technique II</td>
<td>3</td>
</tr>
<tr>
<td><strong>One of the following:</strong></td>
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<tr>
<td>DNS 105 (A,P)</td>
<td>Traditional Dance – Afro-Caribbean</td>
<td></td>
</tr>
<tr>
<td>DNS 106 (A,P)</td>
<td>Traditional Dance - African</td>
<td></td>
</tr>
<tr>
<td>DNS 200 (A,P)</td>
<td>Traditional Dance - Tap</td>
<td></td>
</tr>
<tr>
<td>DNS 200 (A,P)</td>
<td>Traditional Dance – Irish</td>
<td></td>
</tr>
<tr>
<td>DNS 232 (A,P)</td>
<td>African Music and Drumming</td>
<td></td>
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<tr>
<td>DNS 330 (A)</td>
<td>African Dance</td>
<td></td>
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<tr>
<td>OR</td>
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<tr>
<td>DNS 454 (B)</td>
<td>Dance Styles</td>
<td>3</td>
</tr>
<tr>
<td><strong>All of the following:</strong></td>
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<td></td>
</tr>
<tr>
<td>DNS 115* (A,P)</td>
<td>Intro to Dance</td>
<td>3</td>
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<tr>
<td>DNS 483 (A)</td>
<td>Children’s Dance I</td>
<td>3</td>
</tr>
<tr>
<td>DNS 484 (B)</td>
<td>Children’s Dance II</td>
<td>3</td>
</tr>
<tr>
<td><strong>One of the following:</strong></td>
<td></td>
<td></td>
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<tr>
<td>DNS 206 (A,F,W)</td>
<td>20th Century Dance</td>
<td></td>
</tr>
<tr>
<td>DNS 302</td>
<td>Social/Ballroom Dance Forms</td>
<td></td>
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<tr>
<td>DNS 305 (A)</td>
<td>Kinesiology</td>
<td></td>
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<tr>
<td>DNS 313 (A)</td>
<td>Movement for Theatre</td>
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<tr>
<td>DNS 316 (A,W)</td>
<td>History and Development of Dance</td>
<td></td>
</tr>
<tr>
<td>DNS 452 (A)</td>
<td>Somatics: Body/Mind Integrity</td>
<td></td>
</tr>
<tr>
<td>DNS 499 (A)</td>
<td>Independent Study</td>
<td></td>
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<tr>
<td>MUS 300 (A)</td>
<td>Music for Dance</td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
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</tr>
<tr>
<td>PES 413 (A)</td>
<td>Human Development and Movement</td>
<td>3</td>
</tr>
</tbody>
</table>
| **Total Including Core:** | | 48
II. Required Courses in Other Arts Disciplines: (21 credits)

<table>
<thead>
<tr>
<th>Art</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ART 101 (A,P)*</td>
<td>Visual Art Experience</td>
<td>3</td>
</tr>
<tr>
<td>ART 417 (B)</td>
<td>Methods of Teaching Art on the Elementary Level</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>MUS 300 (A)*</td>
<td>Music for Dance</td>
<td>3</td>
</tr>
<tr>
<td>MUS 487 (A)</td>
<td>Music and the Child</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Theatre</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>THE 281 (B)*</td>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>THE 353 (A)</td>
<td>Children’s Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>THE 365 (A)</td>
<td>Puppet Theatre</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL 482 (A)</td>
<td>Children's Literature</td>
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<tr>
<th></th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Including Core:</td>
<td>48</td>
</tr>
</tbody>
</table>

**Music Specialty**

A skills audition is required. An incoming student should be able to perform voice or on instrument at NYSSMA level IV or above. Contact the Interdisciplinary Arts for Children Program office for information. ART 101, DNS 115, MUS 105 and THE 281 followed by IAC 280 are prerequisite courses to be completed prior to upper division coursework. These courses are marked with an asterisk (*).

I. Required Courses in Music: (21 credits)

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MUS 105 (A,P)*</td>
<td>Introduction to Music</td>
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<td>MUS 487 (A)</td>
<td>Music and the Child</td>
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<tr>
<td>MUS 488 (B)</td>
<td>Music Practicum</td>
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</table>

From the following: (9 credits)

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DNS 232 (A,P)</td>
<td>African Music and Drumming for Dance</td>
<td>(3)</td>
</tr>
<tr>
<td>MUS 130 (B)</td>
<td>Beginning Piano Class</td>
<td>(2)</td>
</tr>
<tr>
<td>MUS 230 (B)</td>
<td>Advanced Piano Class</td>
<td>(2)</td>
</tr>
<tr>
<td>MUS 139 (B)</td>
<td>Class Voice I</td>
<td>(2)</td>
</tr>
<tr>
<td>MUS 239 (B)</td>
<td>Class Voice II</td>
<td>(2)</td>
</tr>
<tr>
<td>MUS 300 (A)</td>
<td>Music for Dance</td>
<td>(3)</td>
</tr>
<tr>
<td>MUS 399 (A)</td>
<td>Independent Study in Music</td>
<td>(1-3)</td>
</tr>
<tr>
<td>MUS 413 (A)</td>
<td>American Music</td>
<td>(3)</td>
</tr>
<tr>
<td>MUS 414 (A)</td>
<td>American Musical Theatre</td>
<td>(3)</td>
</tr>
<tr>
<td>MUS 485 (A)</td>
<td>American Folk Music</td>
<td>(3)</td>
</tr>
<tr>
<td>MUS 499 (A)</td>
<td>Advanced Independent Study in Music</td>
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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>II. Required Courses in Other Arts Disciplines: (21 credits)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 (A,P)*</td>
<td>Visual Art Experience</td>
<td>3</td>
</tr>
<tr>
<td>ART 417 (B)</td>
<td>Methods of Teaching Art on the Elementary Level</td>
<td>3</td>
</tr>
</tbody>
</table>
### Dance
- DNS 115 (A,P)* Introduction to Dance 3
- DNS 483 (A) Children’s Dance I 3

### Theatre
- THE 281 (B)* Creative Drama 3
- THE 353 (A) Children’s Theatre 3

### Elective
- THE 365 (A) Puppet Theatre
- OR
- ENL 482 (A) Children’s Literature 3

---

**Total Including Core:** 48

---

### Theatre Specialty

Interdisciplinary Arts for Children theatre specialty students may participate in the production program of the Department of Theatre, and are encouraged to participate in auditions for faculty-directed productions based on department guidelines. THE 201 or 202, THE 281, ART 101, DNS 115 and MUS 105 followed by IAC 280 are prerequisite courses to upper division coursework. These courses are marked with an asterisk (*).

---

### I. Required Courses in Theatre: (21 credits)

#### Technical
- THE 201 (A,P)* Theatre Arts
- OR
- THE 202 (B)* Stagecraft 3

#### Performance
- THE 221 (A) Acting I 3

#### Child Drama
- THE 281 (B)* Creative Drama 3
- THE 353 (A) Children’s Theatre 3
- THE 365 (A) Puppet Theatre 3
- THE 483 (B) Creative Drama Practicum 3

#### History (choose one of the following)
- THE 314 (A,C) History of Theatre I: Classical through Renaissance
- THE 315 (A) History of Theatre II: Romanticism through Modern
- THE 319 (A,U,W) Play Analysis 3

---

**II. Required Courses in Other Arts Disciplines: (21 credits)**

#### Art
- ART 101 (A,P)* Visual Art Experience 3
- ART 417 (B) Methods of Teaching Art on the Elementary Level 3

#### Dance
- DNS 115 (A,P)* Introduction to Dance 3
- DNS 483 (A) Children’s Dance I 3

#### Music
- MUS 105 (A,P)* Introduction to Music 3
- MUS 487 (A) Music and the Child 3
Arts for Children - Interdisciplinary Major Courses

IAC 280 Introduction to Related Arts for Children (A). Prerequisites: Consult specialty area for four introductory arts courses, one in each area: art, dance, music, theatre. Covers the unique aspects of art, dance, music, and theatre, and relationships among the arts and non arts areas: theory, discussion, inquiry, and experiences in creative process. 3 Cr.

IAC 399 Independent Study in Arts for Children (A). Prerequisite: Instructor’s permission. Arranged in consultation with instructor-sponsor in accordance with procedures of Office of Academic Advisement prior to registration. 1-3 Cr.

IAC 450 Performances for Young Audiences (A). Prerequisite: Instructor’s permission. Explores performance and staging techniques for young audiences; develops skills in improvisation and ensemble playing; prepares shows involving art, dance, music, and theatre; tours and performs for and with young audiences. 1-4 Cr.

IAC 490 Arts for Children Special Topics Workshop (B). Prerequisite: Instructor’s permission. Provides opportunities for arts for children students to focus for a full semester on meaningful current topics which cannot be developed fully in other curricular offerings. Both theory and/or art making may serve as content. 2-6 Cr.

IAC 491 Seminar in Arts for Children (A). Prerequisites: Completion of required arts for children specialty area courses. Examines issues and representative theories, program development and evaluation, development of leadership skills, and ability to utilize arts resources. 3 Cr. Spring.

IAC 492 Internship in Arts for Children (A). To provide theoretical and practical experience for exploring solutions to selected problems and issues in interdisciplinary arts for children. A student, who will be placed in an organization as an intern, will work on projects mutually agreed between the student, supervisor in the organization, and instructor. 1-3 Cr.

IAC 499 Independent Study in Arts for Children (A). Prerequisite: Instructor’s permission. Arranged in consultation with instructor-sponsor in accordance with procedures of Office of Academic Advisement prior to registration. 1-3 Cr.

Elective
ENL 482 (A) Children’s Literature 3

Total Including Core: 48
DEPARTMENT OF BIOLOGICAL SCIENCES

103 Lennon Hall
(585) 395-2193
FAX: (585) 395-2741
E-mail: tlasal@brockport.edu

Chair and Associate Professor: Rey Sia, PhD, Columbia University; Provost and Vice President for Academic Affairs and Professor: Anne Huot, PhD, University of Vermont; Vice Provost and Associate Professor: P. Michael Fox, PhD, University of Illinois-Urbana; Professors: Thomas Bonner, PhD, University of Cincinnati; Stuart Tsubota, PhD, University of California-Berkley; Associate Professors: Craig Lending, PhD, University of Wisconsin-Madison, Adam Rich, PhD, SUNY at Stony Brook; Assistant Professors: Laurie Cook, PhD, University of Rochester; Huey Hing, PhD, Yale University; Michel Pelletier, PhD, Laval University, Canada.

The Department of Biological Sciences offers a major in biological sciences and a major in medical technology, as well as a minor in biological sciences. Both the major and minor in biological sciences are designed for students with an interest in one or several of the many aspects of the life sciences. They are designed to provide excellent preparation for postgraduate education and careers in biomedicine, health and secondary education, as well as other fields that require an understanding and practice of scientific reasoning and methods. The major in medical technology culminates in a 12-month internship in a hospital laboratory-based education program. This results in eligibility for certification and licensure as a medical technologist.

Students build a scientific foundation for understanding how biological systems function through courses taken during the freshman and sophomore years. In the junior and senior years, students may concentrate in one of several areas: pre-health professional, biotechnology, secondary education, or an individualized program. Research opportunities with departmental faculty as well as internships and cooperative programs with public and private organizations afford students the opportunity to apply their skills outside the classroom. Due to complex biological issues that face modern society, we also encourage non-majors to take selected courses in biological sciences.

Students majoring in biological sciences and medical technology are required to obtain a minimum grade of “C” in BIO 201 and BIO 202 before they are allowed to take further courses in the major.

Students may transfer the above courses from other accredited institutions to satisfy this requirement provided that the courses have been approved and that the students have earned a grade of “C” or higher in the courses transferred.

Major in Biological Sciences

Biology Requirements

A total of 37 credits in Biological Sciences, as outlined below

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300-level electives (by advisement, see list below)</td>
<td>0–8</td>
<td></td>
</tr>
<tr>
<td>BIO 303</td>
<td>Ecology (required for teacher certification students)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 321</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 498</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 400-level electives (by advisement)</td>
<td>12–16</td>
<td></td>
</tr>
</tbody>
</table>
The only required courses at the 300-level are Cell Biology and Genetics. The remaining BIO credits in the major can be selected from any of the remaining 300-level or any of the 400-level BIO classes. There is a restriction in that no more than eight credits of 300-level elective courses can be counted toward the major. Students are required to take at least two courses with laboratory components at the 400-level within the major.

Cross-disciplinary Requirements:

A total of 16 credits in Chemistry as outlined below:

- CHM 205  College Chemistry I  4
- CHM 206  College Chemistry II  4
- CHM 305  Organic Chemistry I  4

One of the following:

- CHM 306  Organic Chemistry II
- OR
- CHM 303  Analytical Chemistry I  4

A total of 8 credits in Physics as outlined below:

- PHS 205-210  Introduction to Physics I and II with lab
- OR
- PHS 235-240  Physics I and II with Lab  8

One of the following Mathematics courses:

- MTH 201  Calculus I  4
- OR
- MTH 221  Calculus for Business, Social and Life Sciences  3
- OR
- MTH 243  Elementary Statistics  3
- OR
- ENV 437  Biostatistics  3

Total minimum required number of credits for the major is 64.

NOTE: In normal progress toward the degree, BIO 201, 202, CHM 205, 206 and the recommended mathematics courses are taken in the freshman year. MTH 122 Pre-Calculus is a prerequisite for PHS 205, 210 Introduction to Physics I & II and MTH 201 Calculus. MTH 201 Calculus is a prerequisite for PHS 235, 240 Physics I & II. BIO 301, 302, CHM 305, and 306 are taken in the sophomore year. The recommended physics courses are taken in the junior year and 400-level biology courses in the junior and senior years. Up to six credits of either BIO 424 Research Experience or BIO 499 Independent Study in Biology may be included in the 400-level electives for the major.

Transfer students must complete a minimum of 18 credits of upper-division courses in the Department of Biological Sciences at The College at Brockport regardless of the number of credits transferred.

Advisement: Students should declare a major as early as possible in order to receive proper advisement to meet their career goals. It is preferable that the student declares their major in the freshman year. Majors are declared with the department secretary, Room 103, Lennon Hall.

Concentration Areas

Pre-medicine, Pre-dentistry, Pre-veterinary, Health Careers

Each year, students from The College at Brockport apply for admission to professional study in medicine, dentistry, osteopathy, veterinary, optometry, podiatry, and physicians assistant programs. Although at Brockport most “pre-med” professional students have majored in the biological sciences, there is no special major for pre-professional health care, and the requirements
for admission can be met through a variety of majors available at the College. The program in biological sciences is well established and our graduates successfully compete for positions in health professional programs. We help to arrange programs with local health care facilities in order to provide “pre-med” students with the experiential component necessary for successful application to medical school. Upon arrival at Brockport, students should contact the department for further information on these programs.

A Pre-Professional Advisory Committee assists students interested in entering medically related professions through formal meetings, counseling and a library of materials; provides application materials for the MCAT, DAT and OAT exams (the admissions tests for medical, podiatric, dental and optometry schools); and prepares a committee evaluation prior to application based on a formal interview with the applicant as well as test scores and GPA. This committee consists of faculty members from biological sciences, chemistry and physics. Contact the department, Room 103, Lennon Hall, for the current contact information of this committee.

Biotechnology
The department is well equipped to provide skills needed to pursue a career in Biotechnology. Students have the opportunity to gain a variety of laboratory skills in the areas of molecular biology, tissue culture, microbiology, microscopy, cell and developmental biology, physiology, and genetics. A substantial percentage of graduates who have obtained these skills have successfully entered master’s and PhD programs or found jobs in academic, government or industrial laboratories.

Certification in Secondary Education (7–12): Biology and General Science
Students who intend to become secondary school biology teachers qualify for New York State Provisional Certification by completing the requirement of bachelor of science and the requisite courses toward certification in secondary education as arranged with the Department of Education and Human Development. These certification requirements are extensive and changeable. Therefore, the student should meet with an advisor in both the Department of Biological Sciences and in the Department of Education and Human Development.

Major in Medical Technology
The major in medical technology enables a student to obtain a Bachelor of Science in Medical Technology from The College at Brockport at the end of a four-year program, including three academic years here and a fourth calendar year at a school of medical technology approved by the College. During the first three years each student fulfills the General Education and major requirements. The fourth year at a school of medical technology includes both theoretical and practical work in a medical lab. The BS is awarded upon the satisfactory completion of the requirements of both institutions. Upon completion of the internship, the student is eligible to take the National Registry Examination, which must be passed for the student to be certified as a Registered Medical Technologist. The program is currently offered in affiliation with Rochester General Hospital and Women's Christian Association Hospital (Jamestown, NY). To enter this program, students declare a major in medical technology in the freshman year, to assure proper advisement. Majors are declared with the department secretary, Room 103, Lennon Hall. A formal application to the School of Medical Technology is made by the middle of the fall semester of the junior year. Based on the academic record for the freshman and sophomore years, and mid-semester grades of the fall semester of the junior year, as well as an interview, the decision is made as to which applicants will be formally admitted into the clinical year. This decision is competitive and made by the School of medical technology. Any students not accepted have the option to complete a major in biological sciences.

Biology Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Genetics</td>
<td>4</td>
</tr>
</tbody>
</table>
**Cross-disciplinary requirements**

- **CHM 205**  General Chemistry I  4
- **CHM 206**  General Chemistry II  4
- **CHM 305**  Organic Chemistry I  4

*One of the following:*

- **CHM 306**  Organic Chemistry II  4
- OR
- **CHM 303**  Analytical Chemistry I  4
- **PHS 115, 116**  General Physics I and II with Lab  8

*One of the following Mathematics courses:*

- **MTH 201**  Calculus I  4
- OR
- **MTH 221**  Calculus for Business, Social and Life Sciences  4
- OR
- **MTH 243**  Elementary Statistics  3
- OR
- **ENV 437**  Biostatistics  3

**Recommended Course**

- **BUS 365**  Principles of Management  3

---

A minimum of 90 credits (including General Education requirements) must be completed at Brockport during the first three years of the program. The following courses (34 credits) are usually required in the clinical year at an approved school of medical technology: microbiology (immunology), clinical chemistry, hematology, blood bank, urinalysis/clinical microscopy, principles of disease, and toxicology.

### 3+2 Bachelor/Master of Science Combined Degrees Program in Biological Sciences

The Department of Biological Sciences combined degrees program allows students to earn both Bachelor and Master of Science degrees in five years of full-time study. During the first three years, students will complete a core of biological sciences, chemistry, physics, and math courses totaling 52 credits. Additionally, by the end of the seventh semester students will have fulfilled their General Education requirements and be granted the BS after completing 120 credits and will hold graduate student status.

Students will apply to the combined degree program during the spring semester of their junior year. Once admitted to the combined degree program, students will earn the MS after successfully completing all graduate requirements, including a minimum of 30 graduate credits.

**Requirements:**

Admission: Students must submit the combined degree application, available from Graduate Admissions, by the middle of the second semester of their junior year. Admission to the combined program is selective, restricted to students with exceptional records, and depends on the availability of a faculty member to serve as a thesis advisor. Students must have a cumulative GPA of 3.25 or better through the end of the junior year to be accepted into the program. Transfer students will be considered for the BS/MS program after taking 30 credits of course work at The College at Brockport, 18 of which must be upper-division courses in biological sciences. Qualified applicants will be interviewed by the Department of Biological Sciences, which will make the final decision on admissions. Achievement of the minimum standards for
admission does not guarantee acceptance. The combined program will be limited to a maximum of 10 students per year.

Students admitted to the combined program who fail to meet this academic standard will have a fallback position, which is to complete all requirements for the BS in Biological Sciences. After completing the combined program, students will have earned a BS and an MS in Biological Sciences.

**Biology Requirements**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>General Biology II</td>
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<tr>
<td>BIO 301</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Experimental Research</td>
<td>4</td>
</tr>
<tr>
<td>BIO 400</td>
<td>Level laboratory course</td>
<td>4</td>
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<td>BIO 498</td>
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<td>BIO 692</td>
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<td>BIO 704</td>
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**Required Co-requisites**

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<th>Course</th>
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<tbody>
<tr>
<td>CHM 205</td>
<td>College Chemistry I</td>
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<tr>
<td>CHM 205</td>
<td>College Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 305</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 306</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>CHM 303 Analytic Chemistry I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHS 205 Introductory Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHS 210 Introductory Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MTH 201 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>MTH 221 Calculus for Business, Social and Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>MTH 243 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>ENV 437 Biostatistics</td>
<td>3</td>
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</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 500</td>
<td>500 Level</td>
<td>≤15</td>
</tr>
<tr>
<td>BIO 600</td>
<td>600 Level</td>
<td>≥8</td>
</tr>
</tbody>
</table>

**Other requirements**

1. Completion of General Education requirements of The College at Brockport.
2. Completion of the Plan of Graduate Study as determined by the Thesis Advisory Committee in consultation with the candidate by the end of the seventh semester.
3. Successful completion of an oral comprehensive exam administered by the Graduate Advisory Committee by the end of the eighth semester of matriculation (normally the last semester of the senior year).
4. Completion of a minimum of 15 credits at the 600/700 level.
5. Completion of a minimum of 30 credits with a cumulative GPA of 3.0 or higher in the courses listed in the Plan of Graduate Study.
6. Completion of a Thesis Proposal written by the candidate and approved by the Advisory Committee.
8. Submission of five copies of the defended thesis to the department secretary. Students in the Combined Program who successfully complete all requirements will be awarded a baccalaureate degree after completion of 120 credit hours, and the master's degree after completion of all program requirements, including those at the graduate level.

Minor in Biological Sciences
A minimum of 18 credits, of which at least 10 must be at the 300/400-level, is required for the minor. Students declaring a minor in biological sciences must earn at least nine credits of biological sciences courses at The College at Brockport. Since no specific courses are designated, a variety of tracks are possible and it is important that students seek advisement through the Undergraduate Coordinator. (Inquire in Room 103, Lennon Hall.) Many students working toward teacher certification and/or majoring in other disciplines elect to complete a minor in order to strengthen their degrees.

Department of Biology

BIO 111 Principles of Biology (A,L). For non-majors. Credit not applicable to the major in biological sciences. Serves as prerequisite for BIO 321-322. Through lectures and laboratory activities, examines the structure and function of living systems, from cells to the biosphere as a whole. Every semester. 4 Cr.

BIO 201 Biology I (A,L). For majors in biological sciences. Provides an integrated exploration of the fundamentals of biology as a science, the nature and origin of life, biological chemistry, cell biology, genetics and evolution. Draws upon plants, animals and microbes to illustrate structure and function relationships. 4 Cr. Every Semester.

BIO 202 Biology II (A,L). For majors in biological sciences. Prerequisite: BIO 201 with a grade of "C" or better. Focuses on organismal biology by taking an evolutionary approach to examine how animals and plants adapt to the environment, to study structure and functions by examining both animal and plant physiology and to integrate this knowledge with laboratories that run parallel with the lectures. 4 Cr. Every Semester.

BIO 221 Survey of Anatomy and Physiology (A,L). Primarily for physical education and dance majors. Credit not applicable to the major in biological sciences. Surveys human anatomy and physiology, encompassing structure and function of skeletal, muscular, nervous, cardiovascular and respiratory systems. Presents development and integration of these units as a basis for understanding the anatomical and physiological aspects of humans at rest and during activity. Includes a lab. 4 Cr. Every Semester.

BIO 281 Elements of Human Biology (A,N). Credit not applicable to the major in biological sciences. Provides an introduction for non-majors to the human organism-structure, physiology, metabolism, behavior, genetics, evolution and ecological relationships. Addresses important issues in health and human disease as well as current societal and ethical issues in readings, lectures and classroom discussions. 3 Cr. Every Semester.

BIO 285 Biology of Aging (A,N,Y). Covers mechanisms of aging at the physiological, cellular, and molecular levels. Examines physiological changes associated with human aging. Discusses aging as a disease and age-related diseases. Studies of aging in model organisms are used to provide insights into mechanisms of human aging. Covers treatments of aging, both bogus and bonafide that claim to decrease aging and increase longevity. While this course covers the biology of aging, various social, political, and ethical issues concerning aging will be covered. 3 Cr. Fall.

BIO 301 Cell Biology (A). Prerequisites: BIO 201, BIO 202, CHM 305; Corequisite: CHM 306. Recommended: One semester of organic chemistry. Covers cellular functions and structures and the interrelationship between them. Laboratory illustrates and reinforces principles covered in lecture. Covers techniques, including cell culture, light/fluorescence microscopy, subcellular fractionation, transfection, and protein isolation and analysis. 4 Cr.

BIO 302 Genetics (A). Prerequisites: BIO 201, BIO 202, CHM 205 and CHM 206. Recommended: CHM 305 Organic Chemistry I, taken
concurrently. Covers the gene as the basis of variation and principles of heredity. Includes Mendelian genetics and molecular genetics, including replication, transcription and translation. Covers topics in genetic regulation, conjugation, mutation and repair, recombinant DNA technology as well as population genetics. Laboratory reinforces principles covered in lecture. Covers basic techniques in gene and chromosome mapping, DNA isolation and analysis, DNA fingerprinting, bioinformatics, and recombinant DNA technology. 

BIO 303 Ecology (A,Y). Cross listed as ENV 303. Prerequisites: BIO 111 and either BIO 201 or BIO 202. Ecology addresses interrelationships among organisms and the physical environment. Considers energy flow, nutrient cycling, population and community dynamics, principles of animal behavior, and natural history in lecture, laboratory and field study. 4 Cr.

BIO 305 Comparative Physiology (A). Prerequisites: either BIO 201 or BIO 202; CHM 205 and CHM 206. Takes a comparative and experimental approach to understanding how living organisms function. Examines fundamental but selective aspects of physiology, including homeostatic energy balance, metabolism, water and salt regulation, respiration, locomotion, adaptation to altitude/diving, and nervous and endocrine integration. 4 Cr.

BIO 321 Anatomy and Physiology I (A). Prerequisites: BIO 111, BIO 202 or BIO 221. Studies the structures and functions of cells, tissues and organs with examples drawn from the human body. Introduces students to the anatomy and physiology of the skeletal, muscular, nervous, endocrine and integumentary systems of the body through lectures and laboratories. Recommended for nursing, health science and pre-medical students (BIO 321 or 322 may be taken out of sequence). 4 Cr.

BIO 322 Anatomy and Physiology II (A). Prerequisites: BIO 111, BIO 202 or BIO 221. Introduces students to the anatomy and physiology of circulatory, excretory, respiratory, digestive and reproductive systems of the human body through lectures and laboratories. Recommended for nursing, health science and pre-medical students (BIO 321 or 322 may be taken out of sequence). 4 Cr.

BIO 323 Microbiology (A). Prerequisites: BIO 111 or BIO 201, and CHM 205. Provides lectures concerned with the structure, function, diversity, and control of microorganisms, including metabolism, growth and regulation, microbial genetics, disease, immunology, and microbial ecology. Provides lab experiences in techniques of pure culture, cultivation, enumeration, isolation and characterization of micro-organisms. 4 Cr. Spring.

BIO 333 Contemporary Issues in Life Science (A,I). Credit not applicable to the major in biological sciences. What is life? When does human life begin? How do genes control life processes? Is it natural/ethical to alter the genetic makeup of species, including humans? What drives pharmaceutical companies and drug development? Explores controversial issues raised by modern biotechnology. Reviews background information for identifying, understanding, and analyzing critical issues facing the life sciences. 3 Cr. Every Other Fall.

BIO 345 Histology (A). Prerequisite: BIO 202. Studies the microanatomy of animal tissue and organs with emphasis on functional correlations. Includes lab examinations of prepared slides and fresh materials, as well as normal and pathological tissues. 4 Cr. Spring.

BIO 401 Advanced Cell Biology Laboratory (A). Prerequisite: BIO 301; Biology majors only or with instructor’s permission. Provides independent, hands-on experience in cell biology techniques, including tissue culture, fluorescence microscopy, Western blots, DNS isolation and transfection, immunoprecipitation and signaling assays, while embarking on an independent research project. Experimental design and the inclusion of controls will be emphasized. Two three-hour labs/week. 3 Cr. Fall.

BIO 404 Developmental Biology (A). Prerequisites BIO 301 and BIO 302. Provides a comprehensive one-semester survey of the currently burgeoning field. Covers the historical approaches, seminal discoveries, and contemporary areas of research. Topics include the embryonic development of sea urchins, chick, amphibians, and human, as well as the evolution of development. 4 Cr. Fall.

BIO 411 Evolution (A). Prerequisite: BIO 302. Commences with a review of philosophical and factual basis of evolutionary biology. Examines the physiochemical background for the evolution of life, mechanisms of evolution, population genetics, phylogeny, speciation, and consequences of the evolution of populations of living organisms. 3 Cr. Spring.

BIO 414 Immunology (A). Prerequisite: BIO 301. Emphasizes aspects of immunology, including the structure and function of immunoglobulins, the role of cell-mediated immunity, the protective role of the immune system, and disease and injury as related to malfunctions of the immune system. 3 Cr.

BIO 415 Molecular Biology (A). Prerequisites: BIO 301, BIO 302 and CHM 305. Covers the biosynthesis and function of macromolecules, especially nucleic acids. Includes topics in regulation, molecular virology, transposition and
transformation, as well as recombinant DNA methods. Biology majors only or with instructor's permission. 3 Cr. Spring.  
BIO 416 Laboratory Techniques in Exercise Physiology (A). Prerequisites: BIO 202 and MTH 121 or instructor’s permission. Complements the theoretical preparation of students in exercise physiology. Provides experiences in the measurement of acute and chronic adaptations to exercise, the use of technology in the measurement and assessment of physiological functioning during such conditions, and the maintenance and calibration of such equipment. Actively immerses students in the subject to better conceptualize, and internalize, what it means to administer tests, and analyze and interpret data in a meaningful and systematic manner. 3 Cr. Spring.  
BIO 417 Recombinant DNA Laboratory (A). Prerequisites: BIO 302 and CHM 305. Covers laboratory methods involved in the isolation and cloning of genetic material. Uses procedures such as bacterial and viral growth and selection techniques, gene isolation and detection, restriction analysis, use of DNA ligase and PCR methods, as well as site-specific mutagenesis. DNA “fingerprinting” methods. Utilizes non-radioactive detection methods in the above techniques. Biology majors only or with Instructor’s permission. 3 Cr. Spring.  
BIO 420 Mechanisms of Aging (A). Prerequisites: BIO 301 and BIO 302. Covers mechanisms of aging at the physiological, cellular and molecular levels. Discusses aging as a disease that can be treated and prevented. Studies of aging in model organisms are used to provide insights into mechanisms of human aging. The evolution of aging mechanisms also is discussed. 3 Cr. Fall.  
BIO 424 Experimental Research (A). Prerequisites: Junior status and instructor's permission. Under the supervision of a faculty member in biology, allows the student to undertake a lab research project in some area of biological science. Establishes the topic and methodology by mutual consent of the student and faculty member. Requires all students enrolled to meet together with the involved faculty once a week to discuss the background, methods and results of their projects. Encourages students to present their results at Scholars Day. May be repeated; a total of six credits from either BIO 424 or BIO 499 may be applied toward the major in Biological Sciences. 1-4 Cr. Every Semester.  
BIO 426 Recombinant DNA (A). Prerequisites: BIO 302 and CHM 305. Considers theory and techniques in the recombinant DNA field. Includes topics such as cloning vectors, restriction analysis, PCR methods, and expression of cloned genes in both prokaryotes and eukaryotes. Also considers examples and implications of recombinant DNA methodology in plants and agriculture as well as in medicine, human genetics and disease. 3 Cr. Spring.  
BIO 428 Microtechnique (A). Prerequisite: BIO 202. Requires students to demonstrate competency in the preparation of tissue by paraffin sectioning and histochemistry. Discusses the theory underlying these techniques in lecture, and considers their application to a hospital pathology laboratory. 3 Cr. Spring.  
BIO 429 Electron Microscopy (A). Prerequisite: BIO 301. Provides the theory of electron optics and skills in electron microscopy. Also includes methods of specimen preparation and skills of ultramicrotomy. Places a strong emphasis on lab. 4 Cr.  
BIO 455 Neurophysiology (A). Introduction to neurophysiology emphasizing cellular and molecular processes. Biophysical properties and mechanisms used by neurons to code, process, propagate, and transmit information are examined. Neuronal function at the qualitative and quantitative level is covered. Students will quantify the effects of ionic gradients on the resting membrane potential of a neuron, describe its role in neuronal function, and will relate this to general effects on the human nervous system. Current techniques, including electrophysiology and microscopy, will be covered. 3 Cr. Every Other Spring.  
BIO 466 General Endocrinology (A). Prerequisite: BIO 202 or equivalent. Covers the relationship between the molecular structure of a hormone and its ability to regulate growth, metabolic and reproductive processes. Mechanisms of action at cell and molecular levels; various endocrine diseases. 3 Cr. Spring.  
BIO 467 Biochemistry I (A). Cross-listed as CHM 467. Prerequisite: CHM 306. A college biology course is strongly recommended. Covers the chemistry of proteins, lipids, carbohydrates, nucleic acids and other biomolecules with an emphasis on buffers, structures, experimental methods, main energy production pathways and biosynthesis. Applies concepts and information to experimental data and deduction of structures, functional roles and mechanisms. Three hours lecture per week. 3 Cr.  
BIO 468 Biochemistry II (A). Cross-listed as CHM 468. Prerequisites: BIO 467 or CHM 467. Provides a continuation of BIO 467. Covers additional metabolic pathways, human nutrition, chromosomes and genes, protein biosynthesis, cell walls, immunoglobulins, muscle contraction, cell motility, membrane transport and excitable membranes and sensory systems. Investigates experimental evidence for the structures and functions of biomolecules. 3 Cr.
BIO 470 Biochemistry Laboratory (A). Course fee. Cross listed as CHM 470. Prerequisites: BIO 467 or CHM 467 and CHM 303. Covers biochemical analyses, including preparation, separations and characterization of products from a variety of biological sources; and experiments with enzymes and experiments designed to measure changes inherent in the dynamics of living systems. 1 Cr.

BIO 475 Cancer Biology (A). Prerequisites BIO 301 and BIO 302. Focuses on the biology of cancer commencing with an epidemiological overview of the major human cancers, followed by a discussion of the major causes, progression, identification, prevention, and treatments of those cancers. Emphasizes the molecular mechanisms behind the development of cancer, as well as those being targeted for pharmacological treatments. Includes a discussion of the latest medical advances. 3 Cr.

BIO 480 Genomes and Proteomes in Biomedicine (A). Prerequisites BIO 301 and BIO 302. Provides a comprehensive look at how the Human Genome Project was organized and completed and how this monumental event has changed how we approach biomedical issues. Topics include how genomes evolved, genomic variation, DNA microarrays and related technologies, proteomics and understanding diseases, ethical considerations and the role of bioinformatics in biology today. Two one-hour lectures, and one one-hour computer lab/week. 3 Cr. Fall.

BIO 481 Medical Technology I. Provides training through Rochester General Hospital’s School of Medical Technology. Teaches several areas under this name that include: Blood Bank, Biochemistry, Hematology, Microbiology, Urinalysis, Mechanisms of Disease, and Independent Research Projects. For admission into this course, students must contact the department chair or the Coordinator of Medical Technology in Lennon Hall nine months prior to beginning the course. 15 Cr. Fall.

BIO 482 Medical Technology II. Provides training through Rochester General Hospital’s School of Medical Technology. Teaches several areas under this name that include: Blood Bank, Biochemistry, Hematology, Microbiology, Urinalysis, Mechanisms of Disease, and Independent Research Projects. For admission into this course, students must contact the department chair or the coordinator of medical technology in Lennon Hall nine months prior to beginning the course. 15 Cr. Spring.

BIO 489 Neurobiology: Memory, Self and the Brain (A). Prerequisites: BIO 301 and BIO 302. Fosters the understanding that the brain is the basis of our thoughts, feelings, actions and sense of ourselves. Advances the idea that brain development and synapse formation play a major role in defining who we are. 4 Cr. Spring.

BIO 491 Biological Sciences Overseas Program (A). Prerequisite: Departmental approval. Requires students to attend classes in the biological sciences and/or related areas at the participating overseas university. 1-15 Cr.

BIO 495 Topics in Biology (A). To be defined by the instructor-sponsor in accordance with the specific topic to be covered that semester. Additional information may be obtained from the department office. 1-4 Cr.

BIO 498 Seminar (A). Prerequisite: Senior status and a major in biological sciences. Provides an opportunity to research a topic and organize and present a seminar on the topic. Provides experience in utilizing presentation and illustration software in oral presentations. 1 Cr. Every Semester.

BIO 499 Independent Study in Biology (A). Prerequisite: Instructor’s permission. To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-4 Cr.
The Board of Study was created in natural and mathematical sciences to work for the improvement of science, technology, and mathematics (STM) teaching. Its intent is to supplement departmental efforts and to carry out functions and programs not within the interest of a single department or appropriately administered through one department.

Undergraduate-level subject-matter courses emphasizing the fundamental principles of the sciences and mathematics are scheduled by the Board of Study. Courses specifically designed for teachers at the elementary and secondary school levels are offered. Acceptability of natural science courses toward an undergraduate degree is determined in consultation with the student’s major advisor.

**Natural Sciences Courses**

**NAS 273 Investigation in the Physical Sciences (A,L).** Study of the fundamental aspects of physics and chemistry. Topics include Newton’s Laws of Motion, Chemical Reactions and Kinetics, Electricity, Magnetism, and Optics. Particular attention is paid to everyday phenomena which exhibit scientific principles. Laboratories use materials that are readily available. Three hours of lecture and two hours of laboratory per week. 4 Cr.

**NAS 371 Investigations in the Biological Sciences (A).** Provides an activity-oriented investigation of environmental concepts and problems and a basic ecological background for students with no previous background. 3 Cr.

**NAS 401 Computational Methods for Teachers I (A).** Prerequisite: Instructor’s permission. Enables teachers and teacher candidates in mathematical, physical, life, and earth sciences to learn computational tools, advanced graphing calculators, laptop computers, CD- and Web-based tools. Involves computational science as a process in solving real-world problems in sciences. Introduces technology tools (such as graphing calculators), math modeling tools (such as Excel, STELLA, and Geometer’s Sketchpad), agent-based modeling tools (such as AGENTSHEETS), science modeling tools (such as Interactive Physics). Includes a section on NY State K-12 standards in math, science and technology. 3 Cr.

**NAS 425 Peer Led Workshops for College Chemistry CHM 205/206 (A).** Prerequisites: CHM 205 and CHM 206. Students receive training in peer leading workshop chemistry session averaging one hour per week before leading small groups of CHM 205/206 students in solving problems for two hours per week. Training includes pedagogical aspects, group dynamics, and chemistry content. Instructor’s permission required. 1 Cr.

**NAS 486 Laboratory Science Safety (A).** Prerequisites: Senior status, and an academic major in one of the natural sciences. Required for students in Secondary Science Certification programs. Describes lab teaching practices for students pursuing certification to teach science courses. Emphasizes lab hazard potential, especially when working with chemicals in biology, earth science/geology, physics and chemistry. Includes three hours of lecture/lab per week. 3 Cr.
DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS
119 Hartwell Hall
(585) 395-2623
www.brockport.edu/bus-econ/

Chair and Professor: John Keiser, PhD, University of Illinois-Urbana Champaign; Associate Chair and Associate Professor: Jerald Weaver, PhD, Florida State University; Professors: James Cordeiro, PhD, SUNY Buffalo; John Gardner, PhD, The Ohio State University; Baban Hasnat, PhD, The University of Tennessee-Knoxville; Sandeep Singh, CFA, PhD, Kent State University; Jeff Striter, PhD, Syracuse University; Associate Professors: Steve Breslawski, PhD, SUNY Buffalo; Gary Briggs, CPA, MBA, Indiana University, Bloomington; Charles Callahan III, PhD, University of Illinois, Urbana-Champaign; Tom Cone, PhD, Pennsylvania State University-University Park; D. Donald Kent, PhD, Graduate Management Institute, Union College; Jane B. Romal, CPA, CMA, DBA, Cleveland State University; Melissa L. Waite, PhD, SUNY Buffalo; Assistant Professors: Lerong He, PhD, University of Pennsylvania, The Wharton School; Kyongsegi Sohn, PhD, The George Washington University; Manish Tewari, PhD, University of Central Florida; Mark Vroebeski, PhD, SUNY Buffalo; Rong Yang, PhD, The State University of New Jersey-Rutgers; Michael F. Ziolkowski, PhD, SUNY Buffalo; Instructors: Zay Lynn Bailey, MBA, Rochester Institute of Technology; Anne VanGraafeiland, JD, Boston College Law School.

Programs: The department’s programs are accredited by the Association to Advance Collegiate Schools of Business International (AACSB). AACSB accreditation is a symbol of high program quality and indicates the department’s programs have undergone extensive external review to ensure they meet the rigorous standards developed by more than 1,000 leading national and international business organizations and educational institutions. The department offers degree programs in accounting, finance, international business, marketing, and business administration. Business administration students specialize in management or pre-law. The department also offers minors in accounting, business administration, economics, and finance.

Vision: To be a program of distinction and the SUNY college of choice for high quality business and accounting education.

Mission: We enroll highly capable students and develop their ability to excel in professional careers and graduate studies by offering outstanding business and accounting degree programs. We attract and develop outstanding faculty by rewarding exceptional teaching and scholarship. We are proud of our:

• AACSB accredited programs distinguished by their quality, variety, uniqueness, and small class sizes. We offer accounting, finance, international business, management, marketing, and pre-law programs;
• A liberal arts foundation and an emphasis on ethics, critical thinking, and personal and social responsibility;
• Expert faculty, engaged in research that advances the practice and teaching of business, while maintaining a genuine interest in student success;
• Mutually respectful, intimate environment and a culture that encourages service to college and community;
• Outstanding career planning, professional skills development and wide variety of domestic and international internship opportunities;
• Study abroad opportunities at many of the world’s finest universities.

Program Goals: The department’s programs build on a comprehensive liberal arts education and provide a broad understanding of business-related theory and practice. All programs develop proficiency in written and oral communication, numeracy and teamwork.
The Accounting Major prepares students to pursue careers as accountants in business, government and not-for-profit organizations. Graduates may also assume positions that support an organization’s accounting and financial systems. The program also prepares students for graduate business study.

The Business Administration Major prepares students to assume entry-level positions in an organization and offers a firm grounding in all of the functional areas of business. Students are able to specialize in management and pre-law. The program also prepares students for graduate business study.

The Finance Major prepares students to assume professional positions in one of the many finance functions in business and non-profit organizations, such as financial planning, cash management, and investment analysis. The program also prepares students for graduate business study.

The International Business and Economics Major provides an interdisciplinary education that includes foreign language proficiency and cross-cultural awareness. Students gain knowledge and develop skills relevant to conducting business in the international domain. Graduates are prepared for careers with organizations with international operations. The program also prepares students for graduate business study.

The Marketing Major prepares students to assume professional positions in one of the many marketing functions in business and non-profit organizations, such as sales management, market research and advertising. The program also prepares students for graduate business study.

Evening Programs: Complementing the day program is a sizeable offering of evening courses. All of the courses required to complete the business administration degree with a specialization in management, the marketing degree and the finance degree are offered in the evening on a rotating basis. The accounting major and the international business major cannot be completed at night.

The evening program is intended primarily for part-time students and for full-time students who want to take one or two courses per semester at night. Full-time students should not expect to be able to carry a full-time load at night. Evening courses are offered at The College at Brockport campus. Students planning to complete a degree through evening courses should work closely with their advisor in planning degree completion.

Guidelines and Policies Pertaining to all Department Programs and Courses

All students majoring in the department’s programs are bound by the policies and procedures labeled 1 through 20 below.

1. Changes in Degree Requirements: Students must meet the degree requirements in effect at the time they matriculate (at the time they are formally accepted by The College at Brockport for admission or readmission into a degree program). The department continuously revises its programs in response to changes in the business environment and the changing expectations of employers. Therefore, the degree requirements listed in the Undergraduate Studies Catalog may not be current. Students and prospective students should check the department’s Web site for the most current program requirements, descriptions and course offerings.

2. Time Limitation: Courses completed more than 10 years prior to matriculation or re-admission cannot be used to satisfy degree requirements in any of the department’s majors or minors. Courses completed more than 10 years prior to matriculation must be repeated. Under some circumstances, students may request the opportunity to earn course credit by examination rather than repeat a course. Contact the department for details. This policy applies to courses taken at The College at Brockport and courses taken at other institutions. The department does not accept CLEP credit.

3. Advisement: Students majoring in the department’s programs will be assigned a business faculty advisor when they declare their intent to major in business. The advisor’s name will then appear at the top of the student’s Degree Audit Report (DARS), which is available on the Web. After an advisor has been assigned, students are required to meet with their advisor each semester and are expected to:
1. Bring a copy of their DARS report to the meeting.
2. Prior to the meeting, consult their DARS report and the College’s Undergraduate Studies Catalog or department Web site for the purpose of determining which degree requirements the student has not yet met.
3. Prior to the meeting, prepare a proposed schedule of classes for the following semester. Advisors assist students by reviewing the courses the students select each semester and by answering questions about degree requirements, course sequencing, transfer course work, electives, careers and graduate school. However, advisors will not create students’ schedules for them.
4. Prior to the meeting, consult with the online course schedule to confirm that the classes in the student’s proposed schedule are still open, making adjustments as necessary.

**It is the advisor's prerogative to decline to meet with students who fail to meet these expectations**, i.e., students who are unprepared. Unprepared students will be required to reschedule their meeting at a later date, which may result in courses filling before the student has the opportunity to register. This, in turn, may delay the student’s graduation.

Faculty advisors assist students in academic planning, but students are ultimately responsible for knowing and meeting their degree requirements as specified in the College Undergraduate Studies Catalog and on their Degree Audit Report (DARS).

Note that the department generally restricts its courses to students enrolled in its major or minor programs. Note too that certain courses, including BUS 475, require department permission and the department staff carefully control student registration in these courses.

4. Registration: Each semester, the College will publish a schedule of the classes available the following semester. The Course Schedule also contains information on registration dates and times. A student’s registration date and time will vary by class rank and last name. Students must consult with their advisor and obtain an advisement Personal Identification Number (PIN) prior to registration for the following semester. Students should contact their advisor at least two weeks in advance of their registration date for the purpose of understanding how to schedule advisement. Advisors’ office hours will be posted on their office door or are available from the department secretary at (585) 395-2623. Some advisors work by appointment while others work on a drop-in basis. Voice and e-mail messages left for advisors should include the student’s name, phone number, e-mail address, and times when the advisor may contact the student. Please speak slowly and clearly when leaving voice mail messages.

Students who are unable to arrange advisement with their designated advisor, because of work or class schedule conflicts, should call (585) 395-2623 and request an appointment with the department’s general advisement staff. However, students are expected to work with their primary advisor if possible.

Students who do not contact their faculty advisor on a timely basis or who register for courses after their designated registration date will often find themselves closed out of required courses, causing the students’ graduation date to be delayed.

5. Closed Courses: The department sets enrollment caps on each course offered. Registration into closed business courses is controlled by the department and not by the instructor, i.e., an instructor cannot give permission to add into a closed course.

Students seeking to add a closed course must complete a petition; available in the department office. In general, the department gives priority to students who 1) need a course to graduate “on time,” 2) demonstrably cannot take an alternative, open course, and 3) made an attempt to register for the course during their designated registration period, i.e., the student did not register late. Students who fail to register during their designated registration period will not be added to closed sections or otherwise accommodated. As such, it is important that each student register at the designated time.
6. Required Course Grades: An overall average of 2.0 is required to complete any major or minor offered by the department. In general, students majoring in the department’s programs need to earn a grade of at least “C-“ in a course to count the course toward a degree requirement. However, accounting majors must earn at least a “C” in their accounting courses (ACC prefix on course number). Students pursuing a minor need only to pass a course (D- or above) to count the course toward the minor. Other GPA requirements for individual programs are provided elsewhere.

Note: GPA requirement for acceptance as a business administration minor requires a minimum 3.0 GPA. This policy is strictly enforced.

7. Course Retake Limitation/Three Strikes Policy: To satisfy the minimum grade requirement described in 6 above, students may complete a course up to three times. Students who are unable to earn the required grade after three attempts will be blocked from further registration in the course and, as such, will not be able to complete their program of study (the student will need to pursue a different major or minor).

Note: This rule applies only to department courses (ACC, BUS and ECN prefixes), ENL 308 and CIS 106. Students may register for math courses more than three times, but only the first three times are recognized by the department for purposes of this three strikes policy.

8. General Education Requirements: In addition to their major course work, students majoring in the department’s programs must complete all College General Education requirements; these are described elsewhere in the College’s Undergraduate Studies Catalog. A student’s General Education requirements will vary depending on the student’s matriculation (entrance) date and transfer status. Each student’s general education requirements are specified in their Degree Audit Report (DARS); DARS is available on the Web.

9. Transfer Course and Grade Policy: In general, a grade of “C-“ or higher is required for transferred courses to be used to satisfy major, program entrance requirements, corequisite, core and specialty area course requirements. However, accounting majors need to earn a grade of “C” or higher in any required accounting course (ACC prefix) that is to be transferred. “C” or higher in any required accounting course (ACC prefix) that is to be transferred.

10. Requests for Transfer Credit: The College maintains a large database of transfer course equivalencies. Courses from other schools are often automatically transferred as equivalent to a specific The College at Brockport course. If a course has been transferred as equivalent to a The College at Brockport course, the equivalency will be shown on the student’s DARS report. Other times, however, courses are transferred for general credit, but no specific course equivalency is indicated on DARS. If you believe that a course taken elsewhere is equivalent to a specific The College at Brockport course, you will need to complete a course equivalency transfer request form (available in 119 Hartwell Hall) and provide documentation of equivalency (e.g., a detailed syllabus). Submit the form and the documentation to the secretary of the department that offers the course. Your request will then be evaluated in accordance with the department-specific process for evaluation of transfer requests.

Except as noted below, students completing any of the department’s programs may request transfer credit for (1) any program entrance requirement course, and (2) any 300-level course not restricted by residency requirements. The student cannot receive transfer credit unless both the department and the College approve the transferred courses, and the number of courses transferred is subject to the residency requirements of the College and department.

After matriculating at The College at Brockport (formal admission to the College), students must take all 400-level department courses at The College at Brockport. Freshman-level courses taken at two-year colleges generally cannot be transferred as equivalent to 300-level courses, and no two-year college course work will be transferred as equivalent to any 400-level course. Students must complete BUS 475 Strategic Management at The College at Brockport.

Note: A separate set of policies applies to CIS 106 (End User Computing) and ENL 308 (Business Writing). These courses are not generally accepted from other institutions. However, these
courses may be waived under certain circumstances. Information on specific conditions and the process for waiver of these courses is available in the department office (119 Hartwell Hall).

11. Residency Requirement: At least one half of the course work required to complete any department major or minor must be taken at The College at Brockport. Additionally, as noted in section 10 above, certain courses cannot be transferred. These courses must be taken at The College at Brockport.

12. Participation in Assessment Activities: The Department of Business Administration and Economics administers various assessment instruments throughout the curricula of its programs. Assessment activities may take the form of exams, exercises or surveys. Assessment data is used for quality control and program improvement. Many of the department’s program improvement efforts are based on assessment results.

However, assessment results are valid only when students give their serious participation and best effort. As such, students are required, as a condition of enrollment in any of the department’s courses, to participate in assessment activities and to give their best and honest effort in all assessment exercises administered by the department. Assessment activities administered in a course are considered a course requirement. This course requirement is no less important than is attendance, homework, or other exams. Students who are absent when assessment exercises are conducted may be required to repeat the exercise as a condition of passing the course.

13. Internships: The department encourages student participation in internship experiences that are relevant to the student’s degree and area of specialization. Increasingly, employers seek to hire individuals with relevant work experience. An internship is not required for graduation, but students without significant work experience (relevant to their major) are strongly encouraged to complete at least one internship experience. The Department of Business Administration and Economics limits the number of credits and internship experiences a student may complete to a maximum of 15 credits and two internship experiences. However, internship credit may not substitute for other department or College requirements. Information on internship programs and procedures may be obtained in 110 Hartwell Hall.

14. Academic Dishonesty (Cheating): The definitions of academic dishonesty are provided in the Student Handbook, a College publication. All students in the department’s programs are bound by the definitions and policies described in this handbook. The department reserves the right to expel, from its programs and courses, any student found to be engaged in premeditated acts of academic dishonesty. This policy is strictly enforced. Your first offense may be your only offense; there are no warnings.

All work and assignments completed in the department’s courses should be assumed to be individual assignments unless you have received explicit permission from the instructor to work with one or more partners.

The Student Handbook contains important information every student should know about campus safety, codes of student conduct, and more. It is available on the College’s Web site at http://www.brockport.edu/policies/category.php?id=1.

15. Student Conduct: Students are expected to treat each other, their instructor, persons in charge, and the department’s staff with common courtesy, decency and respect. Students will recognize the instructor’s authority to lead and direct classroom activities. Students will refrain from all behaviors that interfere with the teaching and learning process as well as behaviors that are disrespectful or belligerent to faculty and staff. All behaviors that, in the judgment of the instructor or other department representative, interfere with the teaching/learning process will be considered disruptive.

Campus policies on disruptive behavior and students are detailed in the Student Handbook (referenced in section 14 above). Disruptive students may be asked by the instructor to leave the classroom; students refusing to do so will be escorted from the premises by University Police. Students who are consistently or seriously disruptive will be dismissed from the department’s programs and may be expelled from the College.
16. Separation from the College: If a student chooses to leave the College prior to graduation, a leave of absence should be filed with the Career Services Office (Rakov Center). Leaves of absence expire after one year and if the student returns at a later date to complete the degree, the student will need to reapply to the College. Further, the student will need to complete the (potentially new) degree requirements in effect at time of readmission. This includes any changes in the major and in the General Education requirements of the College. Students, therefore, are strongly advised not to separate from the College prior to completing their degrees.

17. Departmental Communications: The department uses an e-mail list-serve to communicate important announcements, changes in class times and course offerings, new policies, information about department events, etc.

- Students are responsible for reading communications from the department and responding accordingly.
- Department communiqués will be directed to the student e-mail address provided by the College. If you have any questions pertaining to how to access your college e-mail account, call the Information Technology Help Desk at (585) 395-5151 for assistance in this regard.
- The department’s e-mail list-serve is for official department communiqués only, and all communiqués will originate from the department office. Under no circumstance is any student allowed to broadcast messages using this list-serve. Unauthorized use of the list-serve will be taken very seriously and the offender referred to the campus Judicial System for appropriate action.

18. Classroom Disruptions with Electronic Devices: Consistent with College policy, it is the course instructor who decides whether student behavior is disruptive or not in his/her classroom. While use of electronic devices such as cell phones and laptops will usually be infrequent and a minor annoyance, such uses could become disruptive. Course instructors may warn students and may ask disruptive students to leave the classroom. Using laptop computers in the classroom to take notes and for any other use authorized by the course instructor may be allowed. However, the instructor may restrict the use of laptops to these purposes and prohibit other uses of cell phones and laptops such as instant messaging, game playing, and Internet surfing during class time. The course instructor also may evaluate the potential for academic dishonesty with various devices and ban or limit their use on this basis. For more details, see the Student Handbook at www.brockport.edu/policies/docs/use_of_electronic_devices_in_the_classroom.pdf.

19. Course Prerequisites: Many of the department’s courses have prerequisite courses. The College Undergraduate Studies Catalog details the prerequisites for all established courses; for new courses not listed in the catalog, students should speak with the instructor or contact the department. The prerequisites for a course must be completed prior to registration for the course. Students who are found to be deficient in the prerequisites for a course may be dropped from the course.

In particular, the courses BUS 325 Principles of Finance and BUS 475 Strategic Management have a sizeable number of prerequisites. Students who fail to complete prerequisites for these courses in a planned and timely basis are likely to find that they will not be able to graduate as planned.

20. Timely Completion of Program Entrance Requirement: Students admitted to the College are not automatically admitted to the department’s programs. Students must first meet program entrance requirements, which include prescribed course work. Program entrance requirements vary by degree program.

- Full-time students entering as freshmen are expected to complete program entrance requirement course work by the first semester of their junior year.
- Full-time students transferring with an associates degree in business are expected to complete program entrance requirement course work in their first semester at Brockport.
- Part-time students are expected to complete program entrance requirement courses before beginning 400-level business courses.
Timely completion of program entrance requirements are the student’s responsibility. Failure to complete program entrance requirements on a timely basis may delay the student’s graduation.

Student pursuing a degree in the Department of Business Administration and Economics need to pay particular attention to sequencing their courses and the Declaration of Major. In order to potentially finish their degrees in four years (eight semesters) students will need to finish a set of program entrance requirements, declare their major, and complete requirements for specific courses in a timely manner. **All 400-level courses are to be taken by department majors and minors only.** To clarify the sequencing requirements the following table is offered:

**Sequencing Required to Complete Department Programs in Four Years**
The table below indicates what is required to be completed, and when it needs to be completed in order to potentially complete an Accounting, Business Administration, Finance, International Business or Marketing degree in four years for students entering as freshmen. This is not a guarantee that compliance ensures completion in four years. The following need to be successfully completed with the required grades. There are other sequencing issues related to specific degree programs and specialties.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Entrance Requirements:</td>
<td>No later than the end of the fifth semester (the middle of the junior year)</td>
<td>In order to declare the major</td>
</tr>
<tr>
<td>Set of freshman and sophomore classes preparing students for upper level classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declaration of Major</td>
<td>No later than the fourth week of the sixth semester</td>
<td>In order to qualify to take 400 level (senior level) classes in the Department by the seventh semester</td>
</tr>
<tr>
<td>Business Writing (ENL 308)</td>
<td>No later than the end of the sixth semester</td>
<td>To take BUS 366 and BUS 378 which are prerequisites to Strategic Management</td>
</tr>
<tr>
<td>Strategic Management prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 366</td>
<td></td>
<td>To take Strategic Management</td>
</tr>
</tbody>
</table>
Major Programs in Business Administration and Economics

Accounting Major
The Department offers the Bachelor of Science in Accounting. This major is designed for individuals pursuing careers as accountants in business, government, or not-for-profit organizations. Students completing this degree are qualified to sit for the Certified Management Accountant (CMA) exam. Students pursuing licensure as a Certified Public Accountant in New York State must complete 150 credits of course work in addition to other requirements. Students meeting the necessary requirements may sit for the CPA exam in New York State after completing 120 credits of allowable coursework. Students should work closely with their academic advisor on these matters. At Brockport, students may complete the 150 credits requirement by first completing the BS in accounting described below and then apply for graduate study through the Graduate Studies Office for one of our 30-hour Master of Science (MS) programs in accounting. Please see our graduate catalog for details on our MS programs in accounting.

Bachelor of Science in Accounting Degree Requirements:
All accounting majors are bound by the policies, terms and conditions described earlier in the section titled “Guidelines and Policies Pertaining to All Department Programs and Courses.” Students should ensure that they have met all College at Brockport General Education requirements and degree requirements for students earning a bachelor of science. Accounting majors must work closely with their advisor to determine the applicability of both their accounting and non-accounting courses toward the requirements for this degree.

Students majoring in accounting must complete four groups of courses: (1) entrance requirements, (2) co-requisites, (3) business core courses, and (4) a prescribed series of upper-division accounting courses. Students without significant work experience relevant to accounting are strongly encouraged to complete at least one internship experience.

Course-Grade and GPA Requirements for the Majors in Accounting
Students pursuing an accounting major must meet six course-grade and GPA requirements as follows:

1. Any course with an ACC prefix which is counted toward the degree requirements must be completed with a grade no lower than “C.” This includes program entrance requirements, co-requisites, and upper-division course work.
2. Accounting majors must earn a grade of at least “C-” in all other courses used to satisfy major requirements within the accounting major.
3. A student’s cumulative GPA in the program entrance requirement courses is used to determine whether a student will be admitted to the major. Currently, students must earn a minimum GPA of 2.5 in the program entrance requirement courses, with no grade in an ACC-prefix course lower than “C” and no other grade lower than “C-.” Transfer grades are included in this GPA calculation.
4. Students must earn an overall cumulative GPA of at least 2.0 in the College at Brockport courses used to satisfy co-requisite, business core, upper-level accounting, business electives and/or business internship.
5. All General Education, upper-division (300/400 level) course work, and GPA requirements of The College at Brockport must be met, including an overall cumulative GPA of at least 2.0 in all College at Brockport course work used to meet bachelor’s degree requirements.
6. No courses graded “Pass/Fail” or “Satisfactory/Unsatisfactory” may be counted toward the major requirements.

Transfer Course and Grade Policy: Accounting students are bound by the policies concerning transfer courses and grades described earlier in the section titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” A grade of “C” or higher is required to transfer accounting courses (ACC prefix); other required business, economics, computer and math courses must be completed with a grade of at least “C-.” In general, the department's
accounting course numbered ACC 386 cannot be transferred in. A minimum of 12 credits of 
300/400-level accounting course work, including all required 400-level courses, must be taken 
at The College at Brockport.

**Participation in Assessment Activities:** Accounting students are bound by the policies concern-
ing assessment activities described earlier in the section titled “Guidelines and Policies Pertaining 
to All Department Programs and Courses.” In addition to other required assessment exams, 
accounting majors are required to participate in an Accounting Assessment Exam, given in ACC 
487 Auditing, every semester. Students who are absent when assessment exercises are conducted 
may be required to repeat the exercise as a condition of passing the course.

**Course Requirements for the Accounting Major**

1. **Prerequisite Course Requirements (21 credits)**

   Students must earn a minimum GPA of 2.5 in the following seven program entrance require-
ment courses, with no grade lower than “C” in courses with an ACC prefix and no grade below 
“C-” in the other courses to earn admission to the major. Note that this 2.5 minimum GPA 
includes transfer grades.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 106 End-user Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 201 Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 202 Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 281 Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 282 Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MTH 201 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MTH 221 Calculus for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

   **Total:** 21

   **Note:** An Introductory statistics course from another discipline may be substituted for ECN 
204. However, credit will be allowed for only one introductory statistics course.

   It is expected that full-time students will complete all program entrance requirement courses no 
later than the first semester of their junior year. Part-time students should complete program 
entrance requirements before beginning 300-level business courses.

2. **Major Course Requirements**

   Completion of the accounting major requires a minimum cumulative grade point average of 
2.0 in the courses taken under 2a, 2b and 2c below, with no grade less than “C” in ACC-prefix 
courses and no grade less than “C-” in all other courses.

2a. **Corequisite Courses (12 credits)**

   **Professional Skills Corequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 283 Introduction to Accounting Systems and Software</td>
<td>3</td>
</tr>
<tr>
<td>ENL 308 Business Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

   **Analytical Skills Corequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 304 Intermediate Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

   **AND one of the following four courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 301 Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECN 302 Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECN 305 Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 461 Production and Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

   **Total:** 12

   **Note:** (1): ECN 301 and 305 may not both be taken for credit.

2b. **Business Core Courses (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325 Principles of Finance</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 335 Principles of Marketing 3
BUS 345 International Business Environment 3
BUS 366 Organizational Behavior 3
BUS 375 Business Law I 3
BUS 376 Business Law II 3
BUS 475 Strategic Management 3

AND one of the following four finance electives: 3
BUS 420 Short-term Financial Management
BUS 421 Investment Analysis and Portfolio Management
BUS 422 Corporate Financial Policy
ECN 321 Money and Banking

Total: 24

Note: All 400-level courses must be taken at The College at Brockport.

Note: ACC 282 is not a prerequisite for BUS 325. However it is strongly recommended that students complete ACC 282 before BUS 325.

2c. Upper-level Accounting Courses (21 credits) Credits
ACC 385 Intermediate Accounting I 3
ACC 386 Intermediate Accounting II 3
ACC 388 Cost Accounting 3
ACC 485 Federal Income Tax I 3
ACC 486 Advanced Accounting 3
ACC 487 Auditing 3
ACC 488 Federal Income Tax II 3

Total: 21

Note: All 400-level accounting courses must be taken at The College at Brockport. Only declared department majors or minors are allowed to take 400-level courses.

It is strongly recommended that all accounting majors complete ACC 389 during their junior or senior year. This one-credit course is required for participation in CPA firm student recruiting events, though it is not required for degree completion.

3. Other Requirements:
In addition to the major course work described above, accounting majors must meet all of the College at Brockport’s General Education requirements. It is very important for students, especially transfer students, pursuing the accounting major and completing the 120-credit program, to work closely with their advisor to understand the requirements to sit for the CPA exam in New York State at the completion of 120 credits. Students should also work closely with their advisor on requirements to pursue licensure as a Certified Public Accountant in New York State.

Business Administration Major
The business administration major prepares students to assume entry-level positions in a number of functional areas. It also offers excellent preparation for graduate or law school study. Students must choose a specialty, and are able to specialize in management or pre-law.

Business Administration Degree Requirements
All business administration majors are bound by the policies, terms and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” Business administration majors must complete all The College at Brockport General Education requirements and degree requirements for students earning the Bachelor of Science. Students earning a degree in business administration must complete four groups of
courses: (1) program entrance requirements, (2) corequisites, (3) the business core, and (4) a specialization of their choosing (management or pre-law). See “Course Requirements for the Business Administration Major” below for details.

**Course-Grade and GPA Requirements for the Major in Business Administration**

Students pursuing the business administration major must satisfy four course-grade and GPA requirements as follows:

1. A student’s cumulative GPA in the program entrance requirement courses is used to determine whether the student will be admitted to the major. Students must earn a minimum GPA of 2.5 in the program entrance requirement courses, with no grade lower than “C-,” to be granted admission to the major in business administration. Transfer grades are included in this GPA.

2. Students must earn a grade of at least “C-” in each course used to satisfy a business administration major requirement. This applies to the program entrance requirement courses, corequisites, business core courses, and specialization course requirements described in “Course Requirements for the Business Administration Major” below.

3. Students must earn an overall cumulative GPA of at least 2.0 in the The College at Brockport courses used to satisfy the corequisite, business core, and specialization course requirements described in “Course Requirements for the Business Administration Major” below.

4. All General Education, upper-division (300/400 level) course work, and GPA requirements of The College at Brockport must be met, including an overall cumulative GPA of at least 2.0 in all The College at Brockport course work used to meet bachelor’s degree requirements.

**Course Requirements for the Business Administration Major**

Students must satisfy program entrance requirements, corequisite, business core, and specialization course requirements as specified below. Students may complete multiple specializations, but should remember that a maximum of 54 credits of course work with a BUS prefix, including transferred courses, internships and independent studies, can be applied toward the 120 credits required to graduate.

1. **Program Entrance Requirements (21 credits, must be completed before declaring the major):** Program entrance requirement courses provide a foundation for upper-division course work. As described in “Course Grade and GPA Requirements for the Major in Business Administration” above, grades in these courses are used to determine admission to the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 106</td>
<td>End-user Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 201</td>
<td>Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 202</td>
<td>Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 281</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 282</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>OR MTH 221</td>
<td>Calculus for Business</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 21

**Notes:**

(1) It is expected that full-time students will complete all program entrance requirement courses no later than the first semester of their junior year. Part-time students should complete program entrance requirements before beginning 300-level business courses.

(2) An introductory statistics course from another discipline (e.g., psychology) may be substituted for ECN 204. However, credit towards graduation will be allowed for only one introductory statistics course.
2. Major Course Requirements
Completion of the business major requires a minimum cumulative GPA of 2.0 in the corequisite, core, and specialty area courses requirements specified in 2a, 2b and 2c below. Students must earn a grade of at least “C-” in each course to satisfy degree requirements.

2a. Corequisite Requirements (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 308 Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 304 Intermediate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 317 Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>BUS 461 Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 389 Business Careers Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 10

Note: Either BUS 317 or BUS 461 may be taken to satisfy the corequisite requirement or as a management specialty elective, but neither counts for both requirements individually. Each course meets only one requirement.

2b. Business Core Requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325 Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 345 International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 366 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 375 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 378 Business, Government, and Society</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475 Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 21

Notes:
(1) BUS 475 must be taken at The College at Brockport.
(2) ACC 282 is not a prerequisite for BUS 325. However, it is strongly recommended that students complete ACC 282 before BUS 325.

2c. Business Specialty Options (12-15 credits)

Students must complete at least one of the specialty areas described below. Students may take additional specialty courses on an elective basis. Note that, if the pre-law specialization is selected, at least five courses must be completed. Regardless of which area of specialization is selected, students should consult with their academic advisor to determine which combination of specialty area courses is most consistent with the students’ professional goals. After matriculating at The College at Brockport, students must take all 400-level business and economics courses at the College.

Management Specialty (12 credits)
The management specialization prepares students for success in a wide variety of management-related careers. Management students’ career options may include general management, human resource management, information systems management, operations management, retail management and small business management. The specialty is also ideal for students seeking a general management degree, and is especially appropriate for those who envision going to graduate school and/or seeking promotions in their current career paths.
To complete the management specialty, students must take both of the following two courses:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 368 Management Skills</td>
</tr>
<tr>
<td>BUS 369 Management Topics Seminar</td>
</tr>
</tbody>
</table>

and must complete at least two electives from the list below:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 317 Management Information Systems</td>
</tr>
<tr>
<td>BUS 415 Data Management</td>
</tr>
<tr>
<td>BUS 417 Systems Analysis and Design</td>
</tr>
<tr>
<td>BUS 418 Advanced MIS</td>
</tr>
<tr>
<td>BUS 461 Production and Operations Management</td>
</tr>
<tr>
<td>BUS 462 Quality Management Systems</td>
</tr>
<tr>
<td>BUS 463 Small Business Management</td>
</tr>
<tr>
<td>BUS 464 Electronic Commerce</td>
</tr>
<tr>
<td>BUS 465 Human Resources Management</td>
</tr>
<tr>
<td>BUS 467 Employment Law and Compliance</td>
</tr>
<tr>
<td>BUS 468 Advanced Human Resources Management</td>
</tr>
</tbody>
</table>

Note: Neither BUS 317 nor BUS 461 may be counted for both the corequisite requirement and the specialty requirement.

Note that some courses are not offered each year, and some of the courses above are only offered in the fall or the spring. Check with your advisor or each individual course’s description at the end of the department’s section in this catalog for details on timing of offerings.

Pre-law Specialty (15 credits)
The pre-law specialization is designed specifically for business students interested in attending law school. Students completing the specialization are able to make informed decisions about pursuing a law degree, elevate skills and cognitive abilities that are key to success in law school, and develop a fuller understanding of various aspects of the law, the legal profession, and the legal environment. Students who choose not to enter law school are able to pursue business-related careers and graduate programs.

To complete the pre-law specialty, students must complete the following three courses:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 376 Business Law II</td>
</tr>
<tr>
<td>PLS 320 Law and the Legal Process</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 305 The Adjudication Process</td>
</tr>
<tr>
<td>CRJ 311 Criminal Law</td>
</tr>
</tbody>
</table>

and at least two electives from the list below:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN XXX: Any upper-division economics course not used to meet business corequisite requirements.</td>
</tr>
<tr>
<td>BUS 467 Employment Law and Compliance</td>
</tr>
<tr>
<td>CRJ 313 Constitutional Criminal Procedure</td>
</tr>
<tr>
<td>CRJ 315 Constitutional Law of the Detained</td>
</tr>
<tr>
<td>CRJ 438 Security Law</td>
</tr>
<tr>
<td>ENL 305 Advanced Composition</td>
</tr>
<tr>
<td>PHL 305 History of Modern Philosophy</td>
</tr>
<tr>
<td>PHL 342 Business Ethics OR PHL 321 Medical Ethics</td>
</tr>
<tr>
<td>PLS 324 Constitutional Law I</td>
</tr>
<tr>
<td>PLS 326 Constitutional Law II</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 483 Fair Trial/Free Press Conflicts</td>
</tr>
</tbody>
</table>
Notes:
(1) Students may substitute an approved six-credit (or greater) internship for one of the elective courses listed above. PLS 492, 493, 495 and OAP 413 (in law practice), are all approved internship experiences. Other experiences may be used, provided that they are approved in writing by the student’s business advisor.
(2) Students completing this specialty should take PHL 102, 104 or 202 to satisfy a General Education humanities requirement. Students should consider using electives to take all three courses.
(3) Students in the pre-law specialty are encouraged to complete a minor in economics, criminal justice, philosophy, or political science. Students may also wish to complete a second specialization in the business administration program.
(4) Students may wish to consult with the Area Coordinator for Pre-law in designing their program. Call (585) 395-2623 for an appointment.

Finance Major
The Finance major is appropriate for students who have an interest in a finance-related career, including corporate financial analysis, cash management, brokerage, banking, investment banking, marketing financial instruments and insurance, and personal financial and estate planning. In addition to providing a solid foundation for graduate work in business and finance, the major also prepares students to pursue professional certification, including the Certified Treasury Professional® exam, required for the CTP® designation.

Finance Degree Requirements
All finance majors are bound by the policies, terms, and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” Finance majors must complete all The College at Brockport General Education requirements and degree requirements for students earning the bachelor of science. Students earning a degree in finance must complete four groups of department-required courses: (1) program entrance requirements, (2) corequisites, (3) the business core, and (4) upper-level specialty courses. Details are provided below.

Course-Grade and GPA Requirements for the Major in Finance
Students pursuing the finance major must satisfy four course-grade and GPA requirements as follows:
1. A student’s cumulative GPA in the program entrance requirement courses is used to determine whether the student will be admitted to the major. Students must earn a minimum GPA of 2.5 in the program entrance requirement courses, with no grade lower than “C-,” to be granted admission to the major in finance. Transfer grades are included in this GPA.
2. Students must earn a grade of at least “C-” in each course used to satisfy a finance major requirement. This applies to the program entrance requirements, corequisite, business core, and specialization course requirements described in Course Requirements for the Finance Major” below.
3. Students must earn an overall cumulative GPA of at least 2.0 in the The College at Brockport courses used to satisfy the corequisite, business core, and specialization course requirements described in “Course Requirements for the Finance Major” below.
4. All General Education, upper-division (300/400 level) course work, and GPA requirements of The College at Brockport must be met, including an overall cumulative GPA of at least 2.0 in all The College at Brockport course work used to meet bachelor’s degree requirements.
1. Program Entrance Requirements (21 credits, must be completed before declaring the major): Prerequisite courses provide a foundation for upper-division course work. As described in “Course Grade and GPA Requirements for the Major in Finance” above, grades in prerequisite courses are used to determine admission to the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 106</td>
<td>End-user Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 201</td>
<td>Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 202</td>
<td>Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 281</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 282</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 221</td>
<td>Calculus for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 21

Notes:
1. It is expected that full-time students will complete all program entrance requirement courses no later than the first semester of their junior year. Part-time students should complete program entrance requirements before beginning 300-level business courses.
2. An introductory statistics course from another discipline (e.g., psychology) may be substituted for ECN 204. However, credit towards graduation will be allowed for only one introductory statistics course.

2. Major Course Requirements
Completion of the Finance major requires a minimum cumulative GPA of 2.0 in the corequisite, core and specialty area courses requirements specified in 2a, 2b and 2c below. Students must earn a grade of at least “C-” in each course to satisfy degree requirements.

2a. Corequisite Requirements (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 308</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 302</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECN 304</td>
<td>Intermediate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 389</td>
<td>Business Careers Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 10

2b. Business Core Requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 345</td>
<td>International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 366</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 375</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 378</td>
<td>Business, Government, and Society</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 21

Notes:
1. BUS 475 must be taken at The College at Brockport.
2. ACC 282 is not a prerequisite for BUS 325. However it is strongly recommended that students complete ACC 282 before BUS 325.
2c. Upper Level Specialty Courses
Finance students must complete the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 421 Investment Analysis and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 422 Corporate Financial Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Finance students must also complete at least two electives from the list below. At least one elective must be from group A.

**Group A Finance Electives**
- BUS 420 Short-term Financial Management 3
- BUS 428 Seminar in Finance 3
- BUS 445 International Financial Management 3

**Group B Finance Electives**
- ACC 385 Intermediate Accounting I 3
- ACC 388 Cost Accounting 3
- ECN 321 Money and Banking 3
- ECN 425 Financial Institutions 3

Notes:
1. Finance students must take ECN 302 to satisfy their corequisite requirement.
2. Only one course from Group B may be used to satisfy finance specialty requirements. However, finance students are encouraged to take additional Group B courses as electives or to complete the economics minor.
3. BUS 428 is not offered each year, and other courses above are only offered in the fall or the spring. Check with your advisor or each individual course's description at the end of the department's section in this catalog for details on timing of offerings.

International Business and Economics Major
The International Business and Economics major provides an interdisciplinary education that includes foreign-language proficiency and cross-cultural awareness. Students gain knowledge and develop skills relevant to conducting business in the international domain. Graduates are prepared for careers with organizations with international operations.

International Business and Economics Degree Requirements
All international business majors are bound by the policies, terms and conditions described earlier in the section titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” International business and economics majors must complete all The College at Brockport General Education requirements and degree requirements for students earning a bachelor of arts.

The international business and economics major requires completion of 18 credits of program entrance requirement courses (1 below), 27 credits of international business core courses (2 below), foreign-language proficiency at the 212 (four-semester) level or higher (3 below), 12 credits of cross-cultural core courses (4 below), and a significant foreign experience (5 below).

See “Course Requirements for the International Business and Economics Major” and “Course-Grade and GPA Requirements for the International Business and Economics Major” below for details.

Course-Grade and GPA Requirements for the International Business and Economics Major
Students pursuing the international business and economics major must satisfy course-grade and GPA requirements as follows:

1. A student’s cumulative GPA in the program entrance requirement courses is used to determine whether a student will be admitted to the major. Students must earn a mini-
mum GPA of 3.0 in the program entrance requirement courses, with no grade lower than “C-,” to declare the major in international business and economics.

2. Students must earn a grade of at least “C-” in each course used to satisfy program entrance requirement courses and international business core courses specified in “Course Requirements for the International Business and Economics Major” below.

3. Completion of the international business and economics major requires an overall cumulative GPA of 2.0 in the courses used to satisfy the international business core, foreign-language, cross-cultural core, and foreign experience requirements specified in “Course Requirements for the International Business and Economics Major” below.

4. All General Education, upper-division (300/400-level) course work, and GPA requirements of The College at Brockport must be met, including an overall cumulative GPA of at least 2.0 in all The College at Brockport course work used to meet bachelor’s degree requirements.

Course Requirements for the International Business and Economics Major
Students must satisfy (1) program entrance requirements, (2) international business core, (3) foreign language, (4) cross-cultural core, and (5) foreign-experience requirements as specified below.

1. Program Entrance Requirements (18 credits must be completed before declaring the major)
Program entrance requirement courses provide a foundation for upper-division course work. As described in “Course Grade and GPA Requirements for the Major in International Business” above, grades in these courses are used to determine admission to the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 106</td>
<td>End-User Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 201</td>
<td>Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 202</td>
<td>Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 281</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MTH 2XX</td>
<td>Calculus-level Math requirement (see 2 below)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18

Notes:
(1) It is expected that full-time students will complete all program entrance requirement courses no later than the first semester of their junior year. Part-time students should complete program entrance requirements before undertaking a substantial number of 300-level business courses.
(2) The MTH 2XX requirement is typically satisfied by taking Calculus I (MTH 201), Business Calculus (MTH 221), or Finite Math (MTH 245). However, any mathematics course at or above the level of MTH 201 (excluding MTH 243, 313 and 441) can be used to satisfy the math requirement.
(3) Students are encouraged to take both ACC 281 and ACC 282.
(4) An introductory statistics course from another discipline (e.g., psychology) may be substituted for ECN 204. However, credit toward graduation will be allowed for only one introductory statistics course.

2. International Business Core Requirements (27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 317</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 345</td>
<td>International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 433</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 445</td>
<td>International Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 453 International Business Seminar 3
BUS 462 Quality Management Systems 3
ECN 443 International Economics 3

Total: 27

3. Foreign Language (3 or more credits assumed)  Credits
One 212-level or higher course in a foreign or second language.  3

4. Cross-cultural Core (12 credits)  12
Four cross-cultural courses (see Suggested Cross-cultural Courses below)

Cross-cultural courses are typically upper division, internationally focused, social science courses focusing on current cultural issues. With the written approval of the student's advisor, an appropriate internship may also be used to satisfy up to six hours of this requirement.

5. Additional Requirement: Foreign Experience (required for graduation)
Students are required to participate in a significant foreign experience. Subject to written approval of the student's advisor and the department, this requirement can be satisfied by:
1. completing an overseas (foreign country) internship,
2. participating in a study abroad program,
3. completing an appropriate domestic internship (typically with a local business heavily engaged in international commerce), or
4. completion of two 300-level courses in a foreign language with a grade of “C” or higher in each course. International business majors may not graduate without completing the foreign experience requirement.

In completing the foreign experience requirement, international business and economics majors can take advantage of one of The College at Brockport's many opportunities to study abroad. Overseas programs may take the form of traditional studies or an internship program. With one of the largest study abroad programs in the nation, The College at Brockport has programs in England, France, Costa Rica, Mexico, Australia, Ghana, Jamaica, Russia, Germany, The Netherlands and many other locations. Summer programs include countries such as Greece, Australia, Mexico, England and Costa Rica. Internship opportunities are available with many organizations and businesses in Australia, Canada, England, Mexico, Costa Rica, Scotland and Germany.

Suggested Cross-cultural Courses
The following courses are approved for use in satisfying cross-cultural core requirements. Additional and/or alternative courses may be approved by the department for inclusion in the cross-cultural core. The department maintains an updated list of qualified courses in Hartwell Hall, Room 119.

AAS 302 History of South Africa
AAS 317 Prejudice, Personality and Culture (every semester)
AAS 360 Africa Today (every semester) (A,D,I,W)
AAS 404 Cultures of Sub-Saharan Africa
AAS 408 Pan-Africanism
AAS 420 Overseas Seminar in Africa (1-15 Cr.)
AAS 460 Modern Africa (I)
AAS 485 The Jamaica Seminars
ANT 315 The Migration Experience (spring) (I,W)
ANT 316 Food and Culture (I,W)
ANT 321 Culture Change (spring) (I,W)
ANT 330 World Poverty and Underdevelopment (fall) (I)
ANT 332 China in Transition (every semester) (I)
CMC 418 Intercultural Communication
CRJ 451 International Criminal Justice Systems
CRJ 465 Terrorism and the Criminal Justice System
DCC 310 Human Heritage and Experience
DCC 315 Society and Culture II
ENL 353 The Bible and Modernism (C,I)
ENL 357 Postmodern Culture (I)
ENL 366 Arabic Culture and the West (C,D,I)
ENL 455 Sociolinguistics
ENL 474 Caribbean Literature (W)
FCE 375 Latin-American Women (C,I,W)
FCE 420 Multiculturalism in the US (I)
FRN 355 France Under the Fifth Republic
HST 341 Middle East Crisis: Historical Perspective (C)
HST 343 History of the Soviet Union (I)
HST 361 History of Early Modern Japan
HST 363 Islam (C)
HST 364 History of Britain
HST 376 Modern Latin America
HST 388 Traditional China (C)
HST 389 Modern China (C)
HST 421 America Since 1929
HST 424 The United States and the World
HST 434 Modern Caribbean History
HST 438 Women and Gender in Latin American History
HST 460 Modern Africa (I)
HST 467 Modern South Asia (C)
HST 487 Asian Survey (C)
PLS 304 International Relations Simulations
PLS 305 Politics of European Integration
PLS 333 American Foreign Policy
PLS 338 Global Issues (I,W)
PLS 340 European Political System
PLS 342 Latin-American Politics
PLS 343 Canadian Politics and Society
PLS 346 Russian and Eastern European Politics (C)
PLS 348 Asian Politics
PLS 383 Mid-East in World Politics
PLS 410 International Political Economy
PLS 444 National Security
PLS 470 Nationalism
PLS 475 Political Geography
PSH 437 Psychology and Jewish Studies
REL 315 International Tourism (every semester) (D,I,W)
SOC 306 Development and Globalization (I)
SOC 317 Prejudice, Personality and Culture
SOC 325 Social Class, Status and Power
SPN 352 Hispanic World Today (C)
SPN 353 Literature and Cultures of Spain I
SPN 363 Literature and Cultures of Spain II
SWO 321 Human Diversity (D)
WMS 323 History of European and American Women (W)
WMS 375 Latin American Women (A,C,I,W)
WMS 438 Women and Gender in Latin American History
Marketing Major

The marketing major is appropriate for students interested in careers in the various marketing functions of businesses and not-for-profit organizations. Career opportunities in marketing are extensive and diversified, including opportunities in consumer and industrial sales, supply chain management, direct marketing, marketing management, marketing research, merchandising, promotion, public relations, sales management and retail management. In addition, the marketing major provides an excellent foundation for students pursuing graduate studies in business or marketing.

All marketing majors are bound by the policies, terms and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” Marketing majors must complete all College at Brockport General Education requirements and degree requirements for students earning the bachelor of science. Students earning a degree in marketing must complete four groups of department and department-related courses: (1) program entrance requirements, (2) corequisites, (3) the business core, and (4) upper-level specialty courses. See “Course Requirements for the Marketing Major” below for details.

Course-Grade and GPA Requirements for the Major in Marketing

Students pursuing the marketing major must satisfy four course-grade and GPA requirements as follows:

1. A student’s cumulative GPA in the program entrance requirement courses is used to determine whether the student will be admitted to the major. Students must earn a minimum GPA of 2.5 in the program entrance requirement courses, with no grade lower than “C-,” to be granted admission to the major in marketing. Transfer grades are included in this GPA.

2. Students must earn a grade of at least “C-” in each course used to satisfy a marketing major requirement. This applies to the program entrance requirement courses, corequisite, business core, and the marketing specialty course requirements described in “Course Requirements for the Marketing Major” below.

3. Students must earn an overall cumulative GPA of at least 2.0 in The College at Brockport courses used to satisfy the corequisite, business core, and the marketing specialty course requirements described in “Course Requirements for the Marketing Major” below.

4. All General Education, upper-division (300/400 level) course work, and GPA requirements of The College at Brockport must be met, including an overall cumulative GPA of at least 2.0 in all The College at Brockport course work used to meet bachelor’s degree requirements.

1. Program Entrance Requirement Courses (21 credits, must be completed before declaring the major): Program entrance requirement courses provide a foundation for upper-division course work. As described in “Course Grade and GPA Requirements for the Major in Marketing” above, grades in program entrance requirement courses are used to determine admission to the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 106</td>
<td>End-user Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECN 201</td>
<td>Principles of Economics - Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 202</td>
<td>Principles of Economics - Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 281</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 282</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Calculus I</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 221</td>
<td>Calculus for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 21
Notes:
(1) It is expected that full-time students will complete all program entrance requirement courses no later than the first semester of their junior year. Part-time students should complete program entrance requirement courses before beginning 300-level business courses.

(2) An introductory statistics course from another discipline (e.g., psychology) may be substituted for ECN 204. However, credit toward graduation will be allowed for only one introductory statistics course.

2. Major Course Requirements
Completion of the marketing major requires a minimum cumulative GPA of 2.0 in the corequisite, core, and specialty area courses requirements specified in 2a, 2b and 2c below. Students must earn a grade of at least “C-” in each course to satisfy degree requirements.

2a. Corequisite Requirements (10 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 308 Business Writing</td>
</tr>
<tr>
<td>ECN 304 Intermediate Statistics</td>
</tr>
<tr>
<td>BUS 389 Business Careers Seminar</td>
</tr>
<tr>
<td>BUS 317 Management Information Systems</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>BUS 461 Production and Operations Management</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>ECN 301 Intermediate Microeconomics</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>ECN 305 Managerial Economics</td>
</tr>
</tbody>
</table>

Total: 10

2b. Business Core Requirements (21 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325 Principles of Finance</td>
</tr>
<tr>
<td>BUS 335 Principles of Marketing</td>
</tr>
<tr>
<td>BUS 345 International Business Environment</td>
</tr>
<tr>
<td>BUS 366 Organizational Behavior</td>
</tr>
<tr>
<td>BUS 375 Business Law I</td>
</tr>
<tr>
<td>BUS 378 Business, Government, and Society</td>
</tr>
<tr>
<td>BUS 475 Strategic Management</td>
</tr>
</tbody>
</table>

Total: 21

Notes:
(1) BUS 475 must be taken at The College at Brockport.

(2) ACC 282 is not a prerequisite for BUS 325. However it is strongly recommended that students complete ACC 282 before BUS 325.

2c. Upper Level Marketing Specialty Courses (15 Credits)
Marketing students must take the following two courses:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 440 Business-to-Business Marketing</td>
</tr>
<tr>
<td>BUS 441 Marketing Management</td>
</tr>
</tbody>
</table>

Total: 6
Marketing students must also select a minimum of three electives from the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 432</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 433</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 435</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 436</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BUS 437</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 438</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 498</td>
<td>Internship</td>
<td>3-9</td>
</tr>
</tbody>
</table>

Total: 9

Notes:
(1) Only 3 credits from BUS 498 will count towards this requirement.

Minor Programs in Business Administration and Economics

Minor in Accounting
All students pursuing the minor in accounting are bound by the policies, terms, and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to All Department Programs and Courses.” A minor in accounting consists of 18 credits of selected accounting course work as described in “Course Requirements” below, with a minimum of 9 of the 18 credits being completed at The College at Brockport. A student’s cumulative GPA in the College at Brockport courses used to satisfy requirements of the minor must be at least 2.0. The minor in accounting is open to all majors except students majoring in accounting.

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 281</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 282</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 283</td>
<td>Accounting Systems and Software</td>
<td>3</td>
</tr>
<tr>
<td>ACC 385</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 386</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One additional ACC elective from the following:</td>
<td></td>
</tr>
<tr>
<td>ACC 388, ACC 485, ACC 486</td>
<td>ACC 487, ACC 488, ACC 489</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18

Note: Minors should carefully check the catalog to see if they have completed the program entrance requirements for the electives that they choose. After matriculation, all 400-level courses must be taken at The College at Brockport.

Minor in Business Administration
All students pursuing the minor in business are bound by the policies, terms and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” A minor in business consists of 21 credits of selected business and economics course work as described in “Course Requirements” below, with a minimum of 12 credits of course work completed at The College at Brockport. A student’s cumulative GPA in the Brockport courses used to satisfy requirements of the minor must be at least 2.0.

Declaring the Minor in Business Administration
To declare the minor in business administration, students are required to have (1) a 3.0 GPA or higher over a minimum of 30 credits, and (2) a grade of “B” or better in one of the following math courses: MTH 111 (college algebra), 122, 201, 202, 221, 245 or 281. Students not meeting the GPA requirement will NOT be permitted to declare and complete the minor. Students should declare the minor in business immediately after completing any one of the required courses. It is important to declare a minor as soon as possible as it will allow the department to plan for enrollments and ensure that an adequate number of course seats are available.
for students enrolled in the minor in business administration. The forms required to declare the minor are available in 119 Hartwell Hall.

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 201 or ECN 202 Introductory Economics (or ECN 100)</td>
<td>3</td>
</tr>
<tr>
<td>ACC 280 Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204 Introduction to Statistics or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325 Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 365 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>One additional BUS/ECN course at the 300/400 level, excluding BUS 366</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 21

**Notes:** (1) Students may substitute the ACC 281 and ACC 282 sequence for ACC 280. (2) An introductory statistics course from another discipline (e.g., psychology) may be substituted for ECN 204. However, credit toward graduation will be allowed for only one introductory statistics course. (3) Students must complete the minor with an overall GPA of 2.0 in the courses taken at The College at Brockport. (4) Students majoring in accounting, business administration, finance, international business and economics, or marketing may not declare a business minor. (5) The number of minors may be limited to ensure an adequate number of seats for business majors; students should declare the minor as soon as possible to ensure admission.

**Advisement:** The department’s Advisement Coordinator provides pre-registration approval for courses in the minor. Appointments may be scheduled by calling (585) 395-2623.

**Minor in Economics**

All students pursuing a minor in economics are bound by the policies, terms, and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to All Department Programs and Courses.”

**A. Economics Minor with a Liberal Arts Major**

Eighteen credits must be successfully completed, including: ECN 201, 202, 301, 302 and two additional upper-division economics courses. ECN 305 may be substituted for ECN 301, but both courses may not be taken for credit. A minimum of nine credits of course work must be completed at The College at Brockport. A student’s cumulative GPA in the Brockport courses used to satisfy requirements of the minor must be at least 2.0.

**B. Economics Minor with a Major in Accounting, Business Administration, Finance, or Marketing**

ECN 201, 202, 302, 304 and 301 or 305, plus one additional upper-division economics course must be successfully completed. A minimum of nine credits of course work must be completed at The College at Brockport. A student’s cumulative GPA in the Brockport courses used to satisfy requirements of the minor must be at least 2.0. The minor in economics is not open to students majoring in international business and economics.

**Minor in Finance**

All students pursuing the minor in finance are bound by the policies, terms, and conditions described earlier in the section above titled “Guidelines and Policies Pertaining to all Department Programs and Courses.” A minor in finance consists of 21 credits of selected business and economics course work as described in “Course Requirements” below, with a minimum of 12 credits of course work completed at The College at Brockport. A student’s cumulative GPA in the College at Brockport courses used to satisfy requirements of the minor must be at least 2.0. The minor in finance is not open to declared majors in accounting, business administration, finance, marketing, or international business and economics. The minor in finance is excellent
preparation for students who are planning to take the actuary exam but are not majoring in a business discipline. Students are required to have successfully completed (C- or higher) CIS 106 or possess equivalent word processing and spreadsheet skills.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 280 or ACC 281</td>
<td>Introductory Accounting</td>
</tr>
<tr>
<td>ECN 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECN 204</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>BUS 421</td>
<td>Investment Analysis and Portfolio Management</td>
</tr>
<tr>
<td>BUS 422</td>
<td>Corporate Financial Policy</td>
</tr>
<tr>
<td>One additional finance elective chosen from BUS 420, BUS 428, BUS 445, or ECN 425</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
(1) Minors should carefully check the catalog to see if they have completed the prerequisites for the electives that they choose.
(2) Departmental course descriptions are listed under Accounting (ACC), Business Administration (BUS) and Economics (ECN):
(3) Whenever the terms “MTH 111 or higher” or “MTH 201 or higher” are used, the following math courses are excluded: MTH 243, 313 and 441.

Note: All programs are subject to change and new programs may be offered, pending approval from all of the relevant authorities, including the College Senate, the College president, SUNY System Administration, and the New York State Department of Education. Interested parties should seek up-to-date information from the home page of the Department of Business Administration and Economics at www.brockport.edu/bus-econ/ or may contact the department office at (585) 395-2623.

Department of Business Administration and Economics Courses

ACC 280 Introduction to Accounting (B). Pre-requisite: MTH 111 or equivalent. Surveys aspects of financial and managerial accounting with an emphasis on analysis and interpretation of financial statements and the preparation and uses of management reports for decision-making. Intended for majors outside the Department and does not meet the requirements for any majors offered by the Department. 3 Cr. Every Semester.

ACC 281 Introduction to Financial Accounting (B). Prerequisite: MTH 111 or higher. Provides an introduction to generally accepted accounting principles used to classify, value, and record assets, liabilities, stockholder equity, revenues and expenses. Preparation, interpretation and analysis of financial statements are discussed. Also, the importance of accounting information for interested parties outside the enterprise is addressed. Ethical codes and professional conduct of accountants are examined. 3 Cr. Every Semester.

ACC 282 Introduction to Managerial Accounting (B). Prerequisite: ACC 281. Provides an introduction to accounting information used by business managers to make short- and long-term decisions. Topics include cost accumulation and product costing, cost/volume/profit analysis, budgeting, standard costing and variance analysis, job order and process costing, activity-based costing, and capital budgeting. 3 Cr. Every Semester.

ACC 283 Introduction to Accounting Systems and Software (B). Prerequisites: ACC 281 and CIS 106. Provides an introduction to accounting information systems. Topics include the role of the accountant in information systems, ethics issues, risks in information systems, ERP systems, e-commerce, business processes, internal control, documenting accounting information systems (task modeling) and REA model for data modeling. Computer software applications include Excel, Access, and a general ledger program with an extensive amount of software use required. 3 Cr. Every Semester.

ACC 385 Intermediate Accounting I (B). Prerequisite: ACC 282. Covers the accounting cycle and preparation of general purpose financial statements. Examines the theoretical, conceptual and procedural aspects of generally accepted accounting principles related to assets including: cash, receivables, inventories, plant assets, and intangible assets. 3 Cr. Every Semester.
ACC 386 Intermediate Accounting II (B). Prerequisite: ACC 385. Examines the theoretical, conceptual and procedural aspects of generally accepted accounting principles related to corporate bonds and notes, leases, pensions and stockholders' equity. Revenue recognition methods, accounting for income taxes, and preparation of the statement of cash flows are also examined. 3 Cr. Every Semester.

ACC 388 Cost Accounting (B). Prerequisite: ACC 282, MTH 221 or 201 Recommended. Focuses on the internal accounting problems of business dealing with cost behavior, cost accounting systems, budgeting, and performance measurement. Includes topics such as cost-volume-profit analysis, variance analysis, standard costing procedures, and managerial decision analysis. 3 Cr. Every Semester.

ACC 389 Accounting Profession Seminar (B). Prerequisites: ACC 282, ACC 385 (may be taken concurrently). Develops the professional acumen of accounting students, consistent with the expectations of accounting firms. Examines accounting as a profession, focusing on expected professional comportment and work behaviors of accounting professionals. Requires students to conform to a mandatory dress code and to participate in events sponsored by professional accounting organizations. Accounting majors should complete this seminar in their junior year. 1 Cr. Fall.

ACC 485 Federal Income Tax I (B). Prerequisites: ACC 385; declared departmental major or minor. An introduction to the US Federal system of income taxation. Emphasis is on understanding conceptual basis of taxation and tax treatment of common transactions, including items of income, exclusion, deduction, and credit. Property transactions and tax research are introduced. In addition, the use of software to prepare tax returns is addressed. 3 Cr. Every Semester.

ACC 486 Advanced Accounting (B). Prerequisite: ACC 386; declared departmental major or minor. Examines accounting and reporting for partnerships, branch operations, consolidated financial statements, and multi-national corporations. 3 Cr. Every Semester.

ACC 487 Auditing (B). Prerequisites: ACC 283 and ACC 386; declared departmental major or minor. Examines the theory, concepts, principles, and procedures under generally accepted auditing standards for external audits by CPAs. Topics include evidence, internal control, audit risk, statistical sampling, tests of controls, and substantive tests. The AICPA Code of Conduct and legal liability are also discussed, with the emphasis on ethical conduct and responsibility of auditors. 3 Cr. Every Semester.

ACC 488 Federal Income Tax II (B). Prerequisite: ACC 485; declared departmental major or minor. Examines the Federal income taxation of corporations, shareholders, partners and partnerships. Topics include tax effects of entity formation, operations, distributions and liquidations. Emphasizes factors in choosing a type of business entity. Estate and gift taxation are introduced. Tax software is used to prepare tax returns and to perform tax research. 3 Cr. Every Semester.

ACC 489 Accounting for Not-For-Profit Entities (B). Prerequisites: ACC 386; declared departmental major or minor. Examines the unique accounting characteristics of governmental and not-for-profit entities. Course content includes basic coverage of funds and fund accounting, as well as theory and procedures from GASB statements. Students are introduced to the basic accounting procedures related to various funds, legally required budgetary accounts, financial statement preparation, proper footnote disclosure, and other reporting issues. 3 Cr.

ACC 498 Accounting Internship (A). Prerequisites: ACC 282, ACC 283, declared departmental major; and department approval. Provides supervised experience in an accounting environment, with an opportunity to apply concepts learned in accounting course work. Also provides an opportunity for students to better understand (1) accounting career opportunities, (2) the accounting work culture, and (3) the high level of professional acumen required to be successful in accounting. Recommended for all accounting majors without accounting work experience. 1-6 Cr. Every Semester by arrangement.

ACC 499 Independent Study in Accounting (A). Prerequisites: ACC 283 and ACC 386; declared departmental major. Allows students to pursue accounting topics and/or projects beyond those covered in regularly scheduled accounting courses. Arranged in consultation with the instructor-sponsor who will supervise and direct the student. Registration requires completion of forms prior to the beginning of the semester. 1-6 Cr.

BUS 260 Professional Skills and Acumen (B). Discusses and develops skills that are key to success as a manager, including leadership, time management, workload management, communication, team work, interaction with colleagues and customers, presentation and writing skills, and professional comportment. This one-credit, 15-week course is required of all students in the management track of the business degree and establishes expectations for writing, presentation, and team exercises in all management track courses. 1 Cr.
BUS 317 Introduction to Management Information Systems (A). Prerequisites: CIS 106 and either ACC 280 or ACC 281. Explores the use of information systems in organizations. Examines how different types of information systems are used to enhance performance of organizations, management, and employees. Introduces the systems development process and the management of information resources, including data, hardware, software, infrastructures and personnel. Introduces and applies the key theories and frameworks in the discipline, such as systems theory and value chains. Develops an intermediate level of end-user computing skills and assumes introductory-level knowledge of MS Office applications. 3 Cr. Every Semester.

BUS 325 Principles of Finance (A). Prerequisites: ACC 280 or 281, ECN 100 or ECN 201 and 202, ECN 204, MTH 111 or higher. Provides a foundation in corporate financial decision-making. Covers the corporate environment, time value of money, risk and return, diversification, market efficiency, and valuation. Applies these concepts to financial analysis and planning, capital budgeting and financing. (Note: Declared minors in business may enroll in the course with ECN 100 or ECN 201 or ECN 202.) 3 Cr. Every Semester.

BUS 335 Principles of Marketing (A). Examines the business function that identifies current unfilled needs and wants, defines and measures their magnitudes, determines which target markets the organization can best serve, and decides upon appropriate products, services, and programs to serve these markets. Topics include product development and test-marketing, product planning and new product introduction, and methods of product promotion and service marketing. 3 Cr. Every Semester.

BUS 345 International Business Environment (A). Analyzes the environmental aspects of foreign countries, the ability to promote trade with other countries, and the sovereign rights of other nations and their people. 3 Cr. Every Semester.

BUS 365 Principles of Management (A). Discusses the relationship of the management function with other functional areas, and provides an overview of the full span of managerial responsibilities in business organizations. Does not fulfill any requirement for any business administration major. Is a required course for business administration minors. 3 Cr. Every Semester.

BUS 366 Organizational Behavior (A). Prerequisites: ENL 308 and CIS 106. Examines individual behavior in organizational settings. Emphasis is given to the coordinated efforts of managing diverse work forces into fully functional organizational entities, highlighting theories and practices that facilitate motivation, control, and success of the organization. Includes topics such as human motivation, leadership, group dynamics, communications, organizational development, organizational culture, cross-cultural and global issues. Open to majors and intents only in business administration and accounting. 3 Cr. Every Semester.

BUS 368 Project Management (A). Prerequisites: declared departmental major or minor; CIS 106; ENL 308 strongly advised. This course seeks to develop skills that are key to success as a manager, with emphasis on applying interpersonal, leadership, time management, conflict resolution, communication, team and presentation skills. 3 Cr. Every Semester.

BUS 375 Business Law I (A). Provides basic knowledge of the legal environment of business, including, but not limited to, the judicial system, criminal law, torts, and contracts. 3 Cr. Every Semester.

BUS 376 Business Law II (A). Prerequisite: BUS 375. Continues the concepts of BUS 375 with topics including but not limited to, sales, agency, business entities, securities regulations, secured transactions, bankruptcy, and negotiable instruments. 3 Cr. Every Semester.

BUS 378 Business, Government and Society (A). Prerequisite: ENL 308. Investigates the of market and nonmarket business environments to develop the student’s ability to critically analyze commercial, social, and ethical situations from the perspectives of different organizational shareholders. Topics include globalization, public policy, government regulation, consumer rights, corporate social responsibility, the environment and employment rights. 3 Cr. Every Semester.

BUS 389 Business Careers Seminar (A). Prerequisite: declared departmental major or minor. Students should complete this seminar before their senior year. Helps students develop their own competitive profile and plan for post-graduation. Develops the students’ understanding of the career resources available to them, career paths, and opportunities in business, and how to find and prepare for jobs and interviews. Internships and graduate school options are also discussed. Requires students to conform to a mandatory dress code of professional business attire. 1 Cr. Every Semester.

BUS 415 Data Management (A). Prerequisites: declared departmental major or minor; BUS 317 or instructor’s permission; ENL 308 strongly advised. Develops knowledge and skills with regard to issues of data management and database design. Focuses on data management issues of importance to business organizations including database...
administration, security, and privacy. Introduces emerging data management issues including data warehousing, data mining, and shared database access through a LAN or the Web. Continues to develop student skills with database software. 3 Cr. Fall.

BUS 417 Systems Analysis and Design (B). Prerequisite: BUS 317 or CIS 304, or instructor’s permission; declared departmental major or minor; ENL 308 strongly advised. Provides an in-depth examination of the processes, methods, and tools used to develop information systems. 3 Cr. Spring.

BUS 418 Advanced Management Information Systems (A). Prerequisite: BUS 317 or CIS 304, or instructors permission; declared departmental major or minor; completion of ENL strongly advised. Addresses contemporary issues, methods, and applications reflecting emerging trends and technology in the field of Management Information Systems. Emphasizes knowledge and skills relevant to the contemporary workplace, including end-user and business applications. Utilizes relevant literature and instructional materials, analysis of cases and situations, and use of software packages as appropriate. Topics change over time so students should check with instructor prior to registration to confirm interest in subjects to be addressed. 3 Cr. Fall.

BUS 420 Short-Term Financial Management (A). Prerequisite: BUS 325; declared departmental major or minor. A CTP* Associate course. Provides a comprehensive introduction to short-term financial management and working capital management, including cash management systems, management of corporate liquidity, receivables and payables management, banking and payments systems. Allows students who successfully complete the course with a grade of “B” or better to be currently eligible to take the Certified Treasury Professional (CTP) exam and acquire the CTP designation. 3 Cr. Every Semester.

BUS 421 Investment Analysis and Portfolio Management (A). Prerequisite: BUS 325; declared departmental major or minor. Provides an introduction to modern investment theory and analysis. Covers the organization and functioning of securities markets, risk and return relationships, modern portfolio theory, asset pricing models, efficient markets and arbitrage concepts, stocks, bonds, options, futures, mutual funds, convertibles, and warrants. 3 Cr. Every Semester.

BUS 422 Corporate Financial Policy (A). Prerequisite: BUS 325; declared departmental major or minor. Provides in-depth coverage of corporate financial analysis and policy stressing agency theory, valuation, market efficiency, capital budgeting under conditions of certainty and uncertainty, capital structure, bankruptcy, underwriting, and dividend policy. Extensive analysis of real-world data, case studies, and spreadsheet analysis. 3 Cr. Every Semester.

BUS 428 Seminar in Finance (A). Prerequisites: ECN 304 and either BUS 421 or BUS 422 declared departmental major or minor. Addresses recent developments in the area of corporate financial policy and/or investment analysis. Includes a review of recent literature, analysis of cases and situations, and use of software packages as appropriate. Topics rotate, so students should check with instructor to confirm interest in the subjects to be addressed. 3 Cr. Spring.

BUS 432 Sales Management (A). Prerequisite: BUS 335; declared departmental major or minor. Treats the responsibilities and challenges of managing the sales function. Stresses analytical and interpersonal skills, including planning, organizing, directing, motivating, and controlling a sales organization. Examines legal and ethical issues. 3 Cr. Spring.

BUS 433 International Marketing (A). Prerequisites: BUS 335; declared departmental major or minor. Examines and analyzes the similarities and differences among domestic and foreign markets. Includes in the analysis consumers, 4 Ps (product, price, place, promotion), uncontrollable variables, and implementation of the marketing concept in a foreign market. Also investigates the coordination and integration of a firm’s national marketing program with its foreign marketing program. 3 Cr. Every Semester.

BUS 435 Consumer Behavior (A). Prerequisite: BUS 335; declared departmental major or minor. Explores how individual and group behavior affects marketing decisions, and how to market the right product/service to proper market segments. Relates behavior characteristics to product, price, place and promotion. 3 Cr. Fall.

BUS 436 Marketing Research (A). Prerequisites: BUS 335 and ECN 304; declared departmental major or minor. Covers marketing information, proper techniques for problem identification, and use of research methodology and techniques to define problems, using primary and secondary data sources. 3 Cr. Spring.

BUS 437 Integrated Marketing Communications (A). Prerequisites: BUS 435; declared departmental major or minor. Provides an overview of promotional policies, the relationship between promotional policy and marketing process, and the promotional policy in the context of the behavioral sciences. Discusses how to evaluate and select the best form of communication for the potential customer. 3 Cr. Spring.
BUS 438 Supply Chain Management (A). Prerequisite: BUS 335; declared departmental major or minor. Explores the management of resource transformations between raw material and end user, via value-added in manufacturing, marketing, or logistics. 3 Cr. Fall.

BUS 440 Business-To-Business Marketing (A). Prerequisite: BUS 335; declared departmental major or minor. Explores the marketing of goods and services to manufacturers, public entities, government agencies, and other private and public organizations for use in the production of goods and services. 3 Cr. Fall.

BUS 441 Marketing Management (A). Prerequisite: BUS 335; declared departmental major or minor; and senior status. Provides an introduction to marketing problems as they relate to proprietary and public organizations, and decisions needed in product and service pricing, distribution and promotional strategy. Uses case analyses. 3 Cr. Spring.

BUS 445 International Financial Management (A). Prerequisite: BUS 345 or instructor’s permission; declared departmental major or minor. Covers the theories and practical aspects of international financial management. Includes topics such as international payments mechanisms, exchange market operations, arbitrage and hedging, spot and forward exchange, long-term international capital movements, international financial institutions, accounting, and taxation. 3 Cr. Fall.

BUS 453 International Business Seminar (A). Prerequisites: BUS 325, BUS 335, BUS 345, senior status, declared departmental major or minor, and declared international business major. Addresses contemporary and emerging issues in international business, including strategic issues. 3 Cr. Fall.

BUS 461 Production and Operations Management (A). Prerequisites: declared departmental major or minor. ENL 308 strongly advised. Focuses on issues and techniques associated with managing the day-to-day operations of the firm. Includes these topics: decision making, forecasting, project management, quality, inventory management, production planning, production methods, product design, location planning, facilities layout, scheduling, purchasing, and capacity planning. 3 Cr. Every Semester.

BUS 462 Quality Management Systems (A). Prerequisites: declared departmental major or minor; ENL 308 strongly advised. Discusses and contrasts various organizational systems and behaviors that promote product and service quality. Investigates micro-level individual behaviors and macro-level organizational issues and policies that impact quality. Helps students understand how some management and organizational systems represent barriers to quality. Explores how approaches to quality differ across the international business community. Includes these topics: TQM, continuous improvement, process reengineering, benchmarking, statistical process control, and ISO standards. 3 Cr. Fall.

BUS 463 Small Business Management (A). Prerequisite: BUS 317; ENL 308 strongly advised, declared business major or minor. For the prospective small business manager who needs the tools and techniques essential for starting, building and maintaining a successful enterprise. Includes topics helpful to the successful operation of the small business, especially finance, marketing, production, personnel, inventory control, purchasing, planning, cost control, computer systems and entrepreneurial leadership. 3 Cr. Fall.

BUS 464 Electronic Commerce (A). Prerequisites: ENL 308 and BUS 317 or instructor’s permission; declared departmental major or minor. Explores issues, methods, and opportunities associated with electronic forms of business focusing on Web-based commerce. Topics include: business models, transaction processing, marketing issues, legal issues, security concepts and issues, hardware, software, technology, business planning, and management issues. Teaches students the various aspects of designing and running an Internet business. 3 Cr. Spring.

BUS 465 Human Resource Management (A). Prerequisite: BUS 366; declared departmental major or minor; ENL 308 is strongly advised. Undertakes a broad survey of the human resources management issues faced by contemporary organizations. Topics include: human resource planning, recruitment, selection, orientation, training and development, performance management, compensation and benefits, employment law, unions, and collective bargaining. Students should take BUS 465 before enrolling in BUS 467 or 468. 3 Cr. Fall.

BUS 467 Employment Law and Compliance (A). Prerequisite: BUS 375; declared departmental major or minor. It is recommended that students complete BUS 465 prior to taking this course. Examines the relationship between public policy and current human resource management practices. Places major emphasis on developing an understanding of the legal rights and responsibilities of employees and employers in the employment relationship. Considers the content, enforcement, interpretation, and day-to-day application of employment laws. 3 Cr. Fall.

BUS 468 Advanced Human Resource Topics (A). Prerequisite: BUS 465 or instructor’s permission; declared departmental major or minor. Explores and further elaborates on key topics introduced in BUS 465. Topics include recruitment and selec-
tion, performance management and development, and compensation and benefits administration. Places particular emphasis on developing skills and knowledge necessary for entry-level positions in human resource management. 3 Cr. Every Semester.

BUS 469 Management Topics Seminar (A). Prerequisites: declared departmental major or minor; ENL 308. Using business cases, contemporary examples and the business press, students explore topics pertinent to the management field. Projects and readings are both applied and analytical in content. 3 Cr. Every Semester.

BUS 475 Strategic Management (A). Prerequisites: BUS 325, BUS 335, BUS 345, BUS 366, ENL 308, declared departmental major or minor, and senior status. Capstone course that integrates material from earlier core courses and applies theories and models of strategic management to analyze real-world data, solve complex business problems, and analyze business case studies. Group-based research, analysis, and presentation are an integral part of this course. 3 Cr. Every Semester.

BUS 490 Senior Thesis Research (A). Prerequisites: Minimum GPA 3.25, declared business major, completion of 18 upper-division business credits. Part of a two-semester course of study aimed at providing students an opportunity to acquire in-depth knowledge in a specialized area. Allows students to select a faculty member willing to serve as their thesis advisor. Requires students to identify a research topic and conduct background research to include the preparation of an introduction and bibliography. Requires the data to be collected by the end of the semester. 3 Cr. By Arrangement.

BUS 491 Senior Thesis (A). Prerequisite: BUS 490. Provides a continuation of BUS 490. Requires students to analyze collected data, explain the results and prepare conclusions. Requires the thesis to be in proper thesis format according to departmental procedures. 3 Cr. By Arrangement.

BUS 498 Internship (B). Prerequisites: junior or senior status, declared major in business administration (any concentration) or major in international business and economics. Students must have a minimum 2.75 GPA in the major and a minimum overall 2.5 GPA. This internship is not open to intents to major. Open to declared majors in business administration or international business and economics with junior or senior standing. Provides supervised experience in a business environment. Required application forms are available through the department’s internship coordinator or on the Web at: www.brockport.edu/bus-econ/career/students/interns_overview.htm. 1-6 Cr. Every Semester.

BUS 499 Independent Study in Business Administration (A). Prerequisite: declared departmental major or minor. Entails special projects in business under the direction of individual staff members. Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. By Arrangement.

ECN 100 Contemporary Economic Problems (A,S). Covers economic reasoning through the application of essential economic principles, basic principles underlying competing economic systems, and differences between macro- and micro-economic theory as applied to current issues confronting the American economic system. ECN 100 does not meet the requirements for any major in the department. 3 Cr. Every Semester.

ECN 201 Principles of Economics - Micro (A). Prerequisite: MTH 111 or equivalent. Covers issues of scarcity and choice; determination of prices, demand and supply, production, cost, behavior of the firm, and the role of government. 3 Cr. Every Semester.

ECN 202 Principles of Economics - Macro (A). Covers problems of the aggregate economy and the policies used to control those problems. 3 Cr. Every Semester.

ECN 204 Introduction to Statistics (A). Prerequisite: MTH 111 or equivalent. Covers basic concepts of statistical analysis, including descriptive statistics, probability and expected value, sampling, and estimation. Note: Students who have received credit for BIO 431, MTH 243, PSH 202, PLS 300, SOC 200, or transfer credit for an elementary statistics course at another institution may waive ECN 204. Students will not receive credit for both ECN 204 and another elementary statistics course. 3 Cr. Every Semester.

ECN 301 Intermediate Microeconomics (A). Prerequisites: ECN 201, ECN 202 and MTH 111. Covers the basic tools and techniques of microeconomic analysis, the theory of consumer behavior and demand, theory of the firm and market equilibria, and input markets. 3 Cr. Every Semester.

ECN 302 Intermediate Macroeconomics (A). Prerequisites: ECN 201, ECN 202 and MTH 111. Covers the basic tools of macroeconomic analysis, including the determination of national income, employment and price levels, an analysis of macroeconomic stabilization policies, and economic growth. 3 Cr. Every Semester.

ECN 304 Intermediate Statistics (A). Prerequisites: ECN 204 and MTH 111. Includes inferential statistics, index numbers, regression
and correlation analysis, time series analysis, and chi-square tests. Emphasizes both the proper use and possible abuse of statistical methods in the context of business and economic applications. 3 Cr. Every Semester.

ECN 305 Managerial Economics (A). Prerequisites: ECN 201, ECN 202 and MTH 111. Provides an introduction to the economic analysis of business decisions. Includes decision theory, demand theory, and the economic theory of production and costs. 3 Cr. Spring.

ECN 321 Money and Banking (A). Prerequisites: ECN 201 and ECN 202. Covers the role of money in the modern economy, emphasizing the role of depository institutions, and the evolution of the central banking structure together with domestic and international monetary policy. 3 Cr. Fall.

ECN 361 Labor Market Analysis (A). Prerequisite: ECN 201. Focuses on the issues and the analysis of labor markets. Includes wage determination and income distribution, skill structure of the work force, unionism and unemployment. 3 Cr.

ECN 425 Financial Institutions (A). Prerequisite: ECN 302, declared departmental major or minor. Covers financial institutions, their operations, and the interrelationships among those that operate in the domestic and international money and capital markets, with emphasis on current problems and issues. 3 Cr. Spring.

ECN 443 International Economics (A). Prerequisites: ECN 201 and ECN 202; declared departmental major or minor. Uses basic economic tools to study pure trade theory and interrelations between the domestic and the international economy. Examines the basis of trade; gains from trade; theory and practice of protection; nature, disturbance, and readjustment of the balance of payments; international monetary systems; internal and external balance; macroeconomic coordination; exchange rate variation; and other topics. 3 Cr. Spring.

ECN 485 Economic Research (A). Prerequisites: ECN 304; ECN 302 and either ECN 305 or ECN 301; declared departmental major or minor. Emphasizes the skills of inquiry, analysis, and communication required of a professional economist. Helps students learn to find information, analyze it, and communicate the results of their analysis. 3 Cr.

ECN 490 Senior Thesis Research (A). Prerequisite: declared departmental major. Part of a two-semester course of study aimed at providing students with an opportunity to acquire in-depth knowledge in a specialized area. Allows students to select a faculty member willing to serve as their thesis advisor. Requires students to identify a research topic, and conduct background research to include the preparation of an introduction and bibliography. The data should be collected by the end of the semester. 3 Cr. By Arrangement.

ECN 498 Economics Internship (A). Prerequisite: declared departmental major. Provides supervised experience in a work environment, with an opportunity to apply concepts learned in economics course work. Provides an opportunity for students to better understand career opportunities in the field of economics, including careers related to economic development, economic planning, international trade, banking systems, and banking policy. Helps students understand the professional expectations of employers and the work culture. 1-6 Cr. Every Semester.

ECN 499 Independent Study in Economics (A). Prerequisite: declared departmental major. Entails special projects in economics under direction of individual staff members. Arranged in consultation with the instructor-sponsor and in accordance with procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. By Arrangement.
Department of Chemistry

125 Smith Hall
(585) 395-2182

Chair and Professor: Stephen A. Godleski, PhD, Princeton University; Professors: Thomas K. Finley, PhD, University of Rochester; Thomas W. Kallen, PhD, Washington State University; J. Emory Morris (Emeritus), PhD: University of Wisconsin; Associate Professors: Mark P. Heitz, PhD, SUNY Buffalo; Markus M. Hoffmann, PhD, Washington University; Margaret E. Logan, PhD, University of Rochester; Assistant Professor: Michael A. Brown, PhD, University of Memphis; Instructor: Dawn M. Lee, MS, Rochester Institute of Technology.

Chemistry Programs

Chemists study atoms and molecules with the goal of understanding the composition, properties and changes that substances undergo. They identify individual components of materials found in nature, and measure how much of them are present. They also recombine atoms and molecules to deduce the rules of combination and to make new substances. Chemistry is also central to understanding other branches of science—the biological, earth, medical, and materials sciences, along with aspects of physics and astronomy. Knowledge of chemistry is crucial to understanding the manufacture and uses of many common materials such as metals, plastics, fibers, paper, glasses and ceramics; food products and food supplements, flavors and cosmetics; detergents and household chemicals; and pharmaceuticals, pesticides, paints, dyes and inks. Chemistry is used in medical and criminal investigations, and in studying causes, effects, and cures for pollution. Finally, chemistry is central to authenticating, conserving, restoring, and preserving cultural treasures including rare books and documents, fine art, architectural works, and artifacts of the recent and distant past.

Students who major in chemistry and who choose appropriate electives are well prepared for advanced study in chemistry or related sciences such as biochemistry and molecular biology, computer sciences (with appropriate undergraduate work in computer science), engineering (especially chemical or environmental), environmental studies, forensic science, information science, materials science, neuroscience, pathology, pharmacology, physiology, or technical writing, and for advanced study in the health care professions: medicine, dentistry, and veterinary medicine. Students who major in chemistry are also well prepared to enter careers in:

1. Commerce and industry: quality control, research and development, manufacturing, marketing and sales, and management.
2. Education: teaching at the primary or secondary level or, after advanced study, at the university level.
4. Private and foundation-supported organizations conducting any of these kinds of activities.

Students at The College at Brockport interested in the study of chemistry may choose: a major in chemistry; a major in chemistry with American Chemical Society Certification; a major in chemistry following the biochemistry track; dual majors in chemistry and another science, mathematics or computer science; chemistry and teacher certification; chemistry and business administration; or chemistry and a non-science discipline. They may also enter the 3+2 program leading to a dual BS in Chemistry and Chemical Engineering. Some of these dual programs may require more than eight semesters and 120 credits to complete. Minors in chemistry can be designed to emphasize organic chemistry (synthesis and mechanisms), biochemistry, or analytical and physical chemistry. All minors require a minimum of 18 credits.

Students interested in the study of chemistry should speak with their chemistry instructors, the department chair, or the departmental advisor as early in their careers at The College at Brockport as possible, since the study of chemistry is highly sequential. Some advanced courses require previous courses in chemistry, physics, and/or calculus.
Major in Chemistry
The student must earn a minimum of 34 credits in chemistry, complete three semesters of calculus and one year of calculus-based physics with lab.

Required Courses (34 credits)
The following courses are required of all majors:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 205–206</td>
<td>College Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Chemical Safety</td>
<td>1</td>
</tr>
<tr>
<td>CHM 303</td>
<td>Quantitative Chemical Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 305–306</td>
<td>Organic Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>CHM 400–401</td>
<td>Seminar I, II</td>
<td>2</td>
</tr>
<tr>
<td>CHM 405–406</td>
<td>Physical Chemistry I, II</td>
<td>6</td>
</tr>
<tr>
<td>CHM 408–409</td>
<td>Physical Chemistry Laboratory I, II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective(s)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits in Chemistry: 34

MTH 201-202-203 Calculus I, II, III 12
PHS 201–202 College Physics I, II 8

Total Credits in Math and Physics: 20

1Three credits of electives from the 300/400-level in chemistry, excluding Contemporary Issues courses (suffix I).

Students completing two majors may, by petition to the Department of Chemistry, substitute a relevant upper-division course in another natural or mathematical science for three credits of chemistry elective.

To make normal progress in the major, a student should complete CHM 205–206 in the freshman year, and CHM 301, 303, 305–306, PHS 201–202, and MTH 201, 202, 203 before entering the junior year.

American Chemical Society (ACS) Certification
The American Chemical Society, through its Committee on Professional Training, establishes a professional standard for the undergraduate curriculum in chemistry. This committee also evaluates undergraduate programs and approves those departments which meet its standards. The College at Brockport Department of Chemistry is on the list of approved departments. Students whose goal is employment as a chemist or entry into chemistry graduate programs are advised to complete the program outlined below, which meets the requirements of the Committee on Professional Training for certification. Graduates who complete the program are also eligible for immediate election to membership in the ACS.

ACS Certified Major in Chemistry
Required courses for the major in chemistry (first 31 credits listed previously), plus:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 341</td>
<td>Advanced Organic Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHM 414</td>
<td>Instrumental Methods II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 416</td>
<td>Instrumental Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHM 431</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 432</td>
<td>Inorganic Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHM 467</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 342</td>
<td>Advanced Organic Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CHM 470</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits in Chemistry: 47
MTH 201–203 Calculus I, II, III  
PHS 201–202 College Physics I, II  

Total Credits in Math and Physics: 20

Major in Chemistry: Biochemistry Track
Required courses for the major in chemistry (first 31 credits listed previously), plus:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 467–468</td>
<td>6</td>
</tr>
<tr>
<td>CHM 470</td>
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</tr>
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</table>

Total Credits in Chemistry: 38

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>4</td>
</tr>
<tr>
<td>BIO 301</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>4</td>
</tr>
<tr>
<td>BIO 415</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits in Biology: 19

MTH 201–203 Calculus I, II, III  
PHS 201–202 College Physics I, II  

Total Credits in Math and Physics: 20

2 Three credits of electives chosen from the 300/400-level in chemistry, excluding CHM 457 and Contemporary Issues courses (suffix I). This elective credit requirement may also be satisfied either by an advanced course in mathematics or physics (for which calculus is a prerequisite) or, by petition to the Department of Chemistry, a relevant upper-division course in another of the natural and mathematical sciences.

Minor in Chemistry
The student must complete CHM 205–206 and a minimum of 10 additional credits of chemistry chosen from courses having CHM 206 as a prerequisite. Normally the 10 additional credits are chosen from CHM 301, 303, 305–306, 405–406, and 408–409. Contemporary Issues (suffix I) courses are excluded.

Department of Chemistry Courses

CHM 111 Introduction to Chemistry (A). **Pre-requisite: MTH 110 or waiver for MTH 110.** For persons who need to upgrade their chemistry skills in preparation for a technically related career or for enrollment in CHM 205. No prior knowledge of chemistry is assumed. Includes introduction to structure and bonding, the application of basic algebra to frequently used chemical calculations, and formula and chemical equation writing. Is illustrated with in-class demonstrations. Three hours lecture and demonstrations per week. 3 Cr. Spring.

CHM 121 Chemistry and Scientists (A,L,W,Y). Covers atomic structure, nuclear chemistry, chemical bonds, inorganic and organic nomenclature, molecular structures, biochemistry, inorganic chemical equations and quantitative problems. Examines the contributions of women and minorities to physical science. Three hours lecture and two hours lab per week. 4 Cr. Every Semester.

CHM 171 Elements of Forensic Science (A,N). **Prerequisites: MTH 112 or equivalent math background.** Shows how principles and techniques of biology, chemistry and physics are used to develop evidence for legal proceedings. Includes topics such as types and handling of physical evidence; finger prints; impressions; chromatography; spectroscopy, microscopy; toxicology; and serology (including blood and DNA typing). (Closed to students who have completed CRJ 371.) DOES NOT FULFILL ELECTIVE REQUIREMENTS FOR CHEMISTRY MAJOR OR MINOR. Three hours of lecture/discussion per week. 3 Cr. Fall.
CHM 205 College Chemistry I (A,L). Course fee. Prerequisite: MTH 112 or equivalent. Covers atomic structure, chemical periodicity, inorganic nomenclature, chemical bonding, molecular orbitals, molecular structures, properties of solids, liquids, gases, and solutions, chemical equations, and quantitative problems. Three hours lecture and three hours lab per week. 4 Cr. Every Semester.

CHM 206 College Chemistry II (A). Course fee. Prerequisite: CHM 205. Covers strong and weak electrolytes, reactions, buffer systems, structure and bonding of coordination complexes, kinetics, homogeneous and heterogeneous equilibrium, thermodynamics, chemical equations and quantitative problems. Three hours lecture and three hours lab per week. 4 Cr. Spring.

CHM 260 Chemistry for the Health Professions (A,L). Course fee. Prerequisites: MTH 112 or equivalent and HS chemistry or CHM 111. Emphasizes the thoughts and actions of modern chemists as they seek a broader understanding of the molecular basis of living systems. Entails theory and mathematics appropriate for beginning students, directed towards an appreciation of the relationships between molecular structure and the ability to diagnose and treat disease. Develops the notion of decision making in the intellectual discourse of science. Three hours lecture and two hours lab per week. 4 Cr. Spring.

CHM 301 Chemical Safety (A). Prerequisite: CHM 206. The safe and responsible practice of the chemical sciences, including regulatory obligations, information sources, record keeping, and responses to emergency situations. Describes hazards in chemical labs and prudent measures to minimize risks: fire; reactivity; health effects; electrical, mechanical, cryogen and laser hazards; and storage and responsible disposal of chemicals. One hour lecture per week. 1 Cr.

CHM 303 Analytical Chemistry I (A). Course fee. Prerequisite: CHM 206. Introduction to analytical methods with emphasis on statistical evaluation of quantitative data and sampling strategies, analytical applications of acid-base equilibria, and chromatographic separations. Also includes a survey of classical volumetric methods, quantitative absorption spectrophotometry, and an introduction to ion selective electrode potentiometry. Three hours lecture and four hours lab per week. 4 Cr.

CHM 305 Organic Chemistry I (A). Course fee. Prerequisite: CHM 206. The chemistry of carbon-containing compounds: structure and bonding; nomenclature; functional groups; properties; acids and bases; isomers and stereochemistry; kinetics and thermodynamics; energy diagrams, reaction mechanisms, and their underlying concepts; reactions of hydrocarbons; substitution and elimination reactions of organic halides and related compounds; spectroscopy; and separations. Three hours of lecture and four hours of laboratory per week. 4 Cr.

CHM 306 Organic Chemistry II (A). Prerequisite: CHM 305. Continuation of CHM 305: aromaticity; the chemical reactions of aromatic compounds; the nomenclature, structure, and chemistry of carbonyl compounds; oxidation and reduction reactions; carbohydrate chemistry; amino acids, peptides and proteins; polymers; spectroscopy; multistep synthesis; and the chemical literature. Three hours of lecture and four hours of laboratory per week. 4 Cr.

CHM 341 Advanced Organic Laboratory I (A). Course fee. Prerequisite: CHM 305. Selected advanced reactions and techniques, which may include: vacuum and fractional distillation, catalytic hydrogenation, organometallic reagents, phase transfer reagents, and other advanced experiments. Four hours of laboratory per week. 1 Cr.

CHM 342 Advanced Organic Laboratory II (A). Course fee. Prerequisite: CHM 341. Continuation of advanced techniques begun in CHM 341. Four hours of laboratory per week. 1 Cr.

CHM 372 Environmental Issues (A,I). Covers a wide range of environmental issues such as air pollution, acid rain, the greenhouse effect, pesticides, food additives and nuclear power. Also examines risk assessment methods, and the psychological factors and personal values that shape public attitudes. DOES NOT FULFILL ELECTIVE REQUIREMENTS FOR THE CHEMISTRY MAJOR OR MINOR. Three hours of lecture/discussion per week. 3 Cr. Spring.

CHM 373 American Women Scientists in Contemporary Society (A,I,W,Y). Prerequisite: Completion of Knowledge Area courses. Examines the contributions women have made in scientific fields. Also seeks to determine the validity of the claims of looming deficiencies of scientists in the near future. Assesses the roles that women scientists can and should play in meeting this problem. DOES NOT FULFILL ELECTIVE REQUIREMENTS FOR CHEMISTRY MAJOR OR MINOR. Three hours of lecture/discussion per week. 3 Cr. Spring.

CHM 399 Independent Study in Chemistry (A). Prerequisites: Junior or senior status, a minimum of 2.00 GPA overall, 2.5 GPA in chemistry. To be defined in consultation with the professor-sponsor prior to registration. 1-6 Cr. Every Semester.

CHM 400 Seminar I (A). Prerequisite: Departmental major's advisor or course instructor's permission; permission normally requires completion of 20 credits of the chemistry major. Includes attendance
at seminars, critique writing, and participation in career and employment workshops. One hour per week. 1 Cr. Fall.

**CHM 401 Seminar II (A).** Prerequisite: CHM 400. Continuation of CHM 400. Includes preparation and presentation of a technical speech by each registrant. One hour per week. 1 Cr. Fall.

**CHM 404 Physical Chemistry for the Biological Sciences (A).** Corequisite: CHM 467 or prerequisites: MTH 202 and PHS 210 or PHS 240. Principles of physical chemistry and their applications in the biological sciences: biochemical thermodynamics, equilibria, ion and electron transport, kinetics of life processes, biomolecular structure, macromolecules and self-assembly, optical and magnetic resonance spectroscopy, and photobiology with illustrations of how these principles apply to fundamental problems in biochemistry. 3 Cr. Offered Irregularly.

**CHM 405 Physical Chemistry I (A).** The principles of quantum mechanics and their application to the proper description of chemical systems, spectroscopic phenomena, and chemical bonding. Three hours of lecture per week. 3 Cr. Fall.

**CHM 406 Physical Chemistry II (A).** Prerequisite: CHM 405. Kinetic-molecular theory of gases; kinetics; thermodynamics, with an introduction to statistical thermodynamics; and applications of thermodynamics to phase equilibria and chemical equilibria. Three hours of lecture per week. 3 Cr.

**CHM 408 Physical Methods Laboratory I (A).** Cross-listed as PHS 408. Prerequisites: MTH 203, PHS 202 and CHM 206. Covers the statistical treatment of data, propagation of errors, graphs, and report writing. Requires students to conduct experiments using modern physical measurement techniques, produce written scientific reports, and make oral presentations describing and analyzing the methods and their results. Three hours lab per week. 1 Cr. Fall.

**CHM 409 Physical Methods Laboratory II (A).** Cross-listed as PHS 409. Prerequisite: CHM 408. Requires students to conduct experiments using modern physical measurement techniques, produce written scientific reports, and make oral presentations describing and analyzing the methods and their results. 1 Cr. Spring.

**CHM 413 Instrumental Methods I: Spectral Interpretation (A).** Prerequisite: CHM 305. Covers proton and carbon-13 nuclear magnetic resonance, ultraviolet and visible, infrared, and mass spectrometry data for the identification and structural elucidation of organic compounds. Three hours of lecture/discussion per week. 3 Cr. Odd Spring.

**CHM 414 Instrumental Methods II: Quantitative Spectrometry and Electro-analytical Techniques (A).** Prerequisites: CHM 303 and CHM 406. Theory and application to quantitative analyte determination of optical, spectroscopic, electro-analytical, and chromatographic instrumental techniques. Optimization of instrumental and analytical parameters and strategies for data acquisition are also discussed. Three hours of lecture per week. 3 Cr.

**CHM 416 Instrumental Methods Laboratory (A).** Course fee. Prerequisite or corequisite: CHM 414. The use of various electro-analytical, spectroscopic, and chromatographic instruments to perform chemical analyses. Emphasis is on optimizing instrumental selectivity, sensitivity and resolution. Organization and analysis of data are also discussed. Four hours of laboratory per week. 1 Cr.

**CHM 417 Computational Chemistry (A).** Cross-listed as CPS 417. Prerequisites: CHM 206, MTH 203, CPS 201 and PHS 201. Offered by the Department of Computational Science. 3 Cr.

**CHM 423 Standard and Modern NMR Tech-a Nuts & Bolts Hands-on Wkshp (A).** Students receive instruction and hands-on training in widely used nuclear magnetic resonance (NMR) techniques. 2 Cr.

**CHM 431 Inorganic Chemistry (A).** Prerequisite or corequisite: CHM 405. Studies trends within the periodic table, atomic structure, ionic and covalent bonding models, weak chemical forces, acid-base chemistry, chemistry in aqueous and nonaqueous solutions, and coordination compound bonding, structure, and reactivity. Three hours lecture per week. 3 Cr. Spring.

**CHM 432 Inorganic Chemistry Laboratory (A).** Course fee. Prerequisites: CHM 405 and CHM 408. Explores use of classical synthetic methods to prepare coordination compounds. Applies advanced physical theory and instrumental methods to the problems of defining the composition, structure, bonding, and reactivity of these compounds. Four hours lab per week. 1 Cr. Spring.

**CHM 457 Geochemistry (A).** Course fee. Cross-listed as GEL 457. Prerequisites: CHM 205, CHM 206 and GEL 101. Applies basic chemical principles of thermodynamics, kinetics, and equilibrium to the investigation of common geologic problems ranging from crystallization of silicate melts to surface reactions on soil minerals. Focuses on laboratory exercises on application of good laboratory practices to wet chemical and instrumental techniques involving geologic materials. Three hours lecture and three hours lab per week. 4 Cr.
CHM 467 Biochemistry I (A). Cross-listed as BIO 467. Prerequisite: CHM 306; a college course in biology is strongly recommended. Covers the chemistry of proteins, lipids, carbohydrates, nucleic acids and other biomolecules, with an emphasis on buffers, structures, experimental methods, main energy production pathways, biosynthesis, the deduction of structures, functional roles and mechanisms. Three hours lecture per week. 3 Cr. Fall.

CHM 468 Biochemistry II (A). Cross-listed as BIO 468. Prerequisite: CHM 467 or BIO 467. Provides a continuation of CHM 467. Covers additional metabolic pathways, human nutrition, chromosomes and genes, protein biosynthesis, cell walls, immunoglobulins, muscle contraction, cell motility, membrane transport and excitable membranes and sensory systems. Investigates experimental evidence for the structures and functions of biomolecules. Three hours of lecture/discussion per week. 3 Cr. Spring.

CHM 470 Biochemistry Laboratory (A). Cross-listed as BIO 470. Course fee. Prerequisite or corequisite: CHM 467 or BIO 467. Covers biochemical analyses, including preparation, separations and characterization of products from a variety of biological sources; and experiments with enzymes and experiments designed to measure changes inherent in the dynamics of living systems. Four hours lab per week. 1 Cr.

CHM 480 Practical Chemistry Laboratory Pedagogy (B). Prerequisites: CHM 301 or NAS 468, CHM 303 and CHM 306, and at least one semester as a chemistry lab assistant at The College at Brockport (this experience carries no credit but is paid). For students working toward teacher certification in secondary chemistry and general science. Requires students to develop preparation notes, solutions, and reagents for lab experiments. Requires each student to develop a lesson plan, lead a class in the experiment, develop a grading scheme and do the actual grading for a selected experiment. Introduces troubleshooting of simple instruments. Requires a hands-on experience in the practical aspects of lab instruction. Does not satisfy the elective requirement for students not seeking teacher certification. 3 Cr. By Arrangement.

CHM 499 Independent Study in Chemistry (A). Prerequisites: Senior status, and 2.00 overall GPA, 2.50 GPA in chemistry. To be defined in consultation with the professor-sponsor prior to registration. 1-6 Cr. Every Semester.
DEPARTMENT OF COMMUNICATION

227 Holmes Hall
(585) 395-2511

Chair and Associate Professor: Monica Brasted, PhD, Pennsylvania State University; Associate Professor and Associate Dean, School of The Arts, Humanities and Social Sciences: Virginia M. Bacheler, MS, Syracuse University; Professor: Floyd D. Anderson, PhD, University of Illinois; Associate Professors: Matthew Althouse, PhD, Louisiana State University; Joseph L. Chesebro, EdD, West Virginia University; Carvin Eison, MA, Visual Studies Workshop, SUNY Buffalo; Donna Kowal, PhD, University of Pittsburgh; Katherine Madden, PhD, Pennsylvania State University; Assistant Professors: Marsha Ducey, MA, Syracuse University; Alexander Lyon, PhD, University of Colorado, Boulder; Karen S. Olson, MS, SUNY Geneseo; Virginia Orzel, MFA, Rochester Institute of Technology; Kevin L. Sager, PhD, University of Washington.

Two major curricula are available to students through the Department of Communication: the communication major and the journalism and broadcasting major.

In addition to the major, the department offers an 18-credit minor in communication studies.

MAJOR IN COMMUNICATION BA OR BS

COMMUNICATION STUDIES TRACK

The major in communication studies explores communication in a variety of contexts ranging from interpersonal communication to mass persuasion and the social influence of media. The major enables students to investigate a variety of communication activities with learning experiences in theory, application of theory, and performance. The major’s two available specialties permit students to develop a program of study in those aspects of communication studies that suit their academic interests and career goals.

Majors concentrating in the communication studies track are required to complete one of two 27-credit specialties, a 9-credit common core and either a minor or a second major in a discipline other than communication or journalism and broadcasting.

Requirements

Students must complete 36 credits in the program, with at least 21 credits in courses numbered 300–499. The student majoring in communication studies, in addition to completing the 9-credit communication studies core, must select one of the two 27-credit specialties offered in the major. At least 15 of the 36 credits in communication studies must be taken at The College at Brockport.

Successful completion of the major requires students to complete, with a grade of “C” or better, CMC 201 Public Speaking.

I. Communication Studies Core (18 credits required; 6 credits must be in upper-division courses)

A. Required Course: CMC 201 Public Speaking

B. Required Skills Course (one of the following courses selected by advisement):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 209</td>
<td>Speech Composition and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>CMC 312</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>CMC 317</td>
<td>Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>CMC 319</td>
<td>Propaganda and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>CMC 415</td>
<td>Dynamic Speaking in Professional Contexts</td>
<td>3</td>
</tr>
<tr>
<td>CMC 483</td>
<td>Communication Training and Development</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Communication Studies Major Specialties (27 credits required; 15 credits must be in upper-division courses)

A. Public and Mediated Communication Specialty

**Required Courses (9 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 211</td>
<td>Protest and Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Advertising, Mass Persuasion and the Consumer</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td>Rhetorical Criticism</td>
<td>3</td>
</tr>
<tr>
<td>CMC 411</td>
<td>Theories of Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(completion of CMC 411 highly recommended before enrolling in CMC 492)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective courses selected from Public and Mediated Communication (9 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 332</td>
<td>Public Relations Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>CMC 334</td>
<td>Public Relations Methods and Cases</td>
<td>3</td>
</tr>
<tr>
<td>CMC 372</td>
<td>Film as Social Commentary</td>
<td>3</td>
</tr>
<tr>
<td>CMC 410</td>
<td>Speakers, Campaigns, and Movements</td>
<td>3</td>
</tr>
<tr>
<td>CMC 417</td>
<td>Political Rhetoric in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>CMC 419</td>
<td>Freedom of Expression</td>
<td>3</td>
</tr>
<tr>
<td>CMC 463</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>CMC 467</td>
<td>Mass Communication Theory and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Interpersonal and Organizational Communication Specialty

**Required Courses (9 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 273</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 377</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 473</td>
<td>Theories of Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses selected from Interpersonal and Organizational Communication (9 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 273</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 377</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 473</td>
<td>Theories of Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective courses selected from Public and Mediated Communication (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 211</td>
<td>Protest and Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMC 219</td>
<td>Advertising, Mass Persuasion and the Consumer</td>
<td>3</td>
</tr>
<tr>
<td>CMC 410</td>
<td>Speakers, Campaigns and Movements</td>
<td>3</td>
</tr>
<tr>
<td>CMC 411</td>
<td>Rhetorical Criticism</td>
<td>3</td>
</tr>
<tr>
<td>CMC 417</td>
<td>Political Rhetoric in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>CMC 419</td>
<td>Freedom of Expression</td>
<td>3</td>
</tr>
<tr>
<td>CMC 463</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>CMC 492</td>
<td>Theories of Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Required Minor or Second Major in Outside Discipline (other than communication or journalism and broadcasting)

All students pursuing the major in communication studies must also complete a minor (normally 18-21 credits) or a second major (normally 30-36 credits) in a discipline other than communication, broadcasting or journalism.

In lieu of a minor or second major in another discipline, students may elect, with departmental approval, a contractual program consisting of a minimum of 18 credits in courses in an area not identified as a formal minor or major at The College at Brockport. Study of a foreign language other than French or Spanish (in which minors are offered), bilingual-multicultural studies, or foreign cultural studies are encouraged for such a program.

Minor in Communication Studies (18 credits)
The minor in communication studies requires successful completion of the 9 credit hour Communication Studies skills core and either the 9 credit hour Public and Mediated Communication core or the 9 credit hour Interpersonal and Organizational Communication core. CMC 201, Public Speaking, must be completed with a grade of “C” or better.

Major in Journalism and Broadcasting BA or BS in Journalism and Broadcasting

Administered by the Department of Communication, the major in journalism and broadcasting prepares students for careers in newspaper, magazine, broadcast and wire service journalism; public and community relations; public information; advertising; corporate communications; television and radio station positions, cable companies, independent production studios, corporate media centers and government service.

The major in journalism and broadcasting consists of at least 39 credits of course work in journalism and broadcasting courses within the Department of Communication, together with a requirement that students complete a minor or second major (or, with department approval, a contractual program of study not constituting a minor or second major) in a disciplinary area outside the Department of Communication. Completion of all requirements for the major thus requires a minimum of 54 credits of required and elective courses. At least 15 of the 39 credits required in journalism and broadcasting courses must be taken at the College at Brockport.

Successful completion of the major in journalism and broadcasting requires students to complete, with a grade of “C” or better, the following courses: CMC 200 Intro to Digital Video/Audio, CMC 242 Fundamentals of Media, and either CMC 224 Newswriting or CMC 243 Media Writing (or their approved transfer equivalents).

Journalism and Broadcasting Major Requirements

I. Journalism/Broadcasting Core (21 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 200</td>
<td>Intro to Digital Video/Audio</td>
<td>3</td>
</tr>
<tr>
<td>CMC 242</td>
<td>Fundamentals of Media</td>
<td>3</td>
</tr>
</tbody>
</table>
**EITHER**
CMC 224  Newswriting  3

**OR**
CMC 243  Media Writing  3
CMC 348  Video Production  3
CMC 467  Mass Communication Theory and Research  3
CMC 468  Media Law and Ethics  3
CMC 496  Contemporary Media Issues and Problems  3

II. Journalism and Broadcasting Concentrations: (18 credits)

<table>
<thead>
<tr>
<th>Concentration 1: Media Production</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 343  Broadcasting Announcing</td>
<td>3</td>
</tr>
<tr>
<td>CMC 346  Audio Production</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select ONE of the following:**
CMC 324  Advanced Media Writing  3

**OR**
CMC 327  Web Publication and Design  3

**Select TWO of the following:**
CMC 353  Media Sales and Marketing  3
CMC 358  Advanced Editing  3
CMC 445  Advanced Audio Production  3
CMC 446  Advanced Video Production  3
CMC 448  Live TV Production  3
CMC 450  Preparation for Documentary Production  3
CMC 451  Documentary Production  3
CMC 455  Graphics DVD Authoring  3

**Select ONE of the following:**
CMC 319  Propaganda and Persuasion  3
CMC 372  Film as Social Commentary  3
CMC 377  Organizational Communication  3
CMC 412  Communication Technology and Social Change  3
CMC 463  Media and Society  3

**Concentration 2: Electronic and Print Journalism**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 324  Advanced Media Writing  3</td>
</tr>
<tr>
<td>CMC 327  Web Publication and Design  3</td>
</tr>
</tbody>
</table>

**Select THREE of the following:**
CMC 321  Mass Media Reporting and Research  3
CMC 322  Editorial Methods  3
CMC 325  Feature Writing  3
CMC 361  Sports Writing  3
CMC 366  Electronic Journalism  3
CMC 448  Live TV Production  3
CMC 466  Advanced Electronic Journalism  3

**Select ONE of the following:**
CMC 372  Film as Social Commentary  3
CMC 412  Communication Technology and Social Change  3
CMC 438  History of American Journalism  3
CMC 463  Media and Society  3

**Concentration 3. Public Relations**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 228  Public Relations Writing  3</td>
</tr>
<tr>
<td>CMC 332  Public Relations Principles  3</td>
</tr>
<tr>
<td>CMC 334  Public Relations Methods and Cases  3</td>
</tr>
</tbody>
</table>
Select ONE of the following:
CMC 415  Dynamic Speaking in Professional Context  3
OR
CMC 432  Public Relations Campaigns  3
Select TWO of the following:
CMC 219  Advertising, Mass Persuasion and the Consumer  3
OR
CMC 309  Speech Composition and Presentation  3
CMC 319  Propaganda and Persuasion  3
CMC 324  Advanced Media Writing  3
CMC 325  Feature Writing  3
CMC 327  Web Publication and Design  3
CMC 353  Media Sales and Marketing  3
CMC 377  Organizational Communication  3

Concentration 4: Concentration Media Studies  Credits
CMC 372  Film as Social Commentary  3
CMC 412  Communication Technology and Cultural Change  3
CMC 463  Media and Society  3
Select THREE of the following:
CMC 211  Protest and Public Opinion  3
OR
CMC 219  Advertising Mass Persuasion and the Consumer  3
CMC 319  Propaganda and Persuasion  3
CMC 410  Speakers, Campaigns and Movements  3
CMC 417  Political Rhetoric in the Information Age  3
CMC 419  Freedom of Expression  3
CMC 438  History of American Journalism  3

III. Required Minor or Second Major in Outside Discipline (other than communication, broadcasting, journalism)
All students pursuing the major in journalism and broadcasting must also complete a minor (normally 18–21 credits) or a second major (normally 30–36 credits) in a disciplinary area outside of the department of communication.
In lieu of a minor or second major in another discipline, students may elect, with department approval, a contractual program consisting of a minimum of 18 credits of courses in an area not identified as a formal minor or major at The College at Brockport. Study of a foreign language other than Spanish or French (in which minors are offered), bilingual-multicultural studies or foreign cultural studies are encouraged for such a program.
CMC 200 Intro to Digital Video and Audio (B). Introduces students to the fundamental terminology, concepts and techniques of digital videography and digital audio. Introduces students to various technical aspects of video and audio production. Examines the basic techniques of production, including camera operation, tripods, lenses, framing and composition, lighting and editing. Presents the basics of the audio production process; including sound recording, basic mixing concepts and digital audio recording. 3 Cr. Every Semester.

CMC 201 Public Speaking (A,Y). A course in the development of effective informational, persuasive, and special occasion speaking. Attention given to analysis of audience, occasion, speech composition, oral delivery, and development of critical listening skills. 3 Cr. Every Semester.

CMC 211 Protest and Public Opinion (A,D,H,W,Y). Examines rhetorical transactions of group conflict; persuasive use of symbols; effects of mass media; and the process of theory-building in rhetorical studies. 3 Cr. Every Semester.

CMC 219 Advertising, Mass Persuasion and the Consumer (A,H,Y). Explores the role and influence of advertising and mass persuasion in today's society, theories of persuasion and persuasive techniques commonly employed in advertising and mass persuasion, techniques of persuasive manipulation and its neutralization, and ethics in persuasion. 3 Cr. Every Semester.

CMC 224 Newswriting and Reporting (A). Provides instruction in the elements of writing news for print and broadcast; types, style and structure of news stories; and the lead. Covers fundamentals of news gathering, newswriting and news judgment. Studies news sources, field work, research and interviewing techniques. Strongly encourages participation in student campus-community news media. 3 Cr. Every Semester.

CMC 228 Writing for Public Relations (A). Instruction and practice in all aspects of public relations, publicity and institutional advertising writing for print and broadcast media. Covers writing news releases, backgrounders, brochures and flyers, speeches, radio and television materials and reports. 3 Cr.

CMC 242 Fundamentals of Media (A). Provides an introduction to media. Studies basic principles and historical, economic, technological, and ethical aspects of media. Requires readings in fundamental theory and current practices. 3 Cr. Every Semester.

CMC 243 Media Writing (A). A beginning course in writing for electronic media, concentrated on radio, TV and Internet news, commercials and public service announcements. 3 Cr. Every Semester.

CMC 273 Interpersonal Communication (A,S). Introduces students to the theory and process of interpersonal communication, examining and applying the concepts and principles basic to interpersonal encounters. Acquaints students with the essentials of communication transactions in experiential learning opportunities that lead to effective skills; intimate, inter-gender, families; professional and intercultural relationships. 3 Cr. Every Semester.

CMC 304 Teaching Assistant I. Prerequisite: Instructor's permission. Teaching assistants help faculty with a designated course. Responsibilities are determined by the faculty member but may include assisting with grading, working with students outside the classroom, directing student productions, and supervising labs. Students should have passed the class for which they will be a teaching assistant prior to taking this course. Offered as a directed study.

CMC 309 Speech Composition and Presentation (A). Prerequisite: CMC 201. For students who wish to go beyond the basics of public speaking. Assists the speaker who wishes to overcome the apathetic or hostile audience, and helps the speaker learn how to motivate those who express sympathy, but are without commitment to an idea. Examines ethics and ghostwriting. 3 Cr. Fall.

CMC 312 Argumentation and Debate (A,Y). Provides for the preparation and defense of logical argument, response to attacks by opponents, construction of cross-examination, undergoing cross-examination, research and support of arguments, and recognition and refutation of fallacies. 3 Cr.

CMC 316 Interpersonal Communication in Business and the Professions (A). Covers the principles of interpersonal communication in organizations, facts and principles of organizational communication, participation in and analysis of lab learning experiences, and the synthesis and use of facts and principles to analyze the communication patterns illustrated in reality-based case studies and in data gathered through field observations. 3 Cr. Every Semester.

CMC 317 Interviewing (A). Provides an introduction to principles of effective interviewing. Focuses on specific purposes, types, and the skills applied to different interview situations. Includes assignments for analysis, preparation, conducting and assessing of interviews. 3 Cr. Every Semester.
CMC 319 Propaganda and Persuasion (A). Theories, principles and methods of persuasion; role and function of persuasion and propaganda in contemporary society. Develop critical thinking and listening skills necessary for persuasive communication; skills in preparing and presenting persuasive messages; a concept of ethical persuasion. 3 Cr. Every Semester.

CMC 321 Media Reporting and Research (A). Prerequisite: either CMC 224 or CMC 243. An advanced media writing course covering and providing extended practice in essential skills of reporting and writing for print, broadcast and online news media, and writing for public relations and advertising. Emphasizes use of online sources and databases in gathering and reporting information. 3 Cr. Spring.

CMC 322 Editorial Methods and Practices (B). Prerequisite: CMC 224 or CMC 243. Studies editorial processes and practices in print and electronic publishing with emphasis on assignment editing, copy editing and editorial judgment. Requires preparation editing material for print and electronic publication; copy correction and improvement; evaluation of news and news values; news and copy display and make-up. Uses student-prepared copy and wire copy. Strongly encourages participation on student campus/community newspaper. 3 Cr.

CMC 324 Advanced Media Writing (A). Prerequisite: CMC 224 or CMC 243. An advanced course in writing for print broadcast, online and public relations media, emphasizing the commonalities and differences among writing formats, mechanics and approaches of each medium. Embraces and provides practice in the use of the variety of media technologies available to writers. Assumes basic proficiency in writing for at least one medium. 3 Cr. Every Semester.

CMC 325 Feature Writing (A). Prerequisite: CMC 224 or CMC 243. Continues and extends instruction and practice in writing for all media formats and in a variety of formats. Provides guided practice in writing features, public affairs, opinion and other media content types and practice in gathering, interpreting and synthesizing information from a wide variety of sources, including print and electronic databases. 3 Cr. Every Semester.

CMC 327 Web Publication and Design (A). Prerequisite: either CMC 224 or CMC 243. Introduces the basic elements of both print and Web publication design and production: headlines, text, photos and illustrations, type manipulation and use, charts and graphs, Web site links, hypertext, sound, video and other emerging publication technologies. 3 Cr. Every Semester.

CMC 332 Public Relations Principles and Practices (A). Covers the principles, practices, media and methods of public relations and information. Emphasizes public relations functions, communication and publicity techniques. Analyses relations with publics such as the press, employees, stockholders, and consumers. 3 Cr. Spring.

CMC 334 Public Relations Methods and Cases (A). Prerequisite: CMC 332. Provides an introduction to, demonstration in, and application of public relations techniques, tools and procedures to both hypothetical and actual public relations cases. Emphasizes action and communication techniques and practices used in public relations planning, production of informational and persuasive messages, and evaluation of action and communication activities. 3 Cr. Fall.

CMC 343 Broadcast Announcing (B,Y). Course fee. Corequisite: CMC 200. Covers basic broadcast announcing with an emphasis on preparation and presentation of news, editorial content, commercials, public service announcements, and dramatic and narrative content. 3 Cr. Every Semester.

CMC 346 Audio Production (B). Prerequisite: CMC 200; Corequisites: CMC 224 or CMC 243; Course Fee. Covers the principles and practices of audio production while providing practical experience. Includes assigned projects on production of music, news and public affairs programming, remote taping, editing, and recording. May include audio for video and internet. 3 Cr. Every Semester.

CMC 348 Video Production (B,Y). Prerequisite: CMC 200; Course Fee. Covers the principles and practices of television production, with projects designed for television broadcast. Requires students to produce and direct both in-studio and field projects. 3 Cr. Every Semester.

CMC 353 Media Sales and Marketing (B). Explores techniques and problems of modern media sales marketing and programming. Requires projects to develop latest methods in broadcast and online commercial marketing, planning, audience analysis and programming in both radio and television. 3 Cr. Spring.

CMC 358 Advanced Editing (B). Prerequisite: CMC 200; Course Fee. Focuses on advanced editing techniques in non-linear editing systems. Includes advanced field shooting to provide source material for editing. Students may learn synchronous sound and video, multi-camera music video and dialog editing. 3 Cr. Fall.

CMC 361 Sports Writing (A). Prerequisite: CMC 224 or CMC 243. Examines the style and approach to covering sports events and writing newspaper stories about those events, as well as
how writing about sports has evolved with the advent of the Internet and the extensive television coverage. Provides students with interviewing and note-taking techniques necessary in covering sports. Provides details of sports terminology that are both acceptable and not acceptable in writing sports stories. Provides opportunities to cover live sports events on campus. 3 Cr. Fall.

CMC 365 Newspaper Practicum (B). Prerequisite: Instructor’s permission. Open to students serving on editorial or executive board of, or in designated positions of major editorial, advertising, managerial or production responsibility with, the student campus-community newspaper. May not be used to satisfy requirement for completion of major. May be repeated for maximum of 12 credits. 1-6 Cr. Every Semester.

CMC 366 Electronic Journalism (B,Y). Prerequisite: CMC224 or CMC243; Course Fee. Provides extensive hands-on experience in researching, writing, and presenting news events for radio, television and Web. Teaches writing in formats for all media. Emphasizes responsibility in accuracy in reporting, use of primary sources, news preparation and presentation. Student-produced news programs distributed via iTunes U online. Fall 3 Cr. Fall.

CMC 372 Film as Social Commentary (A,D). Explores the film as persuasive communication, explicit and hidden messages of films, the inherent messages of specific film genres, and rhetorical analysis as a means to discover film messages. 3 Cr. Fall.

CMC 377 Organizational Communication (B). Prerequisite: either CMC 273 or CMC 316. Integrates communication theories with practice of communication in organizations. Emphasizes communication roles and culture of organizations as a force in organizational philosophy and world view. Provides practice in diagnosing and improving organizational communication systems. 3 Cr. Every Semester.

CMC 399 Independent Study in Communication (A). To be decided prior to registration in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement. 1-6 Cr. By Arrangement.

CMC 404 Teaching Assistant II. Prerequisites: CMC 304 and instructor’s permission. Teaching assistants help faculty with a designated course. Responsibilities are determined by the faculty member but may include assisting with grading, working with students outside the classroom, directing student productions, and supervising labs. Students should have passed the class for which they will be a teaching assistant prior to taking this course. Offered as a directed study.

CMC 410 Speakers, Campaigns and Movements (A,D,W,Y). Surveys significant historical and contemporary speakers, persuasive campaigns and rhetorical movements, with special attention to the introduction of women to the speaking platform and to historical and contemporary spokespersons and movements on behalf of racial and gender equality. 3 Cr. Spring.

CMC 411 Rhetorical Criticism (A). Explores methods of rhetorical criticism and application of methods of criticism to rhetorical discourse, including verbal and visual forms of persuasion. 3 Cr. Spring.

CMC 412 Communication Technology and Cultural Change (A). Traces the development of communication technologies and the impact they have on culture, and the way people make sense of and structure their world. Explores specific media technologies of oral, scribal, print, electronic cultures. Examines how the media introduced in these period alters both the form and the content of communication, and therefore, of knowledge and power. Anchored in the concepts of Harold Innis and Marshal McLuhan, the course also draws on readings from a variety of disciplinary perspectives. 3 Cr. Fall.

CMC 413 Nonverbal Communication (A). Explores multisensory communication codes for human interaction through channels such as para-language, space, time, body, and artifacts. Takes a functional approach considering purpose and context to determine the situational characteristics and codes. 3 Cr.

CMC 415 Dynamic Speaking in Professional Contexts (A). Prerequisite: CMC201. Introduces students to a variety of speaking occasions that they might encounter professionally and encourages them to develop advanced speaking skills, such as being conversational with audiences, navigating interruptions and questions, leading discussions and using presentational software appropriately and effectively. 3 Cr. Fall.

CMC 417 Political Rhetoric in the Information Age (A,W,Y). Critically examines significant 20th-century American political speeches and campaigns. Explores the ways in which individuals and institutions use media to exercise power and influence opinion through the use of verbal and visual symbols. Places special emphasis on representations of gender in political rhetoric. 3 Cr. Fall.

CMC 418 Intercultural Communication (A). Explores cultural similarities and differences affecting communication and intercultural competencies for interaction between cultural groups and individuals along gender, ethnic, and national lines. 3 Cr.
CMC 419 Freedom of Expression (A,D,I,W,Y). Critically examines the First Amendment by exploring its historical foundations and significant legal, political and philosophical arguments. Explores a variety of contemporary controversies concerning an individual’s right to freedom of verbal and nonverbal expression, including hate speech, incitement to violence and obscenity. Examines controversies in a variety of contexts, including the public speaking platform, print, television and the Internet. 3 Cr. Fall.

CMC 432 Public Relations Campaigns (A). Prerequisite: CMC 332. Focuses on the treatment of an organization’s public relations and information, including situation analysis and research, program and campaign planning, development of communications materials and activities, and program management. Provides experience in planning and executing public relations campaigns and programs. 3 Cr. Spring.

CMC 438 History of American Journalism (A). Prerequisite: CMC 242. Covers the evolution and development of the media of American journalism from their beginnings in England and Colonial America to the present, and the dominant personalities who helped shape them, relating them to their social, political and economic environments. 3 Cr.

CMC 445 Advanced Audio Production (A). Prerequisite: CMC 346. Course fee. Covers advanced principles and practices of audio productions while providing practical experience. Includes assigned projects, studio work and digital production. May also include audio for video and the Internet. 3 Cr. Spring.

CMC 446 Advanced Video Production (B,Y). Prerequisite: CMC 348. Course fee. Provides extensive experience in gathering, writing, anchoring, editing and producing weekly newscasts for campus cable channel. Covers electronic journalism practices with an emphasis on convergence newsgathering; working in audio, broadcast and Web formats. 3 Cr. Spring.

CMC 450 Preparation for Documentary Production (A). Prepares students to conceptualize and develop their own documentary film production. Focuses on the skills necessary to: develop the idea, seek funding, plan production, and write and present a proposal. Main objective is to produce an effective non-fiction film. Reviews and analyzes the general history of documentary filmmaking. Examines expository, observational, interactive and hybrid styles in non-fiction filmmaking. Analyzes techniques that contribute to effective storytelling and visual communication. Students should plan to take both CMC450 and CMC452 in the same academic year. 3 Cr.

CMC 451 Documentary Production (A). Prerequisite CMC450: Course fee. Using the video project designed and developed in CMC450, students produce, shoot, capture and organize source material, create basic effects and titles, develop sequences, organize and edit raw materials into a completed non-fiction film. Screens various films for the expressed purpose of analyzing the editing techniques used by the filmmakers. A public screening component is required for successful completion of the class. Students should plan to take both CMC450 and CMC452 in the same academic year. 3 Cr. Odd Spring.

CMC 455 Graphic Design and DVD Authoring (B). Teaches Graphics and DVD authoring from beginning to end. Includes design elements, spatial relationships, typography and imagery as they apply to practical visual solutions for DVD Authoring, Lower Thirds for News, Image Design and Formation, Still and Motion Menus. Instructs students in Wraps, Labels, Inserts and Full Screen Graphics. Also teaches graphic design skills employing traditional and digital tools, materials and procedures employed in the communication arts industry. Focuses on combining visual solutions with technical skills to solve graphical problems. 3 Cr. Spring.

CMC 463 Media and Society (A). Covers significant phases, issues and controversies in the historical development of mass communication in the United States. Emphasizes contemporary media relationships with, and impact on, intellectual, socio-political, economic and technological aspects of, culture and society. Considers daily and other periodical press, radio, television and film. 3 Cr. Spring.

CMC 466 Advanced Electronic Journalism (B,Y). Prerequisite: CMC 366. Course fee. Provides extensive experience in gathering, writing, anchoring, editing and producing weekly newscasts for campus cable channel. Covers electronic journalism practices with an emphasis on convergence newsgathering; working in audio, broadcast and Web formats. 3 Cr. Spring.

CMC 467 Theories of Mass Communication (A). Prerequisite: junior status. Examines and critiques the theoretical and research literature describing and explaining mass communication purposes, processes, messages, media, audiences, settings and effects at the individual, group and societal levels. Gives attention to the cognitive, attitudinal and behavioral outcomes of mass communication in social, political, economic and other societal domains. 3 Cr.

CMC 468 Mass Communication Law and Ethics (A). Studies the legal considerations and issues affecting media communication in all its forms,
including computer database, Internet and “new media” issues. Emphasizes defamation and libel, privacy privilege, copyright and trademark law, contempt, obscenity, fairness and responsibility in media practice. Examines both governmental regulation and controls and self-regulatory media codes. 3 Cr.

CMC 472 Group Leadership (A). Examines group processes, relationships and leadership in task-oriented groups, such as committees, task forces, teams, and problem-solving groups. Includes topics such as analysis of group processes, agenda planning, motivation of participation, conflict management, team building, and group leadership styles and techniques. 3 Cr. Spring.

CMC 473 Theories of Communication (A). Covers classical and contemporary theories of human communication, research and practical applications of theory, relation of theoretical concepts to instances of communication behavior, and identification of salient communication theses. 3 Cr. Every Semester.

CMC 475 Communication Internship (B). Prerequisite: Instructor’s permission and junior status. Provides a supervised practicum in professional organization appropriate to the student’s academic program. Applications are accepted the preceding semester for internship experience. For minimum GPA requirements and other information consult www.brockport.edu/cmc/internships.html. 3 Cr.

CMC 478 Advanced Organizational Communication (A). Prerequisite: CMC377. Examines key elements of organizational communication, with a particular focus on how theories can be applied to address real communication problems faced by organizations. Students will analyze a variety of case studies on communication in organizational settings on topics including culture, leadership, ethics, power, employee socialization, participation, organizational knowledge and crisis communication. 3 Cr.

CMC 479 Conflict Management (A). Covers interpersonal conflict and its essential characteristics; evolution of the study of social conflict; perspectives from which social conflict is viewed, including psychological, social-psychological, sociological, economic, political and mathematical; the sources, conditions and consequences of social conflict in a given social setting; and skills of conflict management. 3 Cr.

CMC 480 Advanced Interpersonal Communication (A). Prerequisite: CMC273. Involves an in-depth examination of the process of interpersonal communication with a focus on major theories of interpersonal communication. Topics include methods of researching interpersonal communication, perception, verbal and nonverbal messages, listening, conflict, and relationship development and maintenance. 3 Cr. Fall.

CMC 483 Communication Training and Development (A,Y). Prerequisite: Instructor’s permission. Introduces communication training with emphasis on practice in designing, facilitating, and evaluating a workshop presentation in an organizational setting. 3 Cr.

CMC 490 Special Studies (A). An umbrella course enabling the instructor to define the course focus and subject matter to address a topic or topics not covered in other communication courses. May be repeated for credit under different topics course title. Additional information can be obtained from Communication department office. 1-3 Cr.

CMC 492 Theories of Rhetoric (A). Provides an intensive study of classical and contemporary theories of persuasion and social influence. Gives attention to the application of theory to the practice of social influence. 3 Cr. Fall.

CMC 496 Contemporary Media Issues (B). Prerequisite: CMC 242 and junior status. Provides an in-depth study of one or more instructor-selected contemporary issues or problems in journalism, public relations and/or mass communication. Issues and problems selected will vary with each offering and may be either conceptual or applied. 3 Cr. Every Semester.

CMC 499 Independent Study in Communication (A). Prerequisite: Instructor’s permission. To be decided prior to registration in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement. 1-6 Cr. By Arrangement.
COMMUNICATION METEOROLOGY—INTERDISCIPLINARY MINOR

A minor in the area of meteorological communication is available to students who wish to become informed interpreters and communicators of weather information to mass audiences via electronic and print media. The minor consists of 19 or more credits selected from courses in the Departments of Communication and the Earth Sciences and elsewhere as appropriate to individual goals.

Courses will be selected, by advisement, in various combinations depending on the individual’s background and major program.

For more information, contact Gustavo Pereira, Department of the Earth Sciences, (585) 395-2636.

DEPARTMENT OF COMPUTATIONAL SCIENCE

129 Smith Hall  
(585) 395-2021  
www.brockport.edu/cps/

Associate Professor and Chair: Robert E. Tuzun, PhD, University of Illinois/Urbana-Champaign; Empire Innovation Professor: Osman Yasar, PhD, University of Wisconsin/Madison; Associate Professor: Leigh J. Little, PhD, Arizona State University; Assistant Professor: Wensheng Shen, PhD, University of Kentucky, and PhD, Tennessee Technological University.

• Requirements
• Combined BS/MS Program
• Courses

Along with traditional experimental and theoretical methodologies, advanced work in all areas of science and engineering has come to rely critically on computation. Computer modeling combined with visualization represents a new paradigm for scientific exploration and technological research and development. It permits a new approach to problems that were previously inaccessible. The goal of the computational science program is to enable students to perform computational modeling in problems of technological and societal relevance. To this end, students learn a core set of skills in mathematics, computer programming, visualization, and simulation/modeling. Students may then apply these skills to application areas of interest to them.

Nearly all areas of science and engineering now use computers for modeling and problem solving. The aerospace industry uses this approach to design safe and economical aircraft. The automobile industry uses similar techniques to design better engines and safer vehicles. Computational technology is used in the medical and pharmaceutical industries to develop new drugs, interpret and construct visual images of medical data such as MRI, and to assist in medical procedures. Meteorologists use computational techniques to predict the weather and long-term climate changes. Ecologists and biologists use computer models to study the environment, population dynamics, and the influence of pollutants on the body, the air and the ocean. Economists use computers to predict future behavior of many financial systems, including the stock market. Computer modeling enables the study and performance testing of systems before they are put into production. This approach has saved billions of dollars and years of development time.

The Department of Computational Science has received equipment support from Sun, Intel and Silicon Graphics and works closely with local industry. The program is flexible so as to allow students to follow their particular interests and continue, if desired, with advanced degrees. Our
recent graduates have found employment in industrial, governmental, and educational settings such as Lockheed Martin, Boeing, Google, Paychex, General Electric, Ricoh, the United States Navy, and the Rochester City School District. The Department of Computational Science has received equipment support from Intel and Silicon Graphics and works closely with local industry, particularly Xerox Corporation and Eastman Kodak Company. The program is flexible so as to allow students to follow their particular interests and continue, if desired, with advanced degrees. Graduates can expect employment in industry, government, business, academia, and at major research and development laboratories.

**Major in Computational Science**
The computational science undergraduate major requires 41 credits of the following courses from the Departments of Computational Science, Computer Science, and Mathematics and from the department of an application area of interest. Six additional credits of elective courses are required.

(a) **Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 203 Calculus III</td>
<td>4</td>
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<tr>
<td>MTH 255 Ordinary Differential Equations</td>
<td>3</td>
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<tr>
<td>MTH 324 Linear Algebra</td>
<td>3</td>
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<tr>
<td>MTH 346 Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 203 Fundamentals of Computer Science</td>
<td>4</td>
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<tr>
<td>CPS 201 Computational Tools I</td>
<td>3</td>
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<tr>
<td>CPS 202 Computational Tools II</td>
<td>3</td>
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<tr>
<td>CPS 303 High Performance Computing</td>
<td>3</td>
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<tr>
<td>CPS 304 Simulation and Modeling</td>
<td>3</td>
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<tr>
<td>CPS 333 Scientific Computing</td>
<td>3</td>
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<tr>
<td>CPS 404 Applied and Computational Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>CPS 405 Applied and Computational Mathematics II</td>
<td>3</td>
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<tr>
<td>CPS 433 Scientific Visualization</td>
<td>3</td>
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</tbody>
</table>

(b) **Elective Courses**

Upper division CPS or non-CPS electives chosen under advisement | 6 |

**Total Credits (including electives):** 47

(c) **Prerequisites:**
- Calculus I and II (MTH 201 and 202—8 credits)
- Discrete Mathematics I (MTH 281—3 credits)
- Introduction to Computer Science (CSC 120—3 credits)

**Minor in Computational Science**

(a) **Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPS 201 Computational Tools I</td>
<td>3</td>
</tr>
<tr>
<td>CPS 202 Computational Tools II</td>
<td>3</td>
</tr>
<tr>
<td>CPS 303 High Performance Computing</td>
<td>3</td>
</tr>
<tr>
<td>CPS 304 Simulation and Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

(b) **Elective Courses**

200-level and higher courses in math and sciences chosen under advisement | 8 |

**Total Credits (including electives):** 20

(c) **Prerequisites:**
- Calculus III (MTH 203—4 credits)
**Combined BS/MS Program in Computational Science**

The combined BS/MS degree is designed for high-parameter students wishing to accelerate the pace of their studies and to receive bachelor’s and master’s degrees in computational science within five years. To be considered for entry into this program requires a GPA of at least 3.25, a written application, and interviews with the departmental undergraduate and graduate directors. In addition to the required courses listed above, the combined program requires undergraduate electives, duplicate requirements (simultaneously satisfying undergraduate elective and graduate core requirements), research experience, and graduate electives.

**(a) Elective Courses**

Upper level CPS and non-CPS courses chosen under advisement  
6

**(b) Duplicate Requirements**

- CPS 533 Scientific Visualization  
  3
- CPS 602 Advanced Software Tools  
  3
- CPS 604 Computational Methods in the Physical Sciences  
  3
- CPS 644 Supercomputing and Applications  
  3

**(c) Research Experience**

- CPS 698 Graduate Seminar  
  1
- CPS 699* Independent Study  
  3
- CPS 710 Thesis  
  3

* 3 credits of CPS 699 are required, but up to 9 total may be taken

**(d) Elective Courses** (chosen through advisement)

Four 600-level or higher graduate courses  
12

**Note:** Information on graduate courses and electives may be found in the The College at Brockport 2009-2011 Graduate Studies Catalog.

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**Department of Computational Science Courses**

**CPS 101 Introduction to Computation (A,N).**  
*Prerequisites: MTH 121 or instructor’s approval.* An introduction to computation as used in science and engineering. Emphasizes practical applications of formulas to real-life problems and on tools for their solution. Topics include: (1) some basic techniques used in computational modeling (linear regression for data-fitting, determination of areas and volumes, rate of change, and use of graphical calculator), (2) essentials of programming in FORTRAN 90; and (3) essentials of the UNIX operating system (basic commands, editors, file manipulation). 3 Cr.

**CPS 105 Game Design w/AS.** Provides students with hands-on experience of developing computer games and simulations using agent-based modeling tools such as Agent Sheets (AS) which requires no previous experience in programming. Game design is gaining popularity as a way of introduction to modeling and computer programming. Course broadens participation in computing at the entry level by shifting the pedagogical focus from programming to more general design comprehension. The notion of scalable design allows students to create interactive games first and then move up to educational games as well as more complex simulations and traditional programming practices. 3 Cr. Fall

**CPS 201 Computational Tools I (A).**  
*Prerequisites: CSC 120 or CPS 101.* An introduction to fundamental concepts of computational science using the Fortran 90 programming language, and the clear and concise written presentation of scientific results. Topics include: the Fortran 90 language, program construction and debugging, consequences of finite precision arithmetic, basic machine constants, and modeling of simple physical situations. May also include other modeling tools such as Stella, Agent Sheets, and Project Interactivate. Extensive programming required. 3 Cr.

**CPS 202 Computational Tools II (A).**  
*Prerequisite: CPS 201.* A continuation of CPS 201. Emphasizes commonly encountered scientific programming libraries (BLAS, LAPACK, ATLAS). Model problems in numerical linear algebra are
heavily utilized. Topics include: advanced topics in Fortran 90 Programming (data structures, overloaded functions, dynamic memory allocation), programming in MATLAB, use of the UNIX operating system, use of the BLAS, LAPACK and ATLAS libraries, optimization of programs (by hand and via compiler optimization), and technical writing. Extensive programming in Fortran 90 and MATLAB required. 3 Cr.

CPS 300 Internet and Technology Ethics (A,I). The Internet has rapidly become a primary source of information, communication and entertainment for society. However, the rapid expansion has resulted in numerous issues that can adversely affect all Internet users. More importantly, new regulations are being passed that can expose users to significant legal risks. Fundamental legal principles that affect all users of the Internet will be discussed and analyzed. 3 Cr.

CPS 301 Issues in Criminal and Forensic Computing (A,I). A discussion of issues related to the use of computers in the criminal justice system. Discussions of growing capabilities in and ramifications of such areas as forensic computing, criminal profiling, fingerprint identification, video image processing, and simulation of crime scenes. In addition, discussions of emerging and future trends in the use of computers as a crime fighting tool. 3 Cr.

CPS 302 Society, Science and Technology (A,I). Discusses ways society and science have affected each other. Introduces a historical perspective of this relation for the past several decades, including the contemporary society. Identifies trends and changes within science and technology in relation to the larger society. Students will attend lectures, discuss issues, and write essays. 3 Cr.

CPS 303 High Performance Computing (A). Prerequisite: CPS 202. An introduction in applied parallel computing, using the Message Passing Interface (MPI) standard for parallel communication. Topics include: parallel architectures, problem decomposition, extracting parallelism from problems, benchmarking and performance of parallel programs, applications to the sciences, and technical writing. Extensive programming in Fortran 90 and/or C/C++ required. 3 Cr.

CPS 304 Simulation and Modeling (A). Prerequisites: CPS 202 and MTH 203; and either MTH 243 or MTH 346. An introduction to stochastic and deterministic methods used to simulate systems of interest in a variety of applications, with emphasis on problem set-up and analysis and programming methods. Part I: discrete event simulation and statistical analysis of results. Part II: other examples of stochastic simulations such as the spread of forest fires. Part III: deterministic methods for particle simulations, with examples from astronomical and molecular simulation. In addition, a brief discussion of the simulation of continuous media. Extensive programming required. 3 Cr.

CPS 333 Scientific Computing (A). A survey of programming methods and the use of UNIX for practical scientific computation: (1) Advanced features of Fortran 90/95 such as modules and operator and function overloading, and practical strategies for their use; (2) Bookkeeping; (3) Shell scripting and other methods for automating scientific computations; (4) Numerical linear algebra libraries (BLAS and LAPACK) and their use, and construction of libraries; (5) Advanced features of MATLAB and other scientific computing packages. 3 Cr. Fall.

CPS 404 Applied and Computational Mathematics (A). Prerequisites: CPS 304 and MTH 203; and either MTH 243 or MTH 346. A survey of scientific computing methods, emphasizing programming methods, interpretation of numerical results, and checks for numerical sensibility and self-consistency. The course is divided into several modules, including: (1) representation of floating point data, truncation and rounding error, and basic considerations for accurate numerical computation; (2) iterative numerical methods; (3) numerical differentiation and integration; (4) numerical interpolation; (5) random number generation; (6) the Fast Fourier Transform; and (7) numerical solution of ordinary differential equations. Extensive programming required. 3 Cr.

CPS 405 Applied and Computational Mathematics II (A). A continuation of Applied and Computational Mathematics I. Topics include: iterative methods in numerical linear algebra, least squares methods, the Fast Fourier Transform, special functions and their computation, numerical solution of ordinary equations. Extensive programming required. 3 Cr. Spring.

CPS 417 Introduction to Computational Chemistry (A). Cross-listed as CHM 417. An introduction to classical and quantum simulation methods as applied to chemistry-related problems and computational chemistry software packages. Part I: introductory material, potential energy surfaces, vibrational and electronic properties of molecules, and capabilities/limitations of computational chemistry. Part II: classical molecular simulation methods, molecular dynamics, molecular mechanics, Monte Carlo calculations, normal coordinate analysis, computer “measurement” of materials properties. Part III: the Schrodinger equation, common electronic structure methods, basic sets, geometric optimization, and molecular properties. 3 Cr.
CPS 433 Scientific Visualization (A). Prerequisites: MTH 424 and either CSC 203 or CPS 202. Examination of scientific visualization as a critical portion of the analysis and interpretation of numerical simulations, and an introduction to a wide variety of methods used for scientific visualization. Topics include: basic 2 and 3 dimensional graph types, visualization of 3D data, interpretation of simulation results, grid generation and visualization, problem solution via graphical techniques, image processing, rendering and animation. Extensive programming in MATLAB required. 3 Cr. Spring.
ence, engineering, and computer systems. Fields of graduate study include computer science, mathematics, information systems, information management, and various areas of science and engineering.

The student interested in the programs offered by the department has several options to choose from: a major in computer science (CSC) in the advanced computing (AC) track, which is accredited by Computing Accreditation Commission [CAC] of ABET, or the software development (SD) track; a major in computer information systems (CIS); a double major in computer science or computer information systems and another discipline such as mathematics or business administration; a minor in computer science; and a minor in computer information systems. Both majors have several entry-level courses in common. Hence, the selection of a specific major and the track, if any, may be postponed until the sophomore year.

Major in Computer Science

I. Advanced Computing Track of the Computer Science Major (68 credits)
   (Accredited by Computing Accreditation Commission [CAC] of ABET)

For a major in computer science in the AC track, a student must complete the following 68 credits of computer science, mathematics and science courses with an average grade of “C” or better in core and elective courses. In addition, the grade for each of CSC 203, 205 and 311 must be “C” or better. Other restrictions apply. See Notes below.

A. Core Courses (37 credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 203</td>
<td>Fundamentals of Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 205</td>
<td>Fundamentals of Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>CSC 209</td>
<td>UNIX Tools</td>
<td>1</td>
</tr>
<tr>
<td>CSC 303</td>
<td>Digital Logic and Computer Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 311</td>
<td>Computer Organization and Software Interface</td>
<td>4</td>
</tr>
<tr>
<td>CSC 401</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 406</td>
<td>Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSC 411</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSC 412</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 427</td>
<td>Software Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 483</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSC 486</td>
<td>Junior/Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Elective Courses (9 credits)  

Three CSC courses numbered 400-489, selected under advisement. Restrictions apply. See notes below.

C. Mathematics Corequisites (10 credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 202</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 346</td>
<td>Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 481</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Science Corequisites (12 credits)  

(i) A two-semester sequence in a lab science for science/engineering majors. For example, PHS 235-240, CHM 205-206, BIO 201-202, ENV 202-303, ESC 211-311, GEL 201-302.

(ii) Each remaining course must be a course in science or a course that enhances the student’s abilities in the application of the scientific method. Each course must be a course for science/engineering majors or a course with a strong emphasis on quantitative methods.

Total: 68
Notes:
1. The prerequisite for CSC 203 is CSC 120. The prerequisite for MTH 202 is MTH 201. The prerequisites for MTH 481 are MTH 201 and MTH 281.
2. A student must take at least 30 credits in non-mathematics, non-science courses.
3. A student must take at least 15 credits in mathematics courses.
4. A student must take at least 30 credits in mathematics and science courses combined.
5. At least 18 of the credits used to satisfy the core or elective requirements in the major must be earned at Brockport.
6. A maximum of six credits can be earned by “credit by portfolio assessment,” and a maximum of six credits can be earned by “departmental credit by examination.”

2. Software Development Track of the Computer Science Major (43 credits)
For a major in computer science in the SD track, a student must complete the following 43 credits of computer science and mathematics courses with an average grade of “C” or better in core and elective courses. In addition, the grade for each of CSC 203, 205 and 311 must be “C” or better. Other restrictions apply. See Notes below.

A. Core Courses (28 credits) Credits
CSC 203 Fundamentals of Computer Science I 4
CSC 205 Fundamentals of Computer Science II 4
CSC 209 UNIX Tools 1
CSC 303 Digital Logic and Computer Design 3
CSC 311 Computer Organization and Software Interface 4
CSC 401 Programming Languages 3
CSC 406 Algorithms and Data Structures 3
CSC 411 Computer Architecture 3
CSC 486 Junior/Senior Seminar 3

B. Elective Courses (12 credits)
Four CSC courses numbered 400-489, selected under advisement.
Restrictions apply. See notes below. 12

C. Mathematics Corequisite (3 credits)
MTH 481 Discrete Mathematics II 3

Total: 43

Notes:
1. The prerequisite for CSC 203 is CSC 120. The prerequisites for MTH 481 are MTH 201 and MTH 281.
2. At least 18 of the credits used to satisfy the core or elective requirements in the major must be earned at Brockport.
3. A maximum of six credits can be earned by “credit by portfolio assessment,” and a maximum of six credits can be earned by “departmental credit by examination.”

Major in Computer Information Systems (65 credits)
For a major in computer information systems, a student must complete the following 65 credits of computer science, computer information systems, mathematics, and information systems environment courses with an average grade of “C” or better in core and elective courses. In addition, the grade for each of CSC 203, CSC 205, CIS 202 and CIS 303 must be “C” or better. Other restrictions apply. See Notes below.

A. Core Courses (35 credits) Credits
CSC 203 Fundamentals of Computer Science I 4
CSC 205 Fundamentals of Computer Science II 4
CSC 209 UNIX Tools 1

Notes:
1. The prerequisite for CSC 203 is CSC 120. The prerequisites for MTH 481 are MTH 201 and MTH 281.
2. At least 18 of the credits used to satisfy the core or elective requirements in the major must be earned at Brockport.
3. A maximum of six credits can be earned by “credit by portfolio assessment,” and a maximum of six credits can be earned by “departmental credit by examination.”
CSC 442  E-Commerce Technology  3
CSC 486  Junior/Senior Seminar  3
CIS 202  Fundamentals of Information Systems  3
CIS 206  IT Tools  1
CIS 303  Information Technology Hardware and Software  3
CIS 317  Analysis and Logical Design of Information Systems  4
CIS 419  Computer Networks and Internet Applications  3
CIS 422  Physical Design and Implementation with DBMS  3
CIS 427  Project Management and Practice  3

B. Elective Courses (6 credits)
Two CSC or CIS courses numbered 400-489, selected under advisement.  6
Restrictions apply. See notes below.

C. Math Corequisites (9 credits)
MTH 243  Elementary Statistics  3
MTH 281  Discrete Mathematics I  3
One MTH course selected from MTH 201, 221, 343, 441, 461, 463, 481  3

D. IS-Environment Corequisites (15 credits)  15
15 credits in a cohesive body of knowledge to prepare the student to
function effectively as an IS professional. Select, under advisement, from
(but not limited to) the following disciplines: business administration,
healthcare administration, recreation and leisure studies, and
sports management.

Total:  65

Notes:
1. The prerequisite for CSC 203 is CSC 120. The prerequisite for CIS 202 and CIS 206 is
   CSC 104 or CIS 106.
2. A student must take at least 30 credits in General Education courses.
3. The following CSC courses are NOT allowed as CIS electives: CSC 411, 419, 422, 427
   and 434.
4. At least 18 of the credits used to satisfy the core or elective requirements in the major
   must be earned at Brockport.
5. A maximum of six credits can be earned by “credit by portfolio assessment,” and a maxi-
   mum of six credits can be earned by “departmental credit by examination.”

Minor in Computer Information Systems
For a minor in computer information systems, a student must complete the following 18 credits
of CSC and CIS courses, of which at least half of the credits must be taken at Brockport. Note
that the prerequisite courses are CSC 104 (or CIS 106), CSC 120 and MTH 122.

A. Core Courses (9 credits)  Credits
CSC 203  Fundamentals of Computer Science I  4
CSC 209  UNIX Tools  1
CIS 202  Fundamentals of Information Systems  3
CIS 206  IT Tools  1

B. Elective Courses (9 credits)  9
Three courses, selected under advisement, from the following list:
CIS 300-489, CSC 205, CSC 212, CSC 300-489
(except CSC 303, 311, 411, 419, 422, 427, 434)

Total:  18
CIS 106 End-User Computing (A). Develops students’ acumen in key end-user computing technologies, to a level that will allow students to utilize technology successfully in the workplace and to meet the contemporary expectations of employers. Includes topics such as word processing, operating systems, spreadsheets, office presentation, network applications, and databases. Requires extensive lab work. 3 Cr. Every Semester.

CIS 202 Fundamentals of Information Systems (A). Prerequisite: CSC 104 or CIS 106. Introduces the use of information systems and information technology in organizations. Considers concepts of information management, systems theory, quality, enhanced decision making, and added value in products and services. Stresses information technology, including computing and telecommunications systems. Teaches students to analyze requirements, define an information system, and develop custom solutions to enhance productivity. 3 Cr. Every Semester.

CIS 206 Information Technology Tools (A). Prerequisite: CSC 104 or CIS 106. Develops intermediate level proficiency in key office productivity and information technology tools. Includes these topics: operating systems, graphical user interfaces, word processing, desktop publishing, grammar and style checkers, office presentations, multimedia documents, spreadsheets and advanced applications, business charts, Internet and intranet, e-mail, World Wide Web, search engines, and Web publishing. Requires extensive hands-on laboratory exercises. 1 Cr. Every Semester.

CIS 295 Topics in Computer Information Systems (A). Prerequisite: Published prior to registration each semester. Addresses current topics in the field at an introductory level. Each offering of the course is motivated by the expertise of the instructor and by students’ interests. Descriptions and prerequisites are published prior to the registration period for the course. Example topic: information technology hardware and software laboratory. 1-3 Cr.

CIS 303 Information Technology Hardware and Software (A). Prerequisites: CIS 202, CSC 209 and MTH 281. Covers both hardware and software components of computer systems. Includes these topics: basic elements of a computer system, data representation, digital logic, CPU architecture, memory, buses, instruction sets, assembly language, magnetic and optical disks, backup storage, video displays, I/O devices, networks, multi-user and multi-tasking operating systems, process, file, and memory management. 3 Cr. Every Semester.

CIS 317 Analysis and Logical Design of Information Systems (A). Prerequisites: CIS 202, CIS 206, and CSC 203. Studies requirement analysis, system development and modification process. Includes topics such as lifecycle phases and the role of systems analyst; organizational style, feasibility and impact of information systems; requirements analysis, sampling and investigating data, interviewing; data flow diagrams, data dictionaries, preparing and writing proposals; prototyping, designing for effective input and output, user interface; software metrics, quality assurance and software package evaluation and acquisition. Requires supervised laboratory sessions. 4 Cr. Fall.

CIS 404 Multimedia Applications (A). Prerequisites: CIS 206 and CIS 303. Studies multimedia systems and applications in the business world. Includes these topics: multimedia applications, hypertext and hypermedia, audio, graphics, images, and full motion video; multimedia-ready personal computers and workstations, storage devices, operating systems and graphical user interfaces; communication and networking requirements, multimedia applications on the Internet; file formats, data compression and streaming audio/video; and multimedia authoring tools. 3 Cr. Fall.

CIS 419 Computer Networks and Internet Applications (A). Prerequisites: CIS 206 and CIS 303. Studies data communication, computer networks, and Internet applications. Includes topics such as data communication, LAN and WAN applications, Internet and intranet, e-mail, FTP and Web applications, distributed systems, standards; communication concepts, media, coding of data, error control, LAN topologies and protocols, bridges, routers and gateways; TCP/IP, client server paradigm; network configuration, performance monitoring, management, security, and reliability. 3 Cr. Fall.

**Note:** For additional and updated information, see the Computer Science Handbook available in the Department of Computer Science.
CIS 422 Physical Design and Implementation With DBMS (A). Prerequisite: CIS 317. Covers information systems design and implementation within a database management system environment. Requires students to design and construct a physical system using database software to implement the logical design. Stresses basic knowledge of normalization of data modeling, database methods, database design, and the use of databases in business. 3 Cr. Spring.

CIS 427 Project Management and Practice (A). Prerequisites: CIS 317 and CSC 205. Introduces software development and management of the development process. Includes these topics: managing the software life cycle (requirements definition, logical design, physical design, implementation, testing, system integration, maintenance); design techniques (structured, event-driven, object-oriented); implementation; testing and software quality assurance; delivery and user training; metrics for project management and system performance evaluation; management expectations; personnel management, cost analysis and change management; management of behavioral and technical project aspects. 3 Cr. Spring.

CIS 434 Decision Support and Expert Systems (A). Prerequisites: CIS 202, CIS 206 and CSC 203. Covers Decision Support Systems (DSS) and its subsystems. Includes the following topics: DSS overview, modeling and analysis using linear programming, decision tables, trees, AHP, etc., group decision support systems, fundamentals of AI, expert systems, expert system building tools, and validation, knowledge representation. Involves hands-on experience with Excel LP Solver, Scenarios, Goal Seeking, etc., and DSS and ES software tools such as Expert Choice, Prolog or Essays, etc. 3 Cr. Spring.

CIS 436 Data Mining (A). Prerequisite: CIS 422. Studies data mining process with the goal of discovering nontrivial, interesting and actionable knowledge from large data sources. Includes the following topics: concepts, models and techniques of data mining; data preparation; concept description; decision tree and Bayesian classifications; cluster analysis and distance measures, hierarchical and probability based clustering; association rule mining. 3 Cr. Fall.

CIS 492 Computer Information Systems Internship (A). Prerequisites: Junior status, 3.0 or better average in computer science courses, appropriate course work, at least 18 credits towards the major completed prior to starting the internship, and instructor’s permission. Provides an opportunity to apply knowledge from the classroom by working in a professional setting. Also provides a valuable and challenging experience for students who have never worked in such a situation, as well as for professionals furthering their education. Teaches the successful intern how effective professional performance requires integrating substantive knowledge with behavioral skills and proficiency in oral and written communication. Each student is supervised on campus by a computer science faculty member, and at the work site by qualified management personnel. Past projects have involved business programming, requirement analysis, web applications, database design, data communications, and project management. 1-3 Cr. By Arrangement.

CIS 493 Senior Thesis (A). Prerequisites: Junior status, 3.0 or better average in computer science courses, appropriate course work, at least 18 credits toward the major completed prior to starting the thesis, and instructor’s permission. Provides students with an opportunity to apply knowledge from the classroom by working in an independent research or development project in an academic setting, which is a valuable and challenging experience for students who are contemplating graduate studies in computer science, to test out their potential for independent study and advanced research. May involve substantial software development, structuring available commercial software/hardware for specific applications, or an empirical case study of the use of technology. By developing a successful thesis, permits students to enrich their knowledge of computer applications, theory, hardware or software, to develop skills in analyzing problems involving current computing technologies, and to make effective oral and written presentations of their accomplishments. Each student is supervised by a Department of Computer Science faculty member. For details, see “The Computer Science Thesis Option” in the Handbook. 3 Cr. By Arrangement.

CIS 495 Topics in CIS (A). Prerequisite: Published prior to registration each semester. As an advanced course, addresses current topics in the field. Each offering of the course is motivated by the expertise of the instructor and by students’ interests. Expects students to complete a major research, design, or development project. Descriptions and prerequisites are published prior to the registration period for the course. 3 Cr.

CIS 499 Independent Study in Information Systems (A). Prerequisite: Instructor’s permission. Arranged in consultation with the professor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. By Arrangement.

CSC 104 Computers in the Business World (A). Provides a general introduction to the different uses of computers in business. Includes these topics:
computer system concepts, data representation and storage, processor and peripheral hardware, data processing and word processing systems, spreadsheets, report generation, database queries, and management packages. 3 Cr.

CSC 105 Internet and Web Publishing (A). Prerequisite: CSC 104 or CIS 106 or GEP 150 or equivalent. Provides a general introduction to cyberspace. Includes these topics: Internet, e-mail, lists, news groups, Gopher, Telnet, FTP, World Wide Web, net browsers, and creating Web home pages using HTML. 3 Cr. Every Semester.

CSC 120 Introduction to Computer Science (A). Prerequisite: MTH 111 or higher. Provides a breadth-first introduction to computer science. Includes these topics: algorithms and their properties; binary, octal and hexadecimal: arithmetic and conversion; representation of integer and real numbers; elementary computer organization, architecture and programming of a simple machine; digital logic; Java programming; declarations, assignments, expressions, I/O and loops; operating systems and networks; database, spreadsheet, etc.; ethical, legal and social issues of computing. Preparation for CSC 203. 3 Cr. Every Semester.

CSC 203 Fundamentals of Computer Science I (A). Prerequisites: CSC 120 and MTH 122. Covers fundamental computer science concepts and object-oriented program development in Java. Includes these topics: problem solving, algorithm design and implementation; program testing and documentation; primitive data types, data manipulation, selection, loops; classes, methods, parameters, inheritance; arrays, strings, files, introduction to sorting and searching techniques and other basic algorithms. Requires extensive programming and supervised laboratory sessions. 4 Cr. Every Semester.

CSC 205 Fundamentals of Computer Science II (A). Prerequisites: CSC 203 and MTH 281. Covers an introduction to abstract data structures and their implementation. Includes these topics: program development (interpreting specifications, object-oriented and top-down development, information hiding, structured testing), stacks, queues, linked lists, recursion, trees, searching and sorting algorithms, introduction to analysis of algorithms, program verification, event-driven programming with graphical user interfaces. Requires extensive programming and supervised laboratory sessions 4 Cr. Every Semester.

CSC 209 UNIX Tools (A). Prerequisite: CSC 203. Provides a comprehensive introduction to the UNIX operating system from the programmer’s point of view. Includes these topics: basic commands, file system structure, concept of shells, shell features (pipes, redirection, etc.), access control, process control, scripting, UNIX tools (sed, grep, make, etc.). Requires extensive hands-on laboratory exercises and shell-script programming. 1 Cr. Every Semester.

CSC 212 Programming in Visual Basic (A). Prerequisite: MTH 111. Provides a general introduction to computer programming and applications for non majors using the VISUAL BASIC language. Includes these topics: computer terminology, programming concepts, language features, and algorithm design. Introduces a survey of computer applications using the following programming techniques: structured design concepts, decisions, loops, functions, subroutines, arrays, and files. Requires extensive programming. 3 Cr.

CSC 219 Programming in C (A). Prerequisites: CSC 205 and CSC 209. Provides an advanced coverage of the C language. Includes these topics: syntax, semantics, control structures; arrays, pointers, and pointer arithmetic; string manipulation; structs and unions; functions and parameter passing, command line arguments; bit level operations. Requires extensive programming. 1 Cr. Every Semester.

CSC 295 Topics in Computer Science (A). Prerequisite: Published prior to registration each semester. Addresses current topics in the field at an introductory level. Each offering of the course is motivated by the expertise of the instructor and by students’ interests. Descriptions and prerequisites are published prior to the registration period for the course. Example topic: Windows NT. 1-3 Cr.

CSC 303 Digital Logic and Computer Design (A). Prerequisite: MTH 281. Provides an introduction to digital logic and design of computers. Includes these topics: number systems, Boolean algebra and logic gates, simplification of Boolean functions, combinational and sequential logic design, registers, counters, memory units, and ALU. Includes hands-on experience with hardware circuit components. 3 Cr. Every Semester.

CSC 311 Computer Organization and Software Interface (A). Prerequisites: CSC 205 and CSC 209. Covers basic hardware organization of digital computers and software interface at the assembly and C programming levels. Includes the following topics: processor and memory organization, fetch-execute-decode cycle, data representation of integer and floating point numbers, computer arithmetic, assembly language programming (instruction encoding, addressing modes, control flow logic, subroutines, linking and loading), C programming (program development, modularization, I/O concepts, library function calls, programming environment). Requires extensive programming and supervised laboratory sessions. 4 Cr. Every Semester.
CSC 356 Life in the Digital Age (A,I,W,Y). Studies the impact of new technologies on a global society. Includes the changing nature of privacy and growing use of government surveillance, ie. national ID cards and RFID tracking. Also considers the Internet’s effect on societal communication and differences in gender communication patterns, issues of freedom of expression and censorship, the influence of technology in the workplace and at home, and other relevant topics. 3 Cr. Every Semester.

CSC 401 Programming Languages (A). Prerequisite: CSC 311. Studies the concepts of various programming languages. Includes these topics: history of languages, design principles, formal syntax and semantics, implementation: compilation and interpretation, comparative study of features in various languages considering criteria such as binding, scope, type conversion, data abstraction, parameter passing techniques, exceptions and I/O. Covers various programming paradigms such as procedural, object-oriented, functional, logic and scripting. Requires extensive programming. 3 Cr. Every Semester.

CSC 406 Algorithms and Data Structures (A). Prerequisites: CSC 205 and MTH 481. Covers design and analysis of data structures and associated algorithms using object-oriented methods. Includes these topics: complexity measures, pre-and post-conditions, programming to interfaces, union-find sets, hashing, trees (AVL, splay, B-Trees), graphs, recursion, algorithm design strategies and NP-completeness. Extensive programming. 3 Cr. Every Semester.

CSC 411 Computer Architecture (A). Prerequisites: CSC 303 and CSC 311. Covers design and organization of digital computers. Includes these topics: digital logic and circuit design, data representation, computer history, performance evaluation, CISC/RISC architectures, registers, memories and memory management, CPU and ALU architectures, instruction sets, busses and I/O systems, interrupt structure, microprogramming and control unit design. Covers additional topics such as virtual machines, parallelism and pipelining. 3 Cr. Every Semester.

CSC 412 Relational Data Base Design (A). Prerequisite: CSC 205. Provides a study of the theory and practice of the relational approach to database design. Includes these topics: DBMS vs. a traditional file processing, relational algebra, normalization, lossless and/or dependency preserving decomposition, query languages such as SQL and a language that is available on the system, query optimization, integrity and security, and database project design. Requires extensive programming. 3 Cr. Fall.

CSC 419 Computer Networks (A). Prerequisites: CSC 303 and CSC 311. Provides a comprehensive study of the field of computer communications, local area networks, and internetworking. Includes these topics: the OSI and TCP/IP models, protocols, topologies, data communication issues, error detection and correction, local area networks, network hardware, Ethernet and wireless technologies, WAN, packet-switching, routing, datagrams, Internet addressing, home networking and security. Includes hands-on experience with network hardware and software. 3 Cr. Fall.

CSC 421 Computer and Network Security (A). Prerequisite: CSC 419 or CIS 419. Studies concepts, techniques, and tools in computer and network security. Includes these topics: security, privacy, information assurance, threats, user authentication and access control; UNIX and Windows examples; logs and intrusion detection; cryptography, public-key and private-key systems, Kerberos, IP security, firewalls, Web and database access control and security issues; ethical issues. Includes hands-on experience with security hardware and software. 3 Cr. Spring.

CSC 422 Software Systems Engineering (A). Prerequisite: CSC 311. Provides an introduction to software engineering methodologies and programming-in-the-large. Includes these topics: life-cycle models, development standards, project organization, estimation techniques, requirements modeling, specification techniques, object-oriented and structured approaches to software design, implementation issues, testing, verification and validation, maintenance and documentation. Requires students to work in teams developing a large-scale software product. Develops technical communication and writing skills. Requires extensive programming. 3 Cr. Fall.

CSC 427 Object-Oriented Software Development (A). Prerequisite: CSC 311. Provides an introduction to OOP concepts and their applications using Java. Includes these topics: review of OOP fundamentals, UML modeling; advanced Java features: interfaces, abstract classes, GUI programming, layout managers, event and exception handlers, etc.; software design principles,
cohesion and coupling; detailed coverage of design patterns: model-view-controller, observer, adapter, factory, strategy, singleton, etc.; software quality assurance: testing strategies. Requires extensive programming. 3 Cr. Spring.

CSC 434 Artificial Intelligence (A). Prerequisite: CSC 401. Provides an introduction to artificial intelligence, its applications, and languages. Includes these topics: problem solving using state space search, heuristics, A* algorithm, game playing, mini-max, alpha-beta, knowledge-based expert systems, forward and backward chaining, natural language understanding, evolutionary computing, cellular automata, genetic algorithms, neural networks; programming AI applications using Prolog, LISP, and/or using frameworks in Java. Requires extensive programming. 3 Cr. Fall.

CSC 442 Electronic Commerce Technology (A). Prerequisites: CSC 209 and (CIS 422 or CSC 422). Surveys electronic commerce technologies and realities. Studies defining tools of e-business to understand the manner in which users, tools, needs and opportunities interact. Includes these topics: the infrastructure of e-commerce and the design and implementation of e-business portals using network and database technologies, data/ Web mining and security/encryption techniques for finding and negotiating with trading partners to execute electronic transactions. 3 Cr. Fall.

CSC 444 Introduction to Parallel Computing (A). Prerequisites: CSC 406 and MTH 481. Deals with design and analysis of parallel algorithms. Includes these topics: parallel models of computation, measures of complexity, parallel algorithms for selection, searching, sorting, merging, matrix algorithms, transitive closure, connected components, shortest path, minimum spanning tree and routing algorithms. Provides hands-on experience in a parallel programming environment. 3 Cr.

CSC 483 Theory of Computation (A). Prerequisites: CSC 203 and MTH 481. Provides a study of formal languages and theory of automata with an emphasis on Church’s thesis and the “algorithm = machine” point of view. Includes these topics: regular expressions and context-free languages, finite and pushdown automata, Turing machines, computability, undecidability, and complexity of problems. 3 Cr. Spring.

CSC 486 Junior/Senior Seminar (A). Prerequisite: CSC 205; junior or senior status and computer science majors only. Provides an overall view of the professional field of computing, emphasizing development of communication skills for the profession. Includes these topics: detailed history of computing technology, social effects of computing, ethics in the field, professional literature, organizations and related activities, current industrial, social, legal governmental and technical developments, and career opportunities. Requires extensive reading and writing, both technical and non-technical, as well as library research, and prepared group discussions and oral presentations. 3 Cr. Every Semester.

CSC 492 Computer Science Internship (A). Prerequisites: Junior status, 3.0 or better average in computer science courses, appropriate course work, at least 18 credits towards the major completed prior to starting the internship, and instructor’s permission. Provides an opportunity to apply knowledge from the classroom by working in a professional setting. Also provides a valuable and challenging experience for students who have never worked in such a situation, as well as for professionals furthering their education. Teaches the successful intern how effective professional performance requires integrating substantive knowledge with behavioral skills and proficiency in oral and written communication. Each student is supervised on campus by a computer science faculty member, and at the work site by qualified management personnel. Past projects have involved software engineering, graphics, database design, data communications, and process control. 1-3 Cr. By Arrangement.

CSC 493 Senior Thesis (A). Prerequisites: Junior status, 3.0 or better average in computer science courses, appropriate course work, at least 18 credits towards the major completed prior to starting the thesis, and instructor’s permission. Provides students with an opportunity to apply knowledge from the classroom by working in an independent research or development project in an academic setting, which is a valuable and challenging experience for students who are contemplating graduate studies in computer science, to test out their potential for independent study and advanced research. May involve substantial software or hardware development, structuring available commercial software/hardware for specific applications, or theoretical analysis of computational schemes. By developing a successful thesis, permits students to enrich their knowledge of computer applications, theory, hardware or software, to develop skills in analyzing problems involving current computing technologies, and to make effective oral and written presentations of their accomplishments. Each student is supervised by a Department of Computer Science faculty member. For details, see “The Computer Science Thesis Option” in the Handbook. 3 Cr. By Arrangement.

CSC 495 Topics in Computer Science (A). Prerequisite: Published prior to registration each semester. As an advanced course, addresses current topics in the field. Each offering is motivated by the expertise of the instructor and students’ interests. Requires students to complete a major research, design, or
development project. Descriptions and prerequisites are published prior to the registration period for the course. Past topics include: networking, human factors, computational linguistics, advanced architecture, software engineering, logic programming, and program validation, object-oriented programming and parallel algorithms. 3 Cr.

CSC 499 Independent Study in Computer Science (A). Prerequisite: Instructor’s permission. Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. By Arrangement.

DEPARTMENT OF COUNSELOR EDUCATION

184 Albert W. Brown Building
(585) 395-2258

Chairperson and Professor: Susan Rachael Seem, PhD, LMHC, NCC, ACS, Pennsylvania State University; Associate Professors: Patricia Goodspeed Grant, EdD, LMHC, NCC, University of Rochester; Thomas J. Hernandez, EdD, LMHC, University of Rochester; Assistant Professors. Robert Dobmeier, PhD, LMHC, CRC, University of Buffalo; Kathleen “Kitty” Fallon, PhD, NCC, IMH, University of Florida; Summer Reiner, PhD, LMHC, NCC, University of Connecticut.

The department does not offer an undergraduate academic major. A few courses, however, are offered for the undergraduate student. For information on graduate degrees in counselor education, refer to the 2009-2011 Graduate Studies Catalog.

DEPARTMENT OF COUNSELOR EDUCATION

Courses

EDC 201 Life/Career Planning for Adults (B).
For adults desiring to determine future goals. Allows students to assess their ideal goals, interests, abilities and skills through class discussion, assigned readings and papers. Allows students to decide on future directions. 1 Cr.

EDC 202 Career Management (A).
Helps students develop an understanding that career planning and the development process is not a one-time event, but an ongoing process that requires personal attention and involvement. Prepares students for transition from college to professional workplace, focusing on career goals and developing skills to produce job-search correspondence. 1 Cr.

EDC 301 Introduction to Counseling (B).
Provides an overview and general understanding of the professional practice of counseling, including historical perspectives, basic concepts, major theoretical approaches, basic techniques and skills used by counselors, the process of counseling, and the various roles played by professional counselors in diverse settings. Course concepts are presented in both lecture and experiential formats. 3 Cr.

EDC 302 Achieving Helping Relations in College Residence Halls (B).
Explores the role and responsibilities of the college resident assistant. Allows students to develop and practice the skills of assertiveness, conflict management, empathic listening, helping, self-awareness and self-disclosure. Allows these skills to be applied to the college environment and to current issues facing college resident assistants. 3 Cr. Every Semester.
DEPARTMENT OF CRIMINAL JUSTICE

169 Albert W. Brown Building
(585) 395-2665

Chair and Associate Professor: Korni Swaroop Kumar, PhD, Temple University-Philadelphia; Assistant Professors: Ann Bunch, PhD, University of Chicago; James Ross, JD, University of Buffalo; Addrain Conyers, PhD, Southern Illinois University at Carbondale; Moon Sun Kim, PhD, University of Albany; Visiting Assistant Professor: Bivette M. Stodghill, University of Albany; Associate Professors Emeritus: Larry R. Bassi; Richard G. Frey; Richard Lumb; Roger B. McNally.

The criminal justice program is for students interested in studying the causes, prevention and control of crime, as well as the theories and policies relative to the structure and operation of various police, security, correctional and judicial organizations. The department’s curricular and programmatic philosophy is primarily professional, though students are exposed to a wide array of intellectual disciplines across the College.

The criminal justice major prepares students for criminal justice careers in professional justice agencies. Careers in criminal justice can be categorized by a variety of organizations: state and local police; correctional organizations for adult and juveniles (i.e. those in probation, after care, related institutions, and public and nonprofit residential care); federal law enforcement/security organizations; private security; legal and judicial organizations.

The College at Brockport criminal justice graduates have taken positions with agencies such as the New York City Police, New York State Police, State Corrections Department, Division for Youth, Monroe County Public Defender’s Office, Victim Assistance Unit, court systems, and a variety of criminal justice agencies outside New York. Many serve in federal agencies, such as the State Department, Secret Service, Drug Enforcement Agency, FBI, US Customs, Immigration and Naturalization, Department of Defense, and Federal Probation and Parole. Others are employed in private security with companies such as Eastman Kodak Company, Xerox Corporation and Pinkerton. Many graduates work for human service agencies such as Hillside Children’s Center, Lifetime Assistance, Inc. and the Big Brother/Big Sister Program.

Other The College at Brockport graduates have continued their education in law, criminal justice, counseling, and public administration, with such institutions as The College at Brockport, SUNY Buffalo, SUNY Albany, Adelphi University, John Jay College, Michigan State University, University of Maryland, Rutgers University and Albany Law School.

Special Affiliations
A chapter of Alpha Phi Sigma (National Criminal Justice Honor Society) and a Criminal Justice Student Association are active at The College at Brockport. The department also honors its most intellectual students with an invitation to the “Order of Cicero.” Students are encouraged to study criminal justice and comparative jurisprudence at Brunel University in Great Britain, study during summer or spring in Ireland at the Waterford Institute, or participate in the College’s Washington, DC, and Albany Semester programs, British internships, or other local internship placements.

Criminal Justice
Criminal justice is both a professional and a liberal arts program. Specifically, the criminal justice major consists of three components: non-criminal justice courses (corequisites), many in related liberal arts disciplines, which can be taken during the first two years of college; criminal justice proficiency courses; and criminal justice electives, which can be grouped into specialty areas or not, at the student’s option.

Students must earn a minimum of 36 credits of course work in criminal justice, 18 of which must be taken at Brockport. The criminal justice core consists of an introductory course in criminal justice; process courses in police, adjudication, corrections, and juvenile justice; criminology; research methods; and criminal law. Specialty areas of elective criminal justice courses may be
selected focusing on police, corrections, security administration, international criminal justice, and legal studies.

To prepare for the major, freshman and sophomore students are urged to take Introduction to Sociology, Introduction to Psychology, American Political Systems, an introductory course in computers, and courses that will enhance their writing skills. The more advanced corequisite courses will be taken during the junior and senior years. Note: An introductory course in statistics is a prerequisite to the required criminal justice course, CRJ 471 Research Methods. Many criminal justice majors transfer with associate's degrees from community colleges in New York State.

Admission to the Major
Students seeking acceptance into the criminal justice major must meet the following criteria:
1. Completion of an associate's degree, or 54 credits toward a baccalaureate degree at another school, or 24 credits at The College at Brockport;
2. A cumulative grade point average of 2.5 or better.
Application by Brockport students for the major will ordinarily be made during the fall semester of the sophomore year.

Requirements
The required courses for the degree are:

I. General Education Program courses required of all bachelor of science students.

II. Corequisite Courses (21 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSH 110</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>PSH 112</td>
<td>General Psychology with Lab</td>
<td>3</td>
</tr>
<tr>
<td>PLS 113</td>
<td>American Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>An approved ethnic minorities course</td>
<td>3</td>
<td></td>
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<tr>
<td>An approved statistics course</td>
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<tr>
<td>Two upper-division (300/400 level) courses, one of each in two of the following three disciplines: sociology, psychology or political science</td>
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III. Criminal Justice Core Proficiencies (24 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 203</td>
<td>The Police Process</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 207</td>
<td>The Corrections Process</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 305</td>
<td>The Adjudication Process</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>PLS 320</td>
<td>Law and Legal Process</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 311</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 343</td>
<td>Juvenile Justice Process</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 471</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 494</td>
<td>Criminology</td>
<td>3</td>
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</table>

IV. Criminal Justice electives and/or International Criminal Justice Educational Experience (12 credits).

At least four courses must be completed from a wide variety of electives. These may include courses selected with the advice and approval of the student's advisor in specialty areas of police, corrections, security administration, international criminal justice, or legal studies. The department encourages students to enroll in one of its three international programs in fulfillment of these criteria.
Minor in Forensic Science
The minor in forensic science emphasizes an interdisciplinary scientific approach to the social, behavioral, and natural sciences and their application to legal contexts. The theoretical and methodological approaches of various scientific disciplines are incorporated in this program. Students will be able to familiarize with a wide range of “players” involved in the scientific analysis, interpretation, recovery, treatment, and evaluation of physical and biological evidence, and subsequent testimony. With the glamorization of forensics and its utility in solving crimes, the reality of the meticulous, often grueling nature of forensic science is commonly misunderstood.

Having experienced interdisciplinarity in coursework and internships, forensic science minors will obtain a unique perspective, one that emphasizes critical thinking, analytical, and problem-solving skills. Evaluation of forensic data for the courtroom context is an ongoing, collaborative process among forensic scientists and others dealing with evidence. Thus, the minor degree program will prepare students to work in medical-legal laboratory and field contexts such as legal, law enforcement and other related possibilities, including medical-legal careers and investigations.

The interdisciplinary structure of the forensic science minor supports The College at Brockport’s commitment to students to the latest investigative methods and technologies, and approaches used by a variety of scientists; in turn, the applied nature of forensic science encourages students to consider information in a context beyond the classroom – that of the community, and the greater society.

Why Minor in Forensic Science?
This minor will allow students to explore the impact of various natural and social sciences in the medicolegal system in the United States today. With the continuing refinement of technologies that are applied to crime-solving and general evidence collection, the part that the sciences play in the public forum of the court system is noticeably expanding. Media presentations of crime labs and field criminalistics bombard viewers with technical terminology and concepts on the subject. There is a measurable influence on local communities and their expectations of the medicolegal system, known to professionals who work in this field as the “CSI effect.”

In order for students to have a realistic and practical understanding of the endeavor of forensic science, the Department of Criminal Justice proposes the forensic science minor. The core courses offered will outline and summarize the basic terms and theories needed to understand the workings of forensic science in the laboratory and in the field, as well as the way the law in the US incorporates evidence and scientific experts in court. The electives offered will provide the student exposure to specialized disciplines of his or her choice.

Entrance Requirements:
Students seeking acceptance into the forensic science minor must meet the following criteria:

a. Completion of an associate’s degree, or 54 credits toward a baccalaureate degree at another school, or 24 credits at The College at Brockport; and

b. A cumulative grade point average of 2.5 or better.

Minor Requirements:
Core courses:
The following courses are required:

<table>
<thead>
<tr>
<th>CRJ 304: Investigations</th>
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</thead>
<tbody>
<tr>
<td>CRJ 371: Introduction to Forensic Science</td>
</tr>
<tr>
<td>CRJ 375: Forensic Law</td>
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</table>
Elective courses:
Reflecting the diversity of specialties included in forensic science investigations, the student may choose any three of the following electives, with approval of the minor advisor. Pre-requisite requirements must be followed unless otherwise stated.

- ANT 110 Introduction to Archaeology
- ANT 456 Forensic Anthropology
- ANT 441 Archaeological Analysis
- ANT 442/542 Archaeological Field Methods
- BIO 281 Elements of Human Biology
- BIO 302 Genetics
- CPS 301 Issues in Criminal and Forensic Computing
- CHM 205 College Chemistry I
- CHM 206 College Chemistry II
- CHM 260 Chemistry for Health Professionals
- CHM 303 Analytical Chemistry I
- CIS 202 Fundamentals of Information Systems
- CRJ 321 Crime Patterns
- CRJ 323 White Collar Crime
- CRJ 451 International Criminal Justice Systems
- CRJ 491.02 Introduction to GIS
- CRJ 494 Criminology
- CSC 356 Life in the Digital Age
- HLS 409 Introduction to Alcohol and Other Drugs
- HLS 428 Substance Abuse and the Criminal Justice System
- HSL 435/535 Evaluation and Assessment of Alcohol and Other Drugs
- HLS 445/545 Psychopharmacology of Alcohol and Other Drugs
- PHS 115 General Physics I with Lab
- PHS 116 General Physics II with Lab
- PHS 201 College Physics I with Lab
- PHS 202 College Physics II with Lab
- PSH 334 Abnormal Psychology

Department of Criminal Justice

Courses

CRJ 101 Introduction to Criminal Justice (A).
Covers the nature, scope and impact of crime in the US; independent and interdependent operations and procedures of police, courts and corrections; and introductory theories of crime and delinquency. 3 Cr. Every Semester.

CRJ 203 Police Process (A).
Covers the roles of law enforcement agencies at the local, state and federal levels; interrelationships with other criminal justice agencies; and selected law enforcement problems. 3 Cr. Fall.

CRJ 207 The Corrections Process (A).
Covers the history and evolution of corrections; the social organization of prisons; differences between adult and juvenile correction; and probation and parole practices and alternatives to incarceration. 3 Cr. Spring.

CRJ 304 Investigations (B).
Provides a comprehensive examination of investigations relative to both public and private modes, including most major felony processes and relevant civil actions. Focuses on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques and linkage between investigative and prosecutorial agencies. 3 Cr.

CRJ 305 Adjudication Process (A). Prerequisite: CRJ 101. Examines the organization and functions of the courts; pre- and post-trial motions and procedures; and the role of prosecutorial and defensive agencies. 3 Cr. Every Semester.
CRJ 311 Criminal Law (A). Prerequisite: CRJ 305 or PLS 320. Covers the historical development of criminal law in the US; the parties to crime, including principals/ accessories; and the elements of crimes against persons and property, and moral offenses and defenses to such crimes. 3 Cr. Every Semester.

CRJ 313 Constitutional Criminal Procedure (A). Prerequisite: CRJ 305 or PLS 320 or instructor’s permission. Covers the application of the Bill of Rights; rules governing evidence; and the legal concepts governing arrest, search and seizure, and interrogations and confessions. 3 Cr.

CRJ 321 Crime Patterns (B). Prerequisite: Six credits of CRJ courses or instructor’s permission. Covers the extent and nature of crimes against property and person, methods of crime commission, and prevention and repression of crime. 3 Cr.

CRJ 323 White Collar Crime (A). Provides an historical and contemporary look at white collar/ occupational crime in the United States. Analyzes the concept of occupational crime, counting and recording occupational crimes and criminals, explanations of occupational criminality, organizational occupational crime, state authority occupational crime, professional occupational crime, individual occupational crime, and sanctioning, social control, and occupational crime. 3 Cr.

CRJ 331 Community-Based Corrections (A). Prerequisite: CRJ 207 or instructor’s permission. Explores the evolution of community-based corrections, the interrelationship between community based correction programs and other criminal justice agencies, and the role and involvement of the public in community-based corrections. 3 Cr.

CRJ 343 Juvenile Justice Process (A). Prerequisite: Six credits of CRJ courses or instructor’s permission. Covers the historical development of juvenile justice in the US, jurisdiction issues, the adjudication process, role of the police and community agencies, and abuses in the system. 3 Cr. Every Semester.

CRJ 371 Introduction to Forensic Science (A). Provides a study of the work of the crime lab and the medical examiner. Examines methods of analysis of items commonly found at crime scenes such as: fingerprints, blood, illegal drugs, hairs, fibers, arson residues, bullets, etc. Covers procedures for processing the crime scene and safeguarding the evidence. 3 Cr. Fall.

CRJ 375 Forensic Law (B). Serves as an interdisciplinary course covering law, criminal justice, science and technological issues in the evidentiary arena. Provides broad-based assessment of scientific evidence as it relates to litigation theory, tactics and evidentiary proof. 3 Cr.

CRJ 431 Crime Prevention and Control (A). Prerequisites: Six credits of criminal justice courses or instructor’s permission. CRJ Explores crime problems and the role of the criminal justice system in crime prevention, its funding, planning and evaluation. 3 Cr. Fall.

CRJ 434 Security Administration (B). Provides a comprehensive examination of the nature and problems of private and public security administration. Focuses on the issues of administration and the solutions, especially security technology necessary for successful management. 3 Cr. Spring.

CRJ 436 Computer Security (B). Examines the nature, problems, and programs to protect organizational information, especially electronically processed data and computer equipment. 3 Cr.

CRJ 451 International Criminal Justice Systems (A). Prerequisite: CRJ 101; corequisite: SOC 100. Compares and contrasts the criminal justice system of the United States with the systems of other countries. 3 Cr.

CRJ 465 Terrorism and the Criminal Justice System (A). Examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice response. 3 Cr.

CRJ 471 Research Methods in Criminal Justice (A). Prerequisites: Junior or senior status and successful completion of any one of the following courses: SOC 200, PSH 202, POL 300, MTH 243 or ECN 204. Familiarizes criminal justice majors with the development of data-gathering techniques, including scaling, questionnaire construction, sampling procedures, interviewing, secondary data analysis, and techniques of data processing using micro- and minicomputers. Also examines linear casual models as a tool in theory and research, research designs, central tendency, variation, and statistics for nominal and ordinal measures. 3 Cr. Every Semester.

CRJ 477 Family Violence (A). Prerequisite: SOC 100 and PSY 112. Focuses on the dynamics of family violence and the legal and social system response to the phenomenon. Explores and analyzes in-depth the scope and theoretical explanations of the issues of the various forms of family violence, e.g. spousal abuse, marital rape, elder abuse. 3 Cr.

CRJ 479 Victimology (A,W,Y). Cross-listed as WMS 479. Prerequisite: Junior or senior status. Develops an understanding of crime victimization, both direct and indirect. Focuses on street crime, social and political oppression, victimization of women, and victims of corporate deviance. Emphasizes theory and policy analysis. 3 Cr.
CRJ 481 Women and the Criminal Justice System (A,W,Y). Cross-listed as WMS 481. Prerequisite: Junior or senior status. Examines women's relationships with crime and the criminal justice system. Specifically provides a study of women and crime, victimization and occupational obstacles and opportunities. Develops students' understanding of how social, political and economic conditions affect these problems. 3 Cr.

CRJ 485 Issues in Juvenile Justice (A,I). Prerequisite: CRJ 343 or instructor's permission. Provides an in-depth analysis of 10-12 selected topics germane to the juvenile justice system. Includes topics such as child abuse and domestic violence, alternatives for the status offender, ethical issues, children's rights, right to treatment and right to refuse treatment, the politics of juvenile justice, and the court as a socio-legal institution. 3 Cr.

CRJ 489 Problems in Policing (A). Prerequisite: CRJ 203. Discusses specific problems of law enforcement and policing in contemporary American society. Emphasizes the development, nature and function of law enforcement as it relates to criminal justice. Covers topical issues and problems such as ethics, corruption, deadly force and civil liabilities. 3 Cr.

CRJ 490 Internship in Criminal Justice (B). Prerequisite: Internship coordinator's permission. Enables students to learn the basic operations of a criminal justice agency and participate in agency activity. Involves group discussion, weekly log, and final report. 1-6 Cr. Every Semester.

CRJ 491 Selected Topics in Criminal Justice (B). Enables students to develop an understanding of one topic concerning criminal justice, and learn to conduct research and analyze research findings on a given topic. May be repeated with chair's permission. 3 Cr.

CRJ 493 Restorative Justice (A). Examines philosophical and practical applications of Restorative Justice (RJ) concepts in addressing acts of crime. RJ is an orientation that views crime as a violation of interpersonal relationships. Stakeholders in a criminal act—victim, offender and community—participate in a process which establishes facts, identifies harm done and opportunities for healing. Addressing victim needs, offender accountability and community involvement provides a more substantive resolution to criminal acts. Students explore origins of this movement and RJ principles are contrasted with traditional criminal justice precepts. RJ models are taught through experiential learning modalities and existing programs are examined and evaluated. 3 Cr.

CRJ 494 Criminology (A). Prerequisite: CRJ 101, corequisite: SOC 100. Provides a review and critical analysis of the major criminological theories including the classical school; biological school; and psychological, sociological, and psychoanalytic orientations, including economic determinism. Considers various forms of criminality, as well as studies dealing with the frequency of crime in different places at different times. 3 Cr. Every Semester.

CRJ 495 Law and Evidence (B). Provides a comprehensive review of evidentiary principles, both common and statutory law and their impact on both civil and criminal process and how these principles impact the conduct of trial and litigation. Covers real and physical evidence, demonstrative substitution, hearsay and firsthand evidence, witness scope and qualification, as well as privilege principles. Interprets both federal and state rules. 3 Cr.

CRJ 499 Independent Studies in Criminal Justice (B). Prerequisite: Instructor's permission. To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. May be repeated with chair's permission. 1-6 Cr. Every Semester.
DEPARTMENT OF DANCE

Hartwell Hall
(585) 395-2153

Chair and Professor: Darwin Prioleau, EdD, University of Massachusetts at Amherst; Professor: Jacqueline Davis, MA, Ohio State University; MA and MA Pre K-12 Advisor and Associate Professor: Juanita Suarez, PhD, Texas Woman’s University; Associate Professors: James Hansen, MFA, University of Illinois at Urbana-Champaign; Clyde W. Morgan, BFA, Cleveland State University; Graduate Program Director, MFA Advisor and Associate Professor: Maura Keefe, PhD, University of California, Riverside; Assistant Professors: Mariah Maloney, MFA, Hollins University; Suzanne Oliver, PhD, University of Illinois at Urbana-Champaign; Visiting Professor and Undergraduate Program Director (Guest Artist): Bill Evans, MFA, University of Utah; Visiting Associate Professor and Arts for Children Director: Kevin Warner, MFA, Temple University; Professional Employees: Sandra Cain, MA, State University of Iowa; Gregory Ketchum, BS, The College at Brockport; Khalid Saleem; Christian Tucker, MA, Ball State University.

The College at Brockport is an accredited institutional member of the National Association of Schools of Dance, and offers the most broadly based dance degree programs in the SUNY system.

The department has some of the best dance facilities in the country, including its own fully equipped 300-seat proscenium dance theater, a 270 seat large-space studio theater, five studios, a body-conditioning lab, health pool, and computerized music and design studios. Faculty and professional staff are nationally and internationally recognized in their areas of expertise and are leaders in professional organizations such as CORD, NASD and NDEO.

Undergraduates with a strong foundation of dance training are able to participate in the program by auditioning to enroll as dance majors or minors in the BFA, BA or BS programs. Additionally, the department serves a large number of students through courses that fulfill General Education requirements.

The College at Brockport is recognized for its strong liberal arts education. Strengths of the program include professional-level instruction and numerous opportunities to present choreography in both formal and informal settings. Additionally, students regularly perform works created by faculty and guest artists. These experiences prepare students for a wide range of professional careers in dance or to continue their educations in graduate school. Through the faculty, guest artists, company residencies, DANSSCORE, and SANKOFA African Dance and Drum Ensemble, students are also able to make important connections to the professional dance world. These creative opportunities combined with a range of courses in theory, history, production and technology provide a broad understanding of dance as a performing art.

Students also have the opportunity to study abroad. The Office of International Education provides information about dance programs in Jamaica, Ghana, England, Australia and other countries.

Programs in Dance

- BFA in Dance
- BA or BS in Dance (often coupled with a second major)
- BA or BS with a major in arts for children and specialty in dance
- Minor in Dance
- MA in Dance
- MFA in Dance
- MA with PreK–12 dance teacher certification

Required Auditions

All students wishing to major or minor in dance must pass one of three department auditions scheduled each year. Check the department Web site at www.brockport.edu/dance or contact the
Department of Dance at (585) 395-2153 for audition dates and information. Many non-major dance courses are open to students in all programs - no audition is required for this option.

Students may begin the dance major or minor as freshmen, sophomores or juniors. BA/BS dance major and dance minor requirements can be completed during two academic years. The BA/BS dance major requires 35 (out of 120) credits; up to 19 additional elective dance credits may be taken to meet degree requirements. Many dance majors also complete requirements for minors or a second major in another discipline.

The BFA dance major requires 85 credits in dance (out of 120) and emphasizes professional preparation for performance-related careers. It is a rigorous program that requires a high level of proficiency and commitment. Entering freshmen must complete at least one semester of BA/BS study before applying for the BFA. Transfer students can be reviewed for acceptance into the BFA program during the departmental entrance audition.

**Note to transfer students:** Transfer credits in dance are usually accepted as dance electives. A maximum of 18 credits may be transferred into the BA/BS dance major and 42 into the BFA. Transfer students may need 3-4 years to complete the BFA.

Careful planning of course sequences and consultation with faculty advisors is essential for all programs.

**Major Requirements**

**BA/BS in Dance**

**Dance Technique (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNS 204</td>
<td>Dance Conditioning Lab</td>
</tr>
<tr>
<td>DNS 205</td>
<td>Dance Technique I</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td>a minimum of seven credits from the following:</td>
</tr>
<tr>
<td>DNS 245</td>
<td>Dance Technique II</td>
</tr>
<tr>
<td>DNS 345</td>
<td>Dance Technique III</td>
</tr>
<tr>
<td>DNS 445</td>
<td>Dance Technique IV</td>
</tr>
<tr>
<td>DNS 253</td>
<td>Beginning Ballet</td>
</tr>
<tr>
<td>DNS 353</td>
<td>Intermediate Ballet</td>
</tr>
<tr>
<td>DNS 453</td>
<td>Advanced Ballet</td>
</tr>
<tr>
<td>DNS 330</td>
<td>African Dance II</td>
</tr>
<tr>
<td>DNS 433</td>
<td>African Dance III</td>
</tr>
<tr>
<td>DNS 454</td>
<td>Dance Styles</td>
</tr>
</tbody>
</table>

1Repeatable course numbers for ballet.
2A repeatable course number for musical theater, jazz, tap and special topics.
3A repeatable course number for dance technique.

**Choreography: (5 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNS 208</td>
<td>Dance Production Practicum</td>
</tr>
<tr>
<td>DNS 364</td>
<td>Dance Improvisation</td>
</tr>
<tr>
<td>DNS 306</td>
<td>Beginning Dance Composition</td>
</tr>
</tbody>
</table>

**Theory: (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNS 206</td>
<td>20th-century Dance: Issues and Styles</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>DNS 316</td>
<td>History and Development of Dance</td>
</tr>
<tr>
<td>MUS 300</td>
<td>Music for Dance</td>
</tr>
<tr>
<td>MUS 420</td>
<td>Music Literature for Dance</td>
</tr>
<tr>
<td>DNS 305</td>
<td>Kinesiology</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>DNS 375</td>
<td>Introduction to Laban Movement Analysis</td>
</tr>
</tbody>
</table>
Electives: (6 credits)
Upper-division dance electives selected by advisement 6

Total: 35

Grades of “C” or better are required in all 35 dance major credits.

Bachelor of Fine Arts in Dance (BFA)
Dance Technique (29 credits)
Must complete at least two semesters of DNS 445 Dance Technique IV and two semesters advanced-level study in one or two other forms.

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNS 204 Dance Conditioning Lab 2</td>
</tr>
<tr>
<td>DNS 205 Dance Technique I 3</td>
</tr>
<tr>
<td><strong>AND</strong> 24 credits selected from the following:</td>
</tr>
<tr>
<td>DNS 245 Dance Technique II 3</td>
</tr>
<tr>
<td>DNS 345 Dance Technique III 3</td>
</tr>
<tr>
<td>DNS 445 Dance Technique IV 3</td>
</tr>
<tr>
<td>DNS 253 Beginning Ballet 1-4</td>
</tr>
<tr>
<td>DNS 353 Intermediate Ballet 1-4</td>
</tr>
<tr>
<td>DNS 453 Advanced Ballet 1-4</td>
</tr>
<tr>
<td>DNS 330 African Dance II 3</td>
</tr>
<tr>
<td>DNS 433 African Dance III 3</td>
</tr>
<tr>
<td>DNS 454 Dance Styles 1-4</td>
</tr>
</tbody>
</table>

1Repeatable course numbers for ballet.
2A repeatable course number for musical theater, jazz, tap and special topics.
3A repeatable course number for dance technique.

Choreography and Performance (20 credits)

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>DNS 364 Dance Improvisation 2</td>
</tr>
<tr>
<td>DNS 306 Beginning Dance Composition 3</td>
</tr>
<tr>
<td>DNS 430 Intermediate Dance Composition 3</td>
</tr>
<tr>
<td>DNS 424 Dance Repertory and Literature I 3</td>
</tr>
<tr>
<td>DNS 425 Dance Repertory and Literature II 3</td>
</tr>
<tr>
<td>DNS 431 Advanced Composition 3</td>
</tr>
<tr>
<td>DNS 457 DANSCORE I-III 3</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>DNS 489-491 Sankofa I-III</td>
</tr>
</tbody>
</table>

Music for Dance: (6 credits)

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 300 Music for Dance 3</td>
</tr>
<tr>
<td>MUS 420 Music Literature for Dance 3</td>
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</tbody>
</table>

History and Movement Theory: (15 credits)

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNS 206 20th-century Dance: Issues and Styles 3</td>
</tr>
<tr>
<td>DNS 316 History and Development of Dance 3</td>
</tr>
<tr>
<td>DNS 375 Introduction to Laban Movement Analysis 3</td>
</tr>
<tr>
<td>DNS 305 Kinesiology 1 3</td>
</tr>
<tr>
<td>DNS 315 Dynamic Balance 3</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>DNS 452 Somatics</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>DNS 480 Dance Science and Injury Prevention</td>
</tr>
</tbody>
</table>
Dance Production: (3 credits)
- DNS 207 Dance Production 3
- DNS 208 Dance Production Practicum 0

Seminar: (3 credits)
- DNS 495 Senior Seminar in Dance 3

Electives: (9 credits)
Any upper-division dance courses except Dance Technique III and Dance Technique IV.
Total: 85

Grades of “C” or better are required in all 85 dance major credits.
To ensure breadth of experience, required dance major courses cannot be used to fulfill General Education requirements except for one Fine Arts Knowledge Area course.

Minor in Dance
An audition is required for entrance into the dance minor program, and courses must include DNS 205 and DNS 245. The minor is 18 credits in dance selected with departmental advise-ment. Contact the department for information about the audition.

Interdisciplinary Arts for Children: Dance Specialty
Students seeking a major in interdisciplinary arts for children with a specialty in dance are required to complete a 48-credit program consisting of: (1) two seminar courses, IAC 280 Introduction to Related Arts for Children, and IAC 491 Seminar in Arts for Children; (2) a dance specialty of 21 credits; and (3) a 21-credit block which includes pedagogy courses in each of the other three arts and one approved elective. Students wishing to major in arts for children with a dance specialty should contact the Interdisciplinary Arts for Children Program for information about the major and the required entrance audition in dance. A minimum grade of “C” must be maintained in all required courses.
For detailed information and a comprehensive listing of courses required in this specialty area, refer to the section Arts for Children-Interdisciplinary Program in this catalog.

Department of Dance Courses

DNS 102 Traditional Dance Jazz (A,P). Studies selected traditional jazz dance forms and development of skills through studio experience. Covers artistic and educational uses of traditional jazz dances. Requires reading along with experiencing the recreational value of the traditional jazz dance styles. 3 Cr.

DNS 103 Traditional Dance Tap (A,P). Studies selected traditional tap dance forms and development of skills through studio experience. Covers the artistic and educational uses of traditional tap dances. Reading along with experiencing the recreational value of the traditional tap dance styles. 3 Cr.

DNS 104 Traditional Dance Ballet (A,P). Studies selected traditional ballet dance forms and development of skills through studio experience. Covers artistic and educational uses of traditional ballet. Requires reading along with experiencing the recreational value of the traditional ballet dance styles. 3 Cr.

DNS 105 Traditional Dance Afro-Caribbean (A,P). Studies selected traditional Afro-Caribbean dance forms and development of skills through studio experience. Covers the artistic and educational uses of traditional Afro-Caribbean dances. Requires reading along with experiencing the recreational value of the traditional Afro-Caribbean dance styles. 3 Cr.

DNS 106 Traditional Dance African (A,P). Studies selected traditional African dance forms and development of skills through studio experience. Covers the artistic and educational uses of traditional African dances. Requires reading, along with experiencing the recreational value of the traditional African dance styles. 3 Cr.
DNS 115 Introduction to Dance (A,P). Provides an introduction to the study of dance as an art form and its relation to other art forms, and considers the role of dance in history and society. Includes studio classes in elementary modern dance technique, fundamentals of movement, elements of rhythm and spatial awareness, simple composition and improvisational dance studies. Provides the non-major with an awareness of the aesthetics and creative processes of dance. 3 Cr. Every Semester.

DNS 125 Looking At Dance (A,F). Provides a survey of dance forms through lecture, literature, film and live performance. Addresses contributions to the art of dance by major choreographers, dancers and others throughout the world. 3 Cr.

DNS 200 Traditional Dance Styles (A,P). Provides a study of selected traditional dance forms and development of skills through studio experience. Includes traditional dance styles such as folk and country dance, African, Afro-Caribbean dance, jazz, tap and ballet. Covers the artistic and educational uses of traditional dances, while allowing students to experience the recreational value of traditional dance styles. Can be repeated, but only three credits may be used toward the 120 credits required for graduation. 3 Cr.

DNS 204 Dance Conditioning Laboratory (B). Explores conditioning methods and materials/equipment for dancers including discussions of wellness issues (i.e., stress management, diet, rest, etc.). Introduces students to the Conditioning Studio and given conditioning programs tailored to their needs. Focuses on providing information and dance-specific materials appropriate for independent use. 2 Cr.

DNS 205 Dance Technique I (A). Prerequisite: Audition prior to enrollment. Provides an introduction to the Department of Dance and to the many aspects of the dance profession. Covers modern dance technique, improvisation, and dance composition assignments. Discusses pertinent topics in dance. Prerequisite to all other dance major courses. Includes studies in dance science and somatics. (Must pass audition prior to enrollment.) 3 Cr. Every Semester.

DNS 206 20th-Century Dance: Issues and Styles (A,F,W,Y). Provides for the study of the origin and evolution of 20th-century dance; important dance artists and their work; contemporary forms, trends and styles; a survey of dance literature through film; and video and written materials. 3 Cr. Fall.

DNS 207 Dance Production (B). Covers all aspects of dance production, including light, stage management, costume, scenery and properties, and dance design as an art. Requires extensive evening crew work. While enrolled in DNS 207, students may not enroll in evening classes or perform in major Hartwell productions without instructor's permission. 3 Cr. Fall.

DNS 208 Dance Production Practicum (B). Entails a practicum experience that provides an opportunity to develop an understanding of the dance production process. Students registered for DNS 208 should not take night classes or perform in dance concerts. 0 Cr. Spring.

DNS 225 Movement and Self Awareness (A,P). Enables students to improve movement habits and increase self-awareness through effective and efficient movement. Develops awareness of postural and movement characteristics, and observational skills for everyday movement and dance. Utilizes both movement and touch. 3 Cr. Every Semester.

DNS 232 African Music and Drumming for Dance (A,P). Cross-listed as AAS 232. Studies selected traditional musical instruments for dance accompaniment; and develops performance skills and techniques through studio and live performance applications. Explores traditional styles and their social and artistic needs for formal religious and recreational application. Also explores modern educational and cultural usages in African schools and colleges. 3 Cr. Every Semester.

DNS 245 Dance Technique II (A). Prerequisite: DNS 205 and instructor's permission. Beginning-level course to train the dancer to respond to a broad range of movement demands. Focuses primarily on modern technique. Placement in a technique level is determined by previous training and skill rather than academic standing. Includes studies in dance science and somatics. 3 Cr. Every Semester.

DNS 253 Beginning Ballet (A). Prerequisite: DNS 205 or instructor's permission. Provides an introduction to the fundamentals of classical ballet with an emphasis on technique, body alignment and placement exercises performed at barre and center floor work. Incorporates stretch and strengthening techniques. Emphasizes ballet vocabulary and its application. 1-4 Cr.

DNS 302 Ballroom and Social Dance. Survey of dances popular in Western culture: folk/ethnic, ballroom/couple and country/square. Emphasis given to styling and movement characteristics, rhythmic structures, historical backgrounds, and related folkloristic contexts. Develops skills in performing basic dance components such as polka, waltz, shottische, two step, foxtrot, rumba, tango, lindy, etc. Opportunities given to put techniques into practice via required field trips. 3 Cr.

DNS 305 Kinesiology for Dancers (A). Prerequisites: DNS 205 and BIO 221. Explores the mechanical, physiological and anatomical require-
ments of specific dance techniques; limitation of the body in performing these techniques; and methods of safely extending the body's capacity for performance. 3 Cr.

DNS 306 Beginning Dance Composition (A). Prerequisite: DNS 205, DNS 364 and MUS 300. Allows for beginning work in composition. Requires students to choreograph short studies and short solo dances as they learn the various elements of composition. 3 Cr.

DNS 313 Movement for Theater (A). Develops dance skills as related to basic dance forms commonly used in theater productions. Allows for the execution of basic dance forms such as jazz, tap, ballet and modern dance for the theater; and provides studies in techniques of movement with emphasis on the performance aspect. 3 Cr.

DNS 315 Dynamic Balance: Movement Theories (A). Prerequisite or corequisite: DNS 305 and intermediate or advanced technique. Allows for the performance of skills from the work of Irmgard Bartienieff, F. M. Alexander, and others; relating of kinesiological principles to the improvement of human movement patterns; significance of the mind/body relationship; and application of skills and principles to one's own performance. 3 Cr.

DNS 316 History and Development of Dance (A,W,Y). Surveys the history of dance as a cultural medium from prehistoric times to the early years of the 20th century, and the roles of women and men in dance performance, choreography, literature and education. Emphasizes dance in Western cultures, non-Western influences and African-American dance. Has a strong writing component. 3 Cr.

DNS 330 African Dance II (A). Cross-listed as AAS 330. Prerequisite: DNS 106 or instructor's permission. Provides a more detailed examination of the content of DNS 106. Also provides background of the African dance with historical linkages with dance movement forms within the Afro-American, Caribbean and Latin-American setting; a general survey of the material of the dance; the structure and design of African dances in relation to ceremonial and recreational forms, e.g. linear circular forms, massed and team dances; and social organization of the dance. 3 Cr.

DNS 333 African Music and Drumming for Dance II (A). Prerequisite: DNS 232, AAS 232 or instructor's permission. Studies selected advanced traditional musical instruments for dance accompaniment; and develops advanced performance skills and techniques through studio and live performance applications. Explores traditional styles and their social and artistic needs for formal religious and recreational application. Also explores modern educational and cultural usages in African schools and colleges. 3 Cr.

DNS 339 Survey of Tap Dance II (A). Prerequisites: DNS 103, or instructor's permission. Covers complex rhythmic and technical skills; familiarity with periods, personalities and specific contributions involved in the development of tap dance; notation of dance steps in terms of vocabulary and rhythmic components; and the development of technique that focuses on rapidity of movement articulation and complex sequential patterns of movement, for intermediate/advanced dancers. 3 Cr.

DNS 345 Dance Technique III (A). Prerequisite: Instructor's permission. Entails a series of courses on the intermediate level to train the dancer's body to respond to a broad range of movement demands. Focuses primarily on modern dance and ballet technique. Placement in a particular section is determined by previous training and skill rather than academic standing. Includes studies in dance science and somatics. 3 Cr.

DNS 353 Intermediate Ballet (A). Prerequisite: DNS 253. Provides a continuation of the study of classical ballet at the intermediate level in a technique class consisting of full barre and center floor work. Incorporates stretch and strengthening exercises. 1-4 Cr.

DNS 364 Dance Improvisation (A). Prerequisites: DNS 205 or MUS 300 and MUS 420. Provides beginning dance and movement improvisation as a compositional and performance technique, and covers historical background and relationship to other arts, and develops skill in improvising dance movement and structuring dance improvisations. 2 Cr. Spring.

DNS 371 Modern Dance Technique I (B). Provides an introduction to contemporary modern dance technique and theoretical background including an appreciation of historical and aesthetic perspectives of modern dance and movement vocabulary. Focuses on acquisition of basic dance skills, conditioning of the body and increased movement body awareness in the studio. Requires concert attendance and discussion of contemporary dance in relation to other dance and art forms. 3 Cr.

DNS 372 Modern Dance Technique II (B). Prerequisite: DNS 371 or equivalent. Continues DNS 371 for students not majoring in dance. Develops motor skills in modern dance, dance vocabulary, body awareness, study of dynamics and rhythm. Emphasizes modern dance technique, but also employs movement exploration, improvisation, basic composition, concert attendance, dance films and discussion. 3 Cr.

DNS 375 Introduction to Laban Movement Analysis (A). Prerequisites: DNS 205 or instructor's permission. Provides an introduction to Rudolf
Laban’s system of movement analysis, with an emphasis on qualitative description of movement. Sometimes called Effort/Shape, Laban Movement Analysis, provides a structure for intellectual and physical understanding of the body in motion. Includes reading, observations of live and recorded movement, lectures, and movement activities. 3 Cr. Spring.

DNS 399 Independent Study (B). Prerequisite: DNS 205. Designed individually through consultation between the student and instructor to suit the student’s needs and interests and the special competence of the instructor. Additional requirements may be established by the department. 1-3 Cr.

DNS 400 Special Topics (B). Addresses in depth a selected study topic not covered in other courses. Is repeatable with different topic titles. Additional information may be obtained from the department. 1-4 Cr.

DNS 424 Dance Repertory I (A). Prerequisite: Instructor’s permission. Enables students to become familiar with a selected body of choreographed works through an in-depth study of the dances; and perform a learned repertory for public concerts. 3 Cr.

DNS 425 Dance Repertory II (A). Prerequisite: Instructor’s permission. Enables students to become familiar with a selected body of more advanced choreographed works through an in-depth study of the dances; and perform a learned repertory for public concerts. 3 Cr.

DNS 427 Dance Performance Techniques (A). Prerequisite: Advanced technical work; and at least intermediate or advanced technique. Develops performance skills and awareness of the many components involved in the artistry of the performing dancer, and covers various techniques and aesthetics of performance. 3 Cr.

DNS 430 Intermediate Dance Composition (A). Prerequisites: DNS 205, DNS 306 and MUS 420. Allows students to further develop skills learned in Beginning Composition, with an emphasis on developing choreographic skills for duet and small groups. 3 Cr. Spring.

DNS 431 Advanced Dance Composition (A). Requires students to choreograph two fully developed dance works with an emphasis on choreographic structure, the logistics of rehearsal scheduling and essential production elements. 3 Cr. Fall.

DNS 433 African Dance III (A). Cross-listed as AAS 433. Prerequisites: DNS 330 or instructor’s permission. Covers advanced dance for recreation, and ceremonial dance, including festival, war, court and ritual forms. Enables students to develop a mental, emotional and aesthetic awareness of the performance of an African dance. Examines the role of the African dance in the service of society in campus and off-campus performances. 3 Cr.

DNS 437 Modern Jazz II (B). Prerequisite: DNS 102 or instructor’s permission. Covers basic jazz styles, rhythms, artists and dances; jazz idiom; and performing style and definition of movement. Enables students to perceive and coordinate movement quickly in combined steps, and improvise lengthy jazz sequences in the jazz idiom. Required reading along with exploration of jazz from its historical perspective. 3 Cr.

DNS 440 Summer Dance Workshop (A). Entails Summer Arts Festival workshops with guest artists. Includes topics such as dance technique, composition, repertory or other special topics. See SummerSession bulletins for complete descriptions. 1-6 Cr.

DNS 445 -450 Dance Technique IV (A). Prerequisite: Instructor’s permission. Entails a series of courses on the advanced level designed to train the dancer’s body to respond to a broad range of movement demands. Focuses on modern dance and ballet technique. Placement in a particular section is determined by previous training and skill rather than academic standing. Includes studies in dance science and somatics. 3 Cr.

DNS 452 Somatics: Body/Mind Integrity (A). Covers movement re-education for reducing stress and pain, improving posture, balance, mobility and self-image. Also covers processes of somatics derived from Feldenkrais Awareness Through Movement lessons (ATM). Entails yoga, body/mind centering, dance movement improvisations, and hands-on body work. 3 Cr.

DNS 453 Advanced Ballet (A). Prerequisite: DNS 353 or instructor’s permission. For the advanced-intermediate to advanced-level ballet student. Consists of a ballet technique class incorporating barre and center floor work, adagio, petite allegro, and grande allegro. Expects students to develop and perform the skills and style at the designated level. 1-4 Cr.

DNS 454 Studies in Major Dance Styles (B). Prerequisite: DNS 205 or instructor’s permission. Provides a concentrated study in a specific dance form (e.g. jazz, tap, musical theater) or a specific modern dance style (e.g. Martha Graham, Doris Humphrey, Merce Cunningham, Garth Fagan). May be repeated if topics are different. 1-4 Cr. Every Semester.

DNS 457 Performance (A). Prerequisite: Instructor’s permission. Through modern dance performance, provides an opportunity for study of performance to intermediate and advanced dance students. 1- 4 Cr.
DNS 460 Foreign Studies in Dance (A). Prerequisite: Junior or senior status and departmental approval. Explores dance and its uses and forms in another culture. Requires dance performance activities and academic study associated with dance at an institution in another country. The Department of Dance has exchange programs with England, Ghana, and Jamaica. 1-15 Cr. Every Semester.

DNS 461 Labanotation I (A). Prerequisite: DNS 205. This course presents the basic principles of the Laban method of movement notation. The student develops skills in perceiving and analyzing movement, and in notating and reading back simple movement patterns. 3 Cr.

DNS 462 Lighting for Dance (B). Covers lighting design, techniques, lighting production; relationships among designer, choreographer and other production personnel; and stage lighting as a spatial and temporal art form. Requires students to conceive, design and supervise lighting of a major dance concert. 3 Cr.

DNS 463 Advanced Production and Design (B). Prerequisite: DNS 207. Concentrates on theatrical elements of dance production and design. Allows students to research, render, and in some cases, execute studio design of scenery, costumes, properties and make-up salient to dance. 3 Cr.

DNS 480 Dance Conditioning and Injury Prevention (A). Examines various conditioning and/or somatic techniques, along with current information on injury prevention, giving both the dances and the trainer/kinesiologist/exercise physiologist an opportunity to understand the special demands of the dance discipline on the body and its health. Topics vary by semester including: weight and resistance training, cardiorespiratory conditioning, motor imaging, nutrition, and stretching and strengthening techniques. One or two credit hour courses are experimentally based; three credit hour courses require theoretical study. 1-3 Cr. Fall.

DNS 481 Dance in Secondary Schools I (B). Prerequisite: Instructor’s permission. Enables students to outline goals for a semester, construct lesson plans, and teach and analyze technique classes. Is a field practicum. 3 Cr. Fall.

DNS 482 Dance in Secondary Schools II (B). Prerequisite: Instructor’s permission. Covers class management/organization. Allows students to develop course outlines and unit and lesson plans, and requires students to teach dance skills and conduct simple lectures and discussion. 3 Cr. Spring.

DNS 483 Children’s Dance I (A). Prerequisites: DNS 115 or DNS 205. Covers basic movement skills applied to creative dance with children, especially in the classroom; pertinent resources for children's dances; and how to work effectively with dancers and dance specialists. Is an evening class. 3 Cr. Fall.

DNS 484 Children’s Dance II (B). Prerequisite: Instructor’s permission. Provides a basic orientation to teaching creative dance to young children; and covers the use of various approaches, such as problem solving, teacher-directed method, and invention. Allows students to develop curricular materials and evaluate procedures. Conducted with children during an after-school program. 3 Cr. Spring.

DNS 488 Sankofa Dance Performance Lab (A). Prerequisite: DNS 332. An advanced course in Afro-Caribbean dance designed to prepare students interested in performing and teaching the dances. Techniques of performance are stressed. Cultural backgrounds of the dances are explored. 3 Cr. Every Semester.

DNS 489 -491 Sankofa I-III (A). Prerequisite: Instructor’s permission. Through an African dance and music performance ensemble, provides an opportunity for study, performance and touring for intermediate and advanced students of African dance. 3 Cr. Every Semester.

DNS 495 Senior Seminar in Dance (A). Prerequisite: Junior or senior status as dance major. Prepares students for transition from student life to the professional world. Includes self-evaluation, finishing unrealized goals as a student at The College at Brockport, exploring career options, writing a résumé, building a portfolio and pursuing job interviews. Involves discussions about the artist in society, the business of dance, companies and careers and the funding and promotion of dance. 3 Cr. Fall.

DNS 499 Independent Study (A). Designed individually through consultation between the student and instructor to suit student’s needs and interests and the special competence of the instructor; and in accordance with College policy. Additional requirements may be established by the department. 1-6 Cr.
Department of the Earth Sciences

317 Lennon Hall
(585) 395-2636, FAX (585) 395-2416
www.esc.brockport.edu
E-mail: earthsci@esc.brockport.edu

Chair and Associate Professor: Scott M. Rochette, PhD, Saint Louis University; Professors: Whitney J. Autin, PhD, Louisiana State University; Judy A. Massare, PhD, The Johns Hopkins University; Associate Professors: Jose A. Maliekal, PhD, University of Hawaii; Mark R. Noll, PhD, University of Delaware; Robert Weinbeck, PhD, Iowa State University; James A. Zollweg, PhD, Cornell University; Assistant Professors: Gustavo Pereira, PhD, Colorado State University; Paul L. Richards, PhD, The Pennsylvania State University.

Directly or indirectly, beneficially or adversely, humanity affects and is affected by the physical processes occurring within the earth system, which encompasses the air we breathe, the water we drink, and the land that sustains us. The sphere of knowledge known as the earth sciences includes the study of all physical aspects of the earth system, including how its composition, properties, resources and processes change over time. By applying physical, chemical, mathematical and biological principles, earth scientists strive to enhance the understanding of the earth system so that humanity is better prepared to properly use its resources, and anticipate, detect, and mitigate the adverse impacts of its processes.

Students who major in geology, meteorology or water resources focus their study on the geologic, atmospheric, or hydrologic components of the earth's environment. They also study the interrelationships between these environments, enabling them to expand the breadth of their expertise. In contrast, students who major in earth science acquire a broadly based and integrated understanding of the knowledge and methodologies of geology, meteorology, and hydrology. Regardless of the academic major, the departmental curricula render science accessible, relevant, and meaningful to students. Students are also afforded the opportunity to explore and discover the processes and interactions occurring within the earth system through research with faculty assistance.

Academic majors: earth science, geology, meteorology and water resources.

Academic minors: earth science, geology, meteorology, water resources, and interdisciplinary communication meteorology.

Major in Geology

Geology majors must earn a minimum of 42 credits in required core courses and complete two semesters each of physics, calculus and chemistry. This major offers sound training in the study of the earth and its resources, and equips the student for graduate studies in geochemistry, petroleum exploration, paleontology, hydrogeology, ground water, environmental geology, or sedimentology/stratigraphy. It also provides a strong background in geology for those who seek employment at the bachelor's level, e.g., as a laboratory or environmental technician, in regulatory agencies, and as field geologists.

Required Core:  

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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>GEL 201</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 302</td>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 306</td>
<td>Paleontology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 312</td>
<td>Mineral Science</td>
<td>4</td>
</tr>
<tr>
<td>GEL 408</td>
<td>Structural Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 411</td>
<td>Stratigraphy and Sedimentology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 350</td>
<td>Computational Methods in the Field Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ESC 391</td>
<td>Writing in the Earth Sciences</td>
<td>1</td>
</tr>
<tr>
<td>ESC 493</td>
<td>Seminar on Earth Science Problems</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Designated electives by advisement</td>
<td>12</td>
</tr>
</tbody>
</table>

Total: 42
Designated Electives:  
- GEL 415 Geomorphology 4
- GEL 457 Geochemistry 4
- GEL 462 Groundwater 4
- ESC 455 Introduction to Soils Science 3

Required Corequisite Courses:  
- CHM 205–206 College Chemistry I and II with Lab 8
- MTH 201–201 Calculus I and II 8
- PHS 201–202 College Physics I and II with Lab 8

Total: 24

Note: ESC and GEL courses other than the designated electives may NOT be taken as credit toward the geology major without written departmental approval. To make normal progress toward the degree, GEL 201 and 302, and ESC 350 and 391, physics, calculus and college chemistry should be completed before entering the junior year. ESC 493 should be taken in the senior year. Most required courses are taught once every two years.

A career as a professional geologist requires knowledge of all the natural sciences. Students who intend to pursue graduate studies should consider a minor in chemistry, physics, mathematics, or biology, depending on their specific field of interest within geology. Recommended supporting courses include:
- ESC 200 Introduction to Oceanography
- ESC 230 Introduction to Geographic Information Systems (GIS)
- ESC 351 Lab Experiences in Scientific Programming
- ESC 412 Hydrology
- ESC 418 Watershed Science
- ESC 431 Environmental Applications of GIS
- CHM 303 Analytic Chemistry
- CHM 305 Organic Chemistry I
- BIO 436 Water Quality Analysis
- BIO 419 Limnology
- MTH 203 Calculus III

Minor in Geology
Eighteen credits are required and must include GEL 201 Introduction to Physical Geology, and GEL 302 Historical Geology, and other courses as advised.

Major in Meteorology
Meteorology majors must earn a minimum of 43 credits in required core courses, complete one year of college-level physics with lab, two semesters of calculus, differential equations and chemistry. Additional supporting work in the sciences and mathematics is strongly recommended.

This major prepares students for careers in weather forecasting, atmospheric research, environmental consulting and air quality management. The strong physical science orientation of the program allows students to compete in related fields, such as environmental and computer science, hydrology and alternative energy utilization. The major meets the federal guidelines for meteorologists, enabling graduates to begin careers in federal, state and private employment.

Required Core Courses:  
- ESC 211 Introduction to Meteorology 4
- ESC 311 Synoptic Meteorology 4
- ESC 312 Weather Forecasting 4
- ESC 391 Writing in the Earth Sciences 1
- ESC 350 Computational Methods in the Field Sciences 3
- ESC 351 Laboratory Experience in Scientific Programming 1
OR
ESC 313–314 Environmental Climatology and Lab  4
ESC 415  Physical Meteorology  3
ESC 416  Thermodynamics and the Boundary Layer  3
ESC 417  Dynamic Meteorology  3
ESC 420  Atmospheric Sensing Methods  3
ESC 490  Weather Briefing  1
ESC 493  Seminar on Earth Science Problems  2
Designated electives by advisement  6

Total:  43

Designated Electives:
ESC 327  Broadcast Meteorology  3
ESC 421  Air Pollution Meteorology  3
ESC 412  Hydrology with Laboratory  4
ESC 432  Tropical Meteorology  3
ESC 452  Mesoscale Meteorology  3
ESC 460  Meteorology Internship  1-3
ESC 462  Hydrometeorology  4
ESC 399/499 Independent Study  1-3

Required Corequisite Courses:
MTH 201–202 Calculus I, II  8
MTH 255  Differential Equations  3
PHS 235-240 Physics I, II  8
CHM 205  Chemistry I  4

Total:  23

ESC 350 and 391 should be taken by the end of the sophomore year.
ESC 493 should be taken in the senior year.

NOTE: Most required courses are offered once every two years.

Additional mathematics, computer science, or science courses are recommended, depending on individual goals. In some cases, these may be applied toward the major with written departmental approval. Recommended supporting courses, outside of meteorology, include:

CHM 206  College Chemistry II
CSC 203  Fundamentals of Computer Science I
CSC 205  Fundamentals of Computer Science II
MTH 203  Calculus III
MTH 281  Discrete Mathematics I
MTH 346  Probability and Statistics I
MTH 456  Advanced Differential Equations
MTH 471  Numerical Analysis
PHS 307  Physics III
PHS 332  Mathematical Methods of Physics
PHS 353  Classical Mechanics

Minor in Meteorology
Eighteen credits are required, to be selected from the ESC courses required for the meteorology major; includes ESC 211 (or its equivalent) and 311.
Minor in Communication Meteorology
Information on the interdisciplinary communication meteorology minor is found following the communication course descriptions.

Major in Water Resources
Water resources majors must earn a minimum of 43 credits in required core courses. Additional requirements are two semesters each of calculus, college chemistry with lab, and college physics with lab.

This major prepares students for careers in hydrology, resource management, and pollution control; the course of study includes most courses recommended for federal employment as a hydrologist. The major is offered to meet the growing demand for hydrologists and other water resources professionals by federal, state and local government agencies; private sector environmental and consulting firms; and industrial and educational institutions.

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 211 Introduction to Meteorology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 350 Computational Methods in the Field Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ESC 351 Laboratory Experience in Scientific Programming</td>
<td>1</td>
</tr>
<tr>
<td>ESC 391 Writing in the Earth Sciences</td>
<td>1</td>
</tr>
<tr>
<td>ESC 412 Hydrology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 418 Watershed Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ESC 493 Seminar in Earth Science Problems</td>
<td>2</td>
</tr>
<tr>
<td>GEL 201 Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 462 Groundwater</td>
<td>4</td>
</tr>
<tr>
<td>Designated electives by advisement</td>
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<td><strong>Total:</strong></td>
<td><strong>43</strong></td>
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</table>

Designated Electives:

<table>
<thead>
<tr>
<th>Designated Electives:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 311 Synoptic Meteorology I</td>
<td>4</td>
</tr>
<tr>
<td>ESC 312 Synoptic Meteorology II</td>
<td>4</td>
</tr>
<tr>
<td>ESC 313-314 Environmental Climatology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 325 Wetlands Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESC 420 Radar and Satellite Meteorology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 431 Environmental Applications of GIS</td>
<td>3</td>
</tr>
<tr>
<td>ESC 455 Introduction to Soils Science</td>
<td>3</td>
</tr>
<tr>
<td>ESC 462 Hydrometeorology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 415 Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEL 457 Geochemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENV 419 Limnology</td>
<td>3</td>
</tr>
<tr>
<td>ENV 436 Water Quality Analysis</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>43</strong></td>
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</tbody>
</table>

Required Corequisite Courses:

<table>
<thead>
<tr>
<th>Required Corequisite Courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 201–202 Calculus I, II</td>
<td>6</td>
</tr>
<tr>
<td>CHM 205–206 Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>PHS 235-240 Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

ESC 350, ESC 391, physics, calculus and college chemistry, should be taken by the end of the sophomore year.
ESC 493 should be taken in the senior year.
Be aware that most required courses are offered once every two years.
The study of hydrology and water resources depends strongly on skills and knowledge from physics, chemistry, geology, meteorology, mathematics and computer science. A professional career in water resources is supported by additional course work in these disciplines. Recommended supporting courses outside of water resources include:

- BIO 303 Ecology
- BIO 422 Pollution Biology
- CHM 303 Analytical Chemistry I
- CHM 305–306 Organic Chemistry I and II
- ESC 200 Introduction to Oceanography
- GEL 343 Environmental Geology
- GEL 411 Sedimentology and Stratigraphy
- MTH 455 Differential Equations
- PLS 466 Environmental Politics

**Minor in Water Resources**

Nineteen credits are required and must include ESC 211, ESC 412, ESC 418 and GEL 201. Select one elective course from the following: GEL 462, GEL 457 or GEL 415.

**Major in Earth Science**

Earth science majors must earn a minimum of 32 core and elective credits and an additional 19 credits in related lab sciences and mathematics. The core and elective courses that constitute the curriculum of this interdisciplinary major embody the knowledge base and methodologies of geology (solid earth and its resources), meteorology (the atmosphere and its movement), and hydrology (water and its cycling through the environment). As such, this major offers a flexible and broadly based program of study that is well suited for students who are preparing for school teaching (elementary or secondary) or planning for a career in environmental regulation, resource management or park service. By supplementing the major-related course work with additional electives, or an appropriate minor, a student may structure her/his study toward a special interest area, such as journalism, technical writing business, or graduate study in geography, resource management, urban planning, or museum science.

**Required Core (17 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEL 201</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 200</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>ESC 211</td>
<td>Introduction to Meteorology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 350</td>
<td>Computational Methods in the Field Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ESC 391</td>
<td>Writing in the Earth Sciences</td>
<td>1</td>
</tr>
<tr>
<td>ESC 493</td>
<td>Seminar in Earth Science Problems</td>
<td>2</td>
</tr>
</tbody>
</table>

**Geology Elective (choose one of the following):** 3-4

- GEL 302 Historical Geology (4)
- GEL 312 Mineral Science (4)
- GEL 363 Environmental Geology (3)

**Meteorology Elective (choose one of the following):** 3-4

- ESC 313 Environmental Climatology (3)
- ESC 420 Atmospheric Sensing Methods (3)
- ESC 421 Air Pollution (3)

**Water Resources Elective (choose one of the following):** 3-4

- ESC 325 Wetland Systems (3)
- ESC 412 Hydrology (4)
- GEL 462 Groundwater (4)

**General Electives:**

- Chosen from ESC/GEL courses with advisement

**ESC/GEL Minimum Total:** 32
Science Corequisites (8 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 205-206</td>
<td>College Chemistry I and II</td>
<td>8</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHS 205-210</td>
<td>Introduction to Physics I and II</td>
<td>8</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>---------</td>
</tr>
<tr>
<td>PHS 235-240</td>
<td>Physics I and II</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Please note: ESC 350 and 391 should be taken by the end of the sophomore year. ESC 493 should be taken in the senior year.

Many electives are offered only once every two years.

1. An upper-division course from the major requirements corresponding to that elective area may be substituted with written permission, i.e. another course required for the geology major may be used in place of GEL 302, 363, or 312.

Minor in Earth Science

Eighteen credits are required and must include ESC 200, ESC 211, and GEL 201.

Policy on Majors and Minors in the Earth Sciences

Majors within the Department of the Earth Sciences are strongly encouraged to have second majors or major/minor combinations with chemistry, physics, biology, environmental science, mathematics or computer sciences rather than within the department. Upper division courses applied towards fulfilling the major cannot also be applied to a minor within the department. Where the same courses are required, only the lower division courses can apply to the minor. Upper division credit for the minor must be in addition to courses applied to the major.

Earth Sciences Courses

ESC 102 Elements of Geography (A). Covers locating, describing, and explaining physical processes and features of the earth; and relating them to cultural, economic, and political activities of people. Includes location and characterization of places; human-environment interactions; and unifying features of regions. Seeks to understand how earth processes and features affect and are affected by human activities. Not acceptable credit toward any major or minor offered through the Department of the Earth Sciences. 3 Cr. Every Semester.

ESC 110 Weather (A,N). An introduction to scientific inquiry in atmospheric investigations, emphasizing weather study as it demonstrates relationships between directly-observed weather and weather systems as depicted on weather maps. Lecture only. Students taking this course may not take ESC 211 for credit. 3 Cr. Spring.

ESC 195 Natural Disasters (A,D,L). Examines the causes, effects, and options available to respond to and potentially mitigate the effects of natural disasters such as earthquakes, volcanic eruptions, tsunami, landslides, severe weather, and floods. Differing impacts in developing and industrialized countries will be discussed. Not acceptable toward any major or minor offered through the Department of Earth Sciences. 4 Cr. Every Semester.

ESC 200 Introduction to Oceanography (A,N). Covers fundamental knowledge concerning the oceans, techniques and instruments utilized in the study of the oceans, and environmental problems relating to oceans and their resources. Lecture only. 3 Cr.

ESC 211 Introduction to Meteorology (A,L). Introduces students to the structure and composition of the atmosphere, energy and temperature, and the formation of clouds, rain, and hail. Also enables students to explore atmospheric forces and winds on local and global scales, middle-latitude cyclones, hurricanes, thunderstorms, tornadoes and other severe weather phenomena. Climate change, air pollution, and atmospheric optical phenomena are also examined. Includes a laboratory component where students learn to analyze weather concepts, data, and maps to reinforce some of the topics learned in lecture. Students taking this course may not take ESC110 for credit. 4 Cr. Every Semester.

ESC 212 Introduction to Meteorology Laboratory (A). A laboratory component where students learn to analyze weather concepts, data, and maps. 1 Cr. Every Semester.

ESC 230 Geographic Information Systems (A). Prerequisite: PC-computer literacy and GEL 201 or ESC 211, 350, and 391. Provides an introduction
to the use of computer-geographic information systems (GIS). Examines the geographic and information data-processing methods associated with earth systems sciences studies. Covers geographic data selection analysis and presentation using spatial data-processing hardware and software techniques. Requires use of earth systems data to develop an individual hands-on study application. 3 Cr. Fall.

ESC 311 Synoptic Meteorology I (A). Prerequisite: ESC 211 or equivalent; co-requisite MTH 201. Qualitative and quantitative evaluation of mid-latitude weather systems via conceptual models and theoretical ideas. Covers meteorological data and analysis products, scales of atmospheric motion, kinematic properties of the wind field, fronts and frontogenesis, and extratropical cyclones and cyclogenesis. Lab emphasizes subjective/objective analysis and application of meteorological data. 4 Cr. Fall.

ESC 312 Synoptic Meteorology II (A). Prerequisite: ESC 311 and MTH 201. Application of qualitative and theoretical concepts to the prediction of mid-latitude weather systems. Covers geostrophic and ageostrophic winds, upper-level jet streak dynamics, methods of computing vertical motion, quasi-geostrophic theory, quantitative evaluation and verification methods, and numerical weather prediction products. Lab emphasizes real-time diagnosis and prediction of local, regional, and large-scale weather systems. 4 Cr. Fall.

ESC 313 Environmental Climatology (A). Prerequisite: ESC 211 or BIO 303. Discusses the physical, chemical, and biological factors regulating the climate of the earth. Covers radiation and energy balance, climatic elements, atmospheric and oceanic circulations, natural and anthropogenic climate change and variations. 3 Cr. Spring.

ESC 314 Climatology Laboratory (A). Prerequisite or corequisite: ESC 313. Covers principles and analytical techniques used to study global, regional, and local climate. 1 Cr. Spring.

ESC 319 Biological Oceanography (A). Cross-listed as ENV 319. Prerequisite: ESC 200 or instructor’s permission. Review of the ocean’s physical, geological and chemical properties followed by study of the classification, biology and life history of marine animals and plants. Concludes with ecology of selected marine ecosystems such as intertidal, deep sea and coral reef. 3 Cr. As Needed.

ESC 325 Wetland Systems (A). Prerequisites: One of the following: BIO 202, GEL 201, ESC 211, ENV 400, or ESC 364. Covers the soils, plants, and hydrology that are characteristic of wetland systems; the history of attitudes towards and use of these areas; methods of classification of wetlands; legal and regulatory issues; management and preservation strategies; and design and use of constructed wetlands. 3 Cr. Fall.

ESC 327 Broadcast Meteorology (A). Learn: 1) how to improve weather presentation skills by developing a plain language weather presentation and forecast using the National Weather Service Forecast Discussion and Model Output products; 2) the common meteorological terminology and concepts used in weather broadcasts; 3) how television viewers process weather information, and the reasoning skills associated with scientific information processing. 3 Cr.

ESC 331 Cartography (B). Covers the methods and principles of designing maps for visualization, communication and analysis. Cover color, symbology, scale, projection and other cartographic principles. 3 Cr. Even Spring.

ESC 350 Computational Methods in the Field Sciences (A). Prerequisite: One or more courses in the natural sciences and mathematics. Discusses methods of collecting, analyzing, and visualizing field data. Covers descriptive statistics, graphical and exploratory data analysis techniques, data transformations, parametric and nonparametric hypotheses testing, relational statistics, and linear modeling. 3 Cr. Every Semester.

ESC 351 Laboratory Experiences in Scientific Programming. Prerequisite or corequisite: ESC 350. Provides laboratory activities concerning writing scientific computer programs in FORTRAN or C. Covers basic features of FORTRAN or C programming languages, including arithmetic computations, control structures, data files, array processing, and modular programming. Also familiarizes students with commonly used numerical methods in earth sciences. 1 Cr. Even Spring.

ESC 362 Climate Change & Global Warming Issues (A,I). Explores various aspects of the global warming debate, including the present understanding of the science of climate change, uncertainties associated with future climate predictions and how developed, developing and underdeveloped countries perceive potential impacts of climate change. Assesses how science impacts and is impacted by politics. Not acceptable toward any major or minor offered through the Department of Earth Sciences. 3 Cr. Even Fall.

ESC 364 Water Resources Issues (A,I). Studies water and hydrologic perspectives on problems of politics, economy and environment. Addresses issues involving the water resource by case studies ranging in scope from local to international. Requires participants to address and debate points of view in selected issues involving water resources. (Does not apply to the requirements for the earth science major.) 3 Cr.
ESC 391 Writing in the Earth Sciences (A). Covers style and the conventions of scientific writing including letters, memoranda, proposals, data reports, abstracts, as well as longer technical papers. Emphasizes style requirements of major professional earth science societies and their journals. 1 Cr. Every Semester.

ESC 399 Independent Study in Earth Science (A). Prerequisites: ESC 200 or 212. To be defined in consultation with the instructor-sponsor and in accordance with College procedures. 1-3 Cr. By Arrangement.

ESC 412 Hydrology with Lab (A). Prerequisites: MTH 201, ESC 211 or GEL 201, ESC 350 and 391 or instructor's permission. Covers the water cycle, including precipitation, runoff, streams and lakes, ground water, snow and other hydrologic topics. Also covers water storage and processes, analytical skills dealing with hydrologic events, and the utilization and conservation of water resources in terms of its distribution, quality and flow. 4 Cr. Odd Fall.

ESC 415 Physical Meteorology (A). Prerequisites: ESC 311, ESC 350, ESC 391, PHS 235, PSH 240, and MTH 202. Examines the principles of atmospheric thermodynamics, cloud microphysics, atmospheric radiation, and cloud electrification. 3 Cr. Odd Fall.

ESC 416 Thermodynamics and the Boundary Layer (A). Prerequisites: ESC 311, ESC 350, ESC 391, MTH 201 PHS 235. Allows students to study the basic thermodynamic principles of the atmosphere, including the importance of moisture and latent heat in atmospheric stability. The use and interpretation of thermodynamic diagrams is emphasized. Also explores the characteristics of atmospheric boundary layer and other topics pertaining to micrometeorology, such as turbulence and fluxes. 3 Cr. Odd Spring.

ESC 417 Dynamic Meteorology (A). Prerequisites: ESC 312, ESC 350, ESC 391, PHS 235, MTH 202 and MTH 255 or PHS 301. Covers the development of the governing equations of motion and simplifications, introduction to concepts of divergence, circulation, vorticity; mid-latitude synoptic scale motions; numerical methods and linear perturbation theory. 3 Cr. Odd Spring.

ESC 418 Watershed Sciences (A). Prerequisite: ESC 412 or GEL 462, ESC 350 and ESC 391. Covers the art and science of evaluating water, air and land resources in a watershed to provide scientific information for management policy decisions. Utilizes maps and other physical resource information, sampling, data processing and analysis. 3 Cr. Even Fall.

ESC 420 Radar and Satellite Meteorology (A). Prerequisites: ESC 211 or equivalent, ESC 350, and MTH 122. Corequisite: ESC 391. Students learn the standards of weather observation and the physical operating principles of meteorological instrumentation, including radars, satellites, and in situ platforms. Focused toward the interpretation of radar and satellite imagery. Examines topics from conventional and Doppler radars to polarimetric radars and multispectral satellite systems. 4 Cr. Even Spring.

ESC 421 Air Pollution Meteorology (A). Prerequisites or corequisites: ESC 350 and ESC 391. For students, engineers and professional people training to measure air pollution levels or measure and evaluate meteorological parameters which affect the diffusion and concentration of pollutants in the atmosphere. Provides knowledge of the effects of meteorology in air pollution. Covers factors related to site selection, control programs, and interpretation of surveys. Also studies diffusion using mathematical models. 3 Cr.

ESC 431 GIS Applications in Earth and Environmental Science (A). Prerequisite: ESC 230. Introduces students to spatial analysis theories, techniques, and issues associated with ecological and environmental applications. Provides hands-on training in the use of spatial tools while addressing a real problem. Students will be able to experience linking GIS analyses to field assessments and monitoring activities. 3 Cr.

ESC 432 Tropical Meteorology (A). Prerequisites: ESC 311, ESC 350, ESC 391, MTH 201 and PHS 235. Provides a comprehensive description of the characteristics of the atmosphere in the Tropics, as well as in-depth discussions on the weather systems and climatic patterns that affect and develop in tropical regions, such as hurricanes, monsoonal circulations, El Niño Southern Oscillation, and the Madden-Julian Oscillation. Also discusses interactions between the atmosphere and oceans at various time scales. 3 Cr. Even Fall.

ESC 452 Mesoscale Meteorology (A). Prerequisites: ESC 312, ESC 350, ESC 391, MTH 201 and PHS 235. An introduction to mesoscale processes and precipitation systems, with an emphasis on deep convection and severe weather. Covers severe storm type, structure, and organization, radar and satellite signatures of mesoscale and convective features, and the roles of atmospheric instabilities in the growth of mesoscale phenomena. Diagnosis and short-term prediction of severe storms via lecture and exercises. 3 Cr. Even Spring.

ESC 455 Introduction to Soils Science (A). Prerequisites: GEL 201, CHM 205, ESC 350 and ESC 391 or instructor's permission. Covers the formation, properties and characterization of soils, especially
those found in New York state; measurement of physical and chemical properties in field and classroom; and management, conservation, and applications of soil survey. 3 Cr. Even Fall.

ESC 457 Marine Geology-Bahamas (A). Cross-listed as BIO 457. Prerequisite: Instructor’s permission. Prepare in the fall semester for a two-week January intersession field experience in coral reef biology and geology on San Salvador Island in the Bahamas. Study identification, behavior, and ecology of marine organisms in five habitats associated with coral reefs. Learn how to prepare a scientific field notebook and to design, conduct and write a paper on a personal research project. 3 Cr. Fall.

ESC 460 Meteorological Internship (A). Prerequisite: Instructor’s permission. Provides first-hand knowledge and experience concerning the application of meteorology to industrial and governmental requirements. Requires group work in scientific fields. Allows students to design and conduct applied meteorological research. 1-3 Cr. By Arrangement.

ESC 462 Hydrometeorology (A). Prerequisites: ESC 350, ESC 211 and MTH 201. The interface between meteorological and hydrologic processes governs the impact that weather has on the human and natural environment. This course examines underlying processes behind extreme events such as flooding, storm surge, and desertification. In this course students will learn about the processes that govern them as well as the extent of their effects, their causes and the models used to predict them. 4 Cr. Even Fall.

ESC 464 Environmental Internship (A). Prerequisite: ESC 412 and 455 or instructor’s permission. Allows for application of skills acquired in work course to selected environmental problems. Directed by professionals in the field; project work must meet their standards. 1-3 Cr. By Arrangement.

ESC 490 Weather Briefing (A). Prerequisite: ESC 312. Familiarizes students with state-of-the-art weather analysis and forecasting systems. Provides for observation and presentation of weather briefings and forecasts using these products. 1 Cr. Fall.

ESC 493 Seminar in Earth Science Problems (A). Prerequisites: ESC 350 and ESC 391, and senior status. In-depth consideration of an earth sciences topic beyond formal course offerings; synthesis of material from background of courses taken to be applied in technical report. Requires the report to also be presented in a critical, professional setting to faculty and students. 2 Cr. Every Semester.

ESC 499 Independent Study in Earth Science (A). Prerequisite: ESC 200, 212, 350 and 391. To be defined in consultation with the instructor-sponsor and in accordance with College procedures. 1-3 Cr. By Arrangement.

GEL 100 Our Earth (A,N). Develops an understanding of our earth and of the processes that operate within it and upon its surface; and basic scientific principles and earth phenomena of importance including the observation of rocks, minerals, landforms, structures, volcanoes, earthquakes, water on and beneath the surface, and other natural processes that affect earth and life. 3 Cr. Every Semester.

GEL 201 Introduction to Physical Geology (A,L). Covers basic scientific principles and phenomena, including mineral and rock formation, volcanoes, earthquakes, landforms, structure, surface and groundwater and other natural processes which affect earth and life. Includes laboratory study of minerals, rocks, maps used by geologists, aerial photographs and up to two local field trips. 4 Cr. Fall.

GEL 302 Historical Geology (A). Prerequisite: GEL 201. Covers the origin and evolution of the earth and the historical development of life and the North American continent; and the background of the modern concepts of geology, including plate tectonics. Develops observational skills in the laboratory and field. Saturday field trip required. 4 Cr. Spring.

GEL 303 Field Geology of New York (A). Prerequisite or Corequisite: GEL 302. Examines regional stratigraphy, lithologic correlation, and paleoenvironments in the context of the geologic history of Western New York. Emphasizes identification of rocks and sedimentary structures in the field, interpretation of stratigraphic sections and techniques of gathering and recording geologic data in the field. Eight day-long field trips occur during the first summer session. One field trip may involve an overnight stay. This course is not applicable to the earth science or geology major. 3 Cr.

GEL 306 Introduction to Paleontology (A). Prerequisite: GEL 302 or instructor’s permission. Covers the principles of paleontology and the study of fossils including facies and index fossils, environmental control of species morphology, the basis of taxonomy, general biostratigraphic concepts and practices, and the use of fossils in the economic and scientific world. Presents various invertebrate and vertebrate groups as examples of the concepts. 4 Cr. Even Fall.

GEL 312 Mineral Science I (A). Prerequisites: GEL 201, CHM 205 and CHM 206. Introduces the structure and properties of mineral materials with emphasis on principles of bonding, crystal chemistry, crystal symmetry and morphology. Covers composition, atomic arrangement, identification
and classification of major mineral groups, their geologic occurrences, and their role in understanding the rock record. Focuses in laboratories on physical and chemical properties of minerals, and suites of minerals found in common rocks. Requires weekend field trip. 4 Cr. Odd Fall.

GEL 362 Energy and Mineral Resources Issues (A,D,I). Examines the significance of energy and mineral resources to modern social, economic, and political forces. Covers current issues involving energy and mineral resources through local to global case studies. Requires participants to discuss perspectives on energy and mineral resource development and exploitation, present use and management, and alternatives to current utilization practices. Not acceptable credit toward any major or minor offered through the Department of Earth Sciences. 3 Cr. Odd Spring.

GEL 363 Environmental Geology (A). Prerequisite: GEL 201 or instructor’s permission. Explores the geologic problems of our environment including lake, deserts, oceans and continents; problems and solutions regarding surface and groundwater supply, mass wasting earthquakes, resource development and exploration, dams and dam sites, waste disposal, land reclamation and catastrophic events; and laboratory methods for the study of environmental geology. Requires one three-day weekend field trip. 3 Cr. Even Spring.

GEL 399 Independent Study in Geology (A). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. By Arrangement.

GEL 408 Structural Geology (A). Prerequisites: GEL 302, ESC 350 and ESC 391 or instructor’s permission. Covers the principles of mechanical behavior of rocks during deformation; theories of origin of major and minor rock structures (folds, faults, rock cleavage, etc.) and their relationships to each other; and plate tectonics models for some major crustal structures. Emphasizes in the laboratory techniques of analyzing and solving three-dimensional problems, and gathering structural data in the field. Requires a weekend field trip and report. 4 Cr. Even Spring.

GEL 411 Stratigraphy and Sedimentology (A). Prerequisites: ESC 350, ESC 391 and GEL 302. Covers the physical, chemical and biological characteristics of sedimentary materials; sedimentary environments and geologic time; and the application of stratigraphic principles to a variety of problems involving sedimentary rocks in the geologic record. Employs techniques and instruments used in stratigraphy and sedimentology. Requires a weekend field trip and report. 4 Cr. Odd Fall.

GEL 415 Geomorphology (A). Prerequisites: GEL 201, ESC 350 and ESC 391. Covers the surface features of Earth and their origin. Emphasizes processes, both internal and external, which interact to produce landforms. Stresses an analytical approach to the formulation of valid inferences based on accurate observations. 4 Cr. Odd Spring.

GEL 457 Geochemistry (A). Cross listed as CHM 457. Prerequisites: CHM 205, CHM 206 and GEL 201. Applies basic chemical principles of thermodynamics, kinetics, and equilibrium to the investigation of common geologic problems ranging from the crystallization of silicate melts to surface reactions on soil minerals. Focuses on laboratory exercises on application of good laboratory practices to wet chemical and instrumental techniques involving geologic materials. Three hours lecture and three hours lab per week. 4 Cr. Even Spring.

GEL 462 Groundwater (A). Prerequisites: GEL 201, ESC 350, ESC 391 and MTH 201. Studies groundwater; and its occurrence, movement and use, and its place in the hydrologic cycle. Examines the origin of aquifers, use and effects of wells, and water quality and groundwater problems. Laboratory focuses on practical application of principles to solving hydrogeologic problems. 4 Cr. Odd Spring.

GEL 476 Geologic Techniques (A). Prerequisite: GEL 306 and GEL 312 or instructor’s permission. Covers techniques needed by the professional geologist, complex mineral and rock forms, interpretation of map and structure sections, thin-sectioning, surveying, photo-micrographic methods, and the use of seismograph methods. 2 Cr. By Arrangement.

GEL 499 Independent Study in Geology (A). Prerequisite: ESC 350, ESC 391 or GEL 302. Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. By Arrangement.
DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

282 Albert W. Brown Building
(585) 395-2205

Chairperson and Associate Professor: Sue Novinger, PhD, University of Missouri-Columbia; Distinguished Service Professor: Betsy Ann Balzano, PhD, Florida State University; Professors: Thomas R. Giblin, EdD, University of Florida; Christine Murray, PhD, Syracuse University; Associate Professors: Mary Corey, PhD, University of Rochester; Moira Fallon, PhD, University of New Mexico; Conrad Van Voorst, EdD, Vanderbilt University; Peter Veronesi, PhD, University of Iowa; Assistant Professors: Jeremy Browne, PhD, Brigham Young University; Donald Halquist, PhD, University of New Mexico; Karen Hutchison, EdD, University of Texas at San Antonio; Eun-Joo Kim, PhD, University of Georgia; Dong Shin-shin, PhD, University of Massachusetts at Amherst; Janka Szilagyi, PhD, University at Buffalo; Jie Zhang, PhD, Tennessee Technological University; Visiting Assistant Professors: Carole Pelttari, MA, Indiana State University; Jill Zarazinski, MS, University at Buffalo; Lecturers: Frank Rossi, MS, SUNY College at Geneseo; Allison Wright, MSED, The College at Brockport; Director of Field Experience and Certification: Diane Maurer, MSED, SUNY Buffalo; Assistant Coordinator of Field Experience: Shelly Smith, MS, The College at Brockport; Coordinator for Certification and Graduate Advisement: Barbara Smithgall, MS, Rochester Institute of Technology; Coordinator for Undergraduate Education Programs: Nancy Di Pasquale, MSED, SUNY College at Buffalo.

The Department of Education and Human Development offers teacher certification programs in Childhood Inclusive Education and Adolescence Inclusive Education. Teacher candidates pursuing a degree program with certification must also complete an appropriate academic major.

Admission Requirements
There are specific requirements for acceptance to all teacher education programs and additional requirements for maintaining eligibility. For all certification areas, admission to the program requires a separate application, usually prior to entering the junior year. Applications review dates are available on the department Web site. Applications are available from the Department of Education and Human Development Web page at www.brockport.edu/ehd and the Office of Undergraduate Admissions. All programs require a minimum cumulative 2.5 GPA for entrance and for continued eligibility. All programs are competitive and not all students meeting the minimum admission requirements may be accepted in periods of high demand.

Special Note
Many teacher preparation programs require more than 120 credits and may require more than eight semesters of full-time study. In addition, many programs require availability during school hours for completion of course and field experience requirements.

Important Notice
New York State Board of Regents policies have lead to changes in both certificate titles and certification requirements. These changes are reflected in this catalog and on our Web page. Brockport’s programs have been approved by NYSED and provide teacher preparation for certification that is eligible for the College’s recommendation for a New York State teaching certificate. Programs satisfy New York State academic requirements and, under the terms of the Interstate Agreement, the academic requirements for an initial certificate in many other states.

The Department of Education and Human Development is a member of the Professional Education Unit at Brockport and is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) for its teacher education programs.

Successful completion of the following New York State Teacher Certification Examinations are required for initial certification: Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills—Written (ATS-W), and Content Specialty Tests. Upon program admission teacher candidates receive further information about state examination requirements. Please refer to Teacher Preparation at Brockport in this catalog and to our Web page for additional information on certification.
## Childhood Inclusive Education Program (Grade 1-6)

The Department of Education and Human Development offers a Childhood Inclusive Education Program that includes initial dual certification in Childhood and Students with Disabilities (Grades 1-6) qualifying teacher candidates to teach in general and special education/inclusive classrooms. Certification in Childhood Inclusive Education requires an appropriate major in an academic area. Education is NOT a major at Brockport. Approved majors are listed below under Program Requirements. Specific advisement is provided for both the academic major and the certification program. Students should contact the Department of Education and Human Development about education requirements and their academic department about major and general education requirements as early as possible when planning their programs.

### Program Requirements

I. **General Education Requirements**: Teacher candidates must meet the General Education requirements in effect at the time of matriculation.

II. **Pre-professional Preparation: Academic Major** — Teacher candidates seeking certification in Childhood/Special Education must complete one of the following academic majors prior to graduation:

- Arts for Children
- Biological Science
- Chemistry
- Earth Science
- English
- French
- Geology
- Health Science
- History
- Meteorology
- Physics
- Political Science
- Spanish
- Mathematics

III. **Pre-professional Preparation: Arts and Science Cognates**. In addition to choosing one of the majors listed above, all Childhood Inclusive teacher candidates must complete the following cognate courses, some of which may also meet requirements in the major and/or General Education core. The following courses fulfill the liberal arts cognate requirements in the Childhood Inclusive Program and may be taken prior to acceptance into the program.

### Credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Details</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Foreign Language—one year of college-level study or its equivalent of a language other than English with a minimum grade of “C” at the 112 level. American Sign Language can be used to fulfill this requirement.</td>
<td>3-6</td>
</tr>
<tr>
<td>B.</td>
<td>English 482 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An advanced writing course from one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL 210 Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENL 303 Introduction to Literary Analysis (English majors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL 305 Advanced Composition</td>
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<tr>
<td></td>
<td>ENL 405 Creative Writing for Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLS 306 Contemporary Issues in Health (Health Science majors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HST 390 The History Seminar (History majors)</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTH 313 Mathematics for Elementary Teachers I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 314 Mathematics for Elementary Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>D.</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAS 273 Investigation in the Physical Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>One course in field natural science or earth science</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Choose either:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 111 Principles of Biology (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEL 100 Our Earth (3)</td>
<td></td>
</tr>
</tbody>
</table>
E. Social Studies
ESC 102 Elements of Geography 3
HST 211 Early America OR
HST 212 Modern America OR
AMS 327 Survey of American History (non-majors) 3

IV. Professional Preparation: Education Courses (46 credits)

**Phase 1**

*PSH 384, PRO 370 and EDI 413 may be taken prior to program acceptance. PSH 384 and PRO 370 require a minimum grade of “C.”
All EDI courses require a minimum grade of “C+.”

- PSH 384 Child Psychology* 3
- PRO 370 Health and Drug Education for Teacher Candidates* 1
- EDI 330 Inquiry Into Learning** 3
- EDI 413 Introduction to Special Education* 3

Total: 10

**Phase 2 (must be taken concurrently):**

- EDI 407 Emergent Language and Literacy 3
- EDI 414 Methods in Special Education** 3
- EDI 423 Diverse Learners in Social Studies 3

Total: 9

**Phase 3 (must be taken concurrently with the exception of EDI 430):**

- EDI 417 Language, Literacy, and the Learner** 3
- EDI 419 Assessment in Special Education 3
- EDI 424 Diverse Learners in Math 3
- EDI 425 Diverse Learners in Science 3
- EDI 430 Education and Society (Once accepted, may be taken in any Phase prior to Phase 4) 3

Total: 15

**50-hour field experience beyond class time required in these courses.

**Note:** All pre-professional cognates and professional courses in Phases 1-3 must be completed prior to student teaching.

V. Professional Preparation: Student Teaching with Seminar (12 credits)

**Phase 4**

- EDI 455 Practicum and Seminar in Inclusive Childhood Education 12

Total: 12

**Note:** Teacher candidates are responsible for their own transportation for all off-campus field experiences, including student teaching.
Adolescence Inclusive Education with Middle Childhood Education Extension (Grade 5-12)

Program Requirements
The Department of Education and Human Development offers an Adolescence Inclusive Education Program that includes initial dual certification in Adolescence and Students with Disabilities (with Middle Childhood extension) in nine areas: English (Literature Track); in foreign language French and Spanish; mathematics; in biology, chemistry, earth science, physics; and social studies (history major). The four science areas include an optional general science certification and an optional dual science major. Teacher candidates with initial dual certification will be qualified to teach in their content area of certification and in special education classrooms in grade 5-12.

Teacher candidates who complete a degree from Brockport that includes an approved program of teacher preparation for certification are eligible for the College’s recommendation for a teaching Certificate. Approved programs satisfy New York State academic requirements and, under the terms of the Interstate Agreement, the academic requirements for an initial certificate in many other states. Initial certification in New York State requires satisfactory performance on the New York State Liberal Arts and Sciences Test (LAST) the written Assessment of Teaching Skills (ATS-W), and Content Specialty Tests. Please refer to the section on Teacher Preparation at Brockport in this catalog for additional information on certification.

Each Adolescence Inclusive Education certification area requires an academic major in the subject area of certification. Specific advisement is provided for both the academic major and the certification area. Teacher candidates interested in teacher certification should contact the Department of Education and Human Development about education requirements and their academic department about major and General Education requirements as early as possible when planning their programs. Teacher candidates are responsible for their own transportation for all off-campus field experiences, including student teaching.

Admission to the Adolescence Inclusive Education program requires a separate application and completion of at least 12-15 credits in the major at time of application.

English-Inclusive 5-12

Program Requirements
I. General Education Requirements: Teacher candidates must meet the General Education requirements in effect at the time of matriculation.

II. Pre-professional Preparation: Academic Major — Teacher candidates must formally declare a major in English (Literature track), and successfully complete all requirements for the major, described under the listing for the Department of English in this catalog. At least 12-15 credits in the English major (Literature track) must be completed prior to Phase 1.

III. Professional Preparation: Education Courses (43-46 credits)

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Foreign Language, EDI 413, PSH 484 and PRO 370 may be taken prior to program acceptance. Foreign Language, PSH 484 and PRO 370 require a minimum grade of “C.” *All EDI courses require a minimum grade of “C+.”</td>
<td></td>
</tr>
<tr>
<td>Foreign Language – one year of college-level study in a language other than English at 112 level*</td>
<td>3-6</td>
</tr>
<tr>
<td>EDI 445 Inclusive Middle Level Teaching in English**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 431 Language Skills in Middle and High School Content Area I</td>
<td>3</td>
</tr>
<tr>
<td>EDI 413 Introduction to Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>PSH 484 Adolescence*</td>
<td>3</td>
</tr>
<tr>
<td>PRO 370 Health and Drug Education for Teacher Candidates*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16-19</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>EDI 465 Teaching English Inclusively**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 430 Education and Society (Once accepted can be completed in any phase prior to Phase 4)</td>
<td>3</td>
</tr>
<tr>
<td>EDI 432 Language Skills in the Middle and High School Content Areas II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 414 Methods in Special Education **</td>
<td>3</td>
</tr>
<tr>
<td>EDI 419 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**50-hour field experience beyond class time is required for this course. Teacher candidates are responsible for their own transportation for all off-campus field experiences, including student teaching.**

Note: All professional preparation courses in Phases 1-3 must be successfully completed prior to student teaching.

IV. Professional Preparation: Student Teaching with Seminar (12 credits)

<table>
<thead>
<tr>
<th>Phase 4</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 475 Practicum in Inclusive Adolescence and Seminar</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Foreign Language Inclusive 5-12**

**Program Requirements**

I. General Education Requirements: Teacher candidates must meet the General Education requirements in effect at the time of matriculation.

II. Pre-professional Preparation: Academic Major — Teacher candidates must formally declare either a major in French or Spanish, and successfully complete all requirements for the major, described under the listing for the Department of Foreign Language in this catalog. At least 12-15 credits in either the French or Spanish major must be completed prior to Phase 1.

III. Professional Preparation: Education Courses (43-46 credits)

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Foreign Language, EDI 413, PSH 484 and PRO 370 may be taken prior to program acceptance. Foreign Language, PSH 48 and PRO 370 require a minimum grade of “C.” All EDI courses require a minimum grade of “C+.”</em></td>
<td></td>
</tr>
<tr>
<td>Foreign Language – one year of college-level study in a language other than English at 112 level*</td>
<td>3-6</td>
</tr>
<tr>
<td>EDI 449 Inclusive Middle Level Teaching in Foreign Language**</td>
<td>3</td>
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<tr>
<td>EDI 431 Language skills in the Middle and High School Content Area I</td>
<td>3</td>
</tr>
<tr>
<td>EDI 413 Introduction to Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>PSH 484 Adolescence*</td>
<td>3</td>
</tr>
<tr>
<td>PRO 370 Health and Drug Education for Teacher Candidates*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16-19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 469 Teaching Foreign Language Inclusively**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 430 Education and Society (Once accepted can be completed in any phase prior to Phase 4)</td>
<td>3</td>
</tr>
<tr>
<td>EDI 432 Language Skills in the Middle and High School Content Areas II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
Phase 3

EDI 414  Methods in Special Education **  3
EDI 419  Assessment in Special Education  3

Total:  6

** 50-hour field experience beyond class time is required for this course. Teacher candidates are responsible for their own transportation for all off-campus field experiences, including student teaching.

Note: All professional preparation courses in Phases 1-3 must be successfully completed prior to student teaching.

IV. Professional Preparation: Student Teaching with Seminar (12 credits)

Phase 4

EDI 475  Practicum in Inclusive Adolescence Education and Seminar  12

Total:  12

Mathematics Inclusive 5-12

Program Requirements

I. General Education Requirements: Teacher candidates must meet the General Education requirements in effect at the time of matriculation.

II. Pre-professional Preparation: Academic Major — Teacher candidates must formally declare a major in mathematics, and successfully complete all requirements for the major, described under the listing for the Department of Mathematics in this catalog. At least 12-15 credits in the mathematics major must be completed prior to Phase 1.

III. Professional Preparation: Education Courses (43-46 credits)

Phase 1

*Foreign Language, EDI 413, PSH 484 and PRO 370 may be taken prior to program acceptance. Foreign Language, PSH 484 and PRO 370 require a minimum grade of “C.”

All EDI courses require a minimum grade of “C+.”

Foreign Language – one year of college-level study in a language other than English at 112 level*  3-6
EDI 446  Inclusive Middle Level Teaching in Mathematics**  3
EDI 431  Language Skills in Middle and High School Content Area I  3
EDI 413  Introduction to Special Education*  3
PSH 484  Adolescence*  3
PRO 370  Health and Drug Education for Teacher Candidates*  1

Total:  16-19

Phase 2

EDI 466  Teaching Mathematics Inclusively**  3
EDI 430  Education and Society (Once accepted can be completed in any phase prior to Phase 4)  3
EDI 432  Language Skills in Middle and High School Content Area II  3

Total:  9

Phase 3

EDI 414  Methods in Special Education **  3
EDI 419  Assessment in Special Education  3

Total:  6

** 50-hour field experience beyond class time is required for this course. Teacher candidates are responsible for their own transportation for all off-campus field experiences, including student teaching.
**Note:** All professional preparation courses in Phases 1-3 must be successfully completed prior to student teaching.

IV. **Professional Preparation: Student Teaching with Seminar (12 credits)**

<table>
<thead>
<tr>
<th>Phase 4</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 475 Practicum in Inclusive Adolescence Education and Seminar</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Science Inclusive 5-12 Program Requirements

I. **General Education Requirements:** Teacher candidates must meet the General Education requirements in effect at the time of matriculation.

II. **Pre-professional Preparation: Academic Major:** Students must formally declare a major in one of the following sciences: biology, chemistry, earth science or physics and successfully complete all requirements for the major, described under the listing for the Department of Biology, Chemistry, Earth Science or Physics in this catalog. At least 12-15 credits in the major must be completed prior to Phase 1.

III. To obtain the optional general science certification, teacher candidates must complete a minimum of 18 credits in at least two science areas other than the declared science major.

IV. To obtain an optional dual science certification, teacher candidates must complete a minimum of 24 semester hours of study in a single science area outside their declared science major.

V. **Professional Preparation: Education Courses (43-46 credits)**

#### Phase 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language, EDI 413, PSH 484 and PRO 370 may be taken prior to program acceptance. Foreign Language, PSH 484 and PRO 370 require a minimum grade of “C.”</td>
<td>3-6</td>
</tr>
<tr>
<td>EDI 447 Inclusive Middle Level Teaching in Science**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 431 Language Skills in Middle and High School Content Area I</td>
<td>3</td>
</tr>
<tr>
<td>EDI 413 Introduction to Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>PSH 484 Adolescence*</td>
<td>3</td>
</tr>
<tr>
<td>PRO 370 Health and Drug Education for Teacher Candidates*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16-19</strong></td>
</tr>
</tbody>
</table>

#### Phase 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 467 Teaching Science Inclusively**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 430 Education and Society (Once accepted can be completed in any phase prior to Phase 4)</td>
<td>3</td>
</tr>
<tr>
<td>EDI 432 Language Skills in the Middle and High School Content Areas II</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>9</strong></td>
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</table>

#### Phase 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDI 414 Methods in Special Education **</td>
<td>3</td>
</tr>
<tr>
<td>EDI 419 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Note:** All professional preparation courses in Phases 1-3 must be successfully completed prior to student teaching.
VI. Professional Preparation: Student Teaching with Seminar (12 credits)

**Phase 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 475 Practicum in Inclusive Adolescence Education and Seminar</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total:** 12

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**Social Studies Inclusive 5-12 Program Requirements**

I. General Education Requirements: Teacher candidates must meet the General Education requirements in effect at the time of matriculation.

II. Pre-professional Preparation: academic major: Teacher candidates must formally declare a major in history, and successfully complete all requirements for the major, described under the listing for the Department of History in this catalog. At least 12-15 credits in the History major must be completed prior to Phase 1.

III. Pre-professional Preparation: Social Science Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PLS 113 American Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESC 102 Elements of Geography</td>
<td>3</td>
</tr>
<tr>
<td>Choose one course from the following areas:</td>
<td>3</td>
</tr>
<tr>
<td>African-American Studies, Anthropology, or Sociology</td>
<td></td>
</tr>
<tr>
<td>ECN 100 Contemporary Economic Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 202 Macro Economics</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 12

---

IV. Professional Preparation: Education Courses (43-46 credits)

**Phase 1**

*Foreign Language, EDI 413, PSH 484 and PRO 370 may be taken prior to program acceptance. Foreign Language, PSH 484 and PRO 370 require a minimum grade of “C.” All EDI courses require a minimum grade of “C+.”*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language –one year of college level study in a language other than English at 112 level*</td>
<td>3-6</td>
</tr>
<tr>
<td>EDI 448 Inclusive Middle Level Teaching in Social Studies**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 413 Introduction to Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDI 431 Language Skills in Middle and High School Content Areas I</td>
<td>3</td>
</tr>
<tr>
<td>PSH 484 Adolescence*</td>
<td>3</td>
</tr>
<tr>
<td>PRO 370 Health and Drug Education for Teacher Candidates*</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 16-19

**Phase 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 468 Teaching Social Studies Inclusively**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 430 Education and Society (Once accepted can be completed in any phase prior to Phase 4)</td>
<td>3</td>
</tr>
<tr>
<td>EDI 432 Language Skills in the Middle and High School Content Areas II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 9

**Phase 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 414 Methods in Special Education**</td>
<td>3</td>
</tr>
<tr>
<td>EDI 419 Assessment in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 6

**Note:** 50-hour field experience beyond class time is required for this course. Students are responsible for their own transportation for all off-campus field experiences, including student teaching.

**Note:** All professional preparation courses in Phases 1-3 must be successfully completed prior to student teaching.
V. Professional Preparation: Student Teaching with Seminar (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 475 Practicum in Adolescence Inclusive Education and Seminar</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Departments of Education and Human Development Courses

EDI 330 Inquiry into Learning (A). Prerequisite: Acceptance in Childhood Inclusive Program. Explores current theories of learning. Also explores how students and others learn and examines the implications for school learning experiences. Ties how one learns to how we teach and assess understanding. Attention is given to meeting the diverse needs of all learners. Includes a 50-hour field component. 3 Cr. Every Semester.

EDI 360 America Reads I (B). Provides opportunities for students to work with children to improve their literacy skills in a classroom setting (K-6). Students are placed primarily with the Brockport Central School District. Students have the opportunity to learn tutoring techniques, create lesson plans and grade papers. Includes a 60-hour field component. 3 Cr. Every Semester.

EDI 361 America Reads II (B). Prerequisite: EDI 360. Provides opportunities for students to work with children to improve their literacy skills in a classroom setting (K-6). Students are placed primarily with the Brockport Central School District. Students have the opportunity to learn tutoring techniques, create lesson plans and grade papers. Includes a 60-hour field component. Requires students to serve as student mentors to help coordinate the activities of the first year students. 3 Cr. Every Semester.


EDI 413 Introduction to Special Education (B). Introduces teacher candidates to the characteristics of students with exceptionalities according to state and national standards and laws. Identification of students with diverse needs is an integral part of this course. Issues of diversity will be explored across race, culture, language, gender, religion, disability and socioeconomic status. An introduction will be required into issues of family/professional partnerships, learner-centered constructivism, collaboration and consultation skills, and community building. Addresses the philosophy of inclusion and collaboration for all students, effective teacher performance, and special education law for educators. 3 Cr. Every Semester.

EDI 414 Methods in Special Education (B). Prerequisite: EDI 413; Childhood Phase I EDI courses. Corequisite: Phase II courses. Adolescence/Special Education Prerequisite: Phase I and II EDI courses. Corequisite: Phase III courses. Emphasizes serving students with a variety of needs in the inclusion classroom setting. Teacher candidates will learn to develop a positive and supportive learning environment for all students. Teacher candidates will also learn to select, modify and evaluate inclusive curricular materials and instructional techniques for individuals and groups of learners with disabilities taking into account the learners abilities, learning rates and styles of learning. They will develop and apply instructional techniques for use in the inclusive classroom with individuals with disabilities, including the use of assistive technology services and devices. Includes a 50-hour field component. 3 Cr. Every Semester.

EDI 417 Language Literacy and the Learner (B). Prerequisite: EDI 330, EDI 407, EDI 414, 423. Corequisite: EDI 419, EDI 424, EDI 425. Expands understanding of language and literacy processes. Develops increasingly sophisticated understanding and skill in implementing strategies for supporting the language and literacy learning of diverse learners. Continued inquiry into a range of assessment strategies linking assessment and instruction. Examines integration of language and literacy across all curricular areas; creates environments that support children’s language and literacy learning. Includes a 50-hour field component. 3 Cr. Every Semester.

EDI 419 Assessment for Special Education (B). Prerequisite EDI 413. Prepares teacher candidates with the skills, theory, practice and knowledge to engage in quality assessment of special education students. Examines principles and criteria of evaluative and diagnostic techniques, norm referenced testing, criteria/referenced testing, and informal teacher-made tests. Explores the use and understanding of standardized tests and test scores.
in statewide assessments; necessary skills in the practical application of classroom assessment for special education students. 3 Cr. Every Semester.

EDI 420 Childhood Education for Language Teachers (B). Explores the nature and development of the childhood curriculum including cognitive, affective, psychomotor, and linguistic development. Focuses on the theory, teaching methodology, classroom management, and development of appropriate foreign language materials at the childhood level. Designed for foreign language teacher candidates certified for grades 7-12 who wish to extend their certification to teach a language in grades 1-6. 3 Cr. Summer.

EDI 421 Teaching the Bilingual Child (B). Explores the social, emotional and cognitive implications of being a child who must function as a bilingual in a classroom setting. Relates theoretical knowledge to practice through observation and work with students in a bilingual setting. 3 Cr.

EDI 422 TESOL: Materials and Techniques (B). Examines second language acquisition theories in relation to the development of techniques and materials used in a formal classroom setting. Covers the development of proficiency and competency in the acquisition of the skills of listening, speaking, reading, and writing as it relates to English Language Learners (ELL). Examines the role of context and culture in the teaching of English Language Learners. Explores the role of the teacher in choosing appropriate materials and assessments for ELLs. Requires teacher candidates to develop and teach a microteaching lesson. 3 Cr. Fall.

EDI 423 Diverse Learners in Social Studies (B). Prerequisites: EDI 413, EDI 330. Corequisite: EDI 407, EDI 414. Fosters a teacher candidate's ability to appropriately design and deliver elements of social studies instruction in grades 1 through 6. Includes implementing social studies lessons for diverse learning needs, integrating technology and other content areas, and developing meaningful assessments. Addresses New York State Learning Standards and Social Studies Core Curriculum, and the Ten Thematic Strands from the National Council for the Social Studies. 3 Cr. Every Semester.

EDI 424 Diverse Learners in Mathematics (B). Prerequisites: EDI 413, EDI 330, EDI 407, EDI 414, EDI 423. Corequisite: EDI 417, EDI 425, EDI 419. Allows teacher candidates to apply appropriate elements of instruction of mathematics in inclusive grades 1 through 6. Includes implementing problem-based mathematics lessons for diverse learning needs, integrating technology and other content areas, developing a range of meaningful assessments and addressing state and national learning standards in mathematics. In addition, teacher candidates will increase their content knowledge. 3 Cr. Every Semester.

EDI 425 Diverse Learners in Science (B). Prerequisites: EDI 413, EDI 330, EDI 407, EDI 414, EDI 423. Corequisite: EDI 417, EDI 424, EDI 419. Allows teacher candidates to apply appropriate elements of instruction of science in grades 1 through 6. Includes implementing inquiry-based science lessons for diverse learning needs, integrating technology and other content areas, connecting to families through science, developing a range of meaningful assessments and addressing state and national learning standards in science. In addition, teacher candidates will increase their content knowledge in science. 3 Cr. Every Semester.

EDI 430 Education and Society (A,D,I,W,Y). Prerequisite: Program admission. Focuses on social, cultural, historical, and philosophical foundations of education; changing roles of teachers within contexts of contemporary schools; and other programs serving children. The course will also explore the idea that education reflects the wider society in which we live. 3 Cr.

EDI 431 Teaching Language Skills in Middle and High School Content Areas I. Prerequisite: Admission to Adolescence Inclusive Education Program. Corequisites: EDI 413, EDI 44X. Focuses on the notion that reading and listening for meaning are critical to thinking about and learning content knowledge in all disciplines of study in the middle and high schools. Stresses the development of these language skills in early and later adolescence and examines the individual differences among learners and multiple approaches and strategies that may be used to improve students’ thinking and learning. Requires an analysis of reading and listening skills and abilities essential to successful learning in the disciplines that are taught in the middle and high schools. Identifies the successful strategies teachers and others have used to be effective readers and listeners and uses these as bridges to the construction of instructional units that improve performance. 3 Cr.

EDI 432 Teaching Language Skills in Middle & High School Content Area 2 (B). Prerequisite: Phase I Adolescence Inclusive Education. Builds on students’ study in EDI 431. This is the application level of literacy instruction, emphasizing effective teaching methods. This course explores the notion that reading, writing, and speaking are fundamental to thinking about and learning content knowledge in all disciplines of study. Students use written and verbal presentations to explore thinking processes, and take skills and theory from EDI 431 and translate them into teaching practice. Learners will achieve an understanding of the kinds
of experiences that help students make meaning from text, write and speak with an authentic voice, and produce writing and verbal presentations of consequence. Students will design and deliver literacy lessons, integrate literacy lessons into their specific content, integrate technology into literacy lessons, engage learners through multiple research based methods, and further their understanding of an inclusive environment to promote literacy development. 3 Cr.

EDI 436 Gender Issues K-12 (A,W,Y). Cross-listed as WMS 436. Focuses on the issue of gender in schools K-12. Identifies and examines the ways in which gender roles are reinforced in schools and studies the ways in which race and class interact with gender to influence the schooling experience. Students learn ways in which teachers and other educators can promote an equitable educational experience for all students. 3 Cr. Every Semester.

EDI 445 Inclusive Middle Level Teaching in English (B). Prerequisite: Admission to Adolescence Inclusive Education Program. Corequisite: EDI 431. Introduces students to the methods and strategies involved in inclusive middle level English teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members of teams clarify goals and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. 3 Cr.

EDI 446 Inclusive Middle Level Teaching in Mathematics (B). Prerequisites: Admission to Adolescence Education Program. Corequisite: EDI 431. Introduces students to the methods and strategies involved in inclusive middle level Mathematics teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members of teams clarify goals and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. Every semester. 3 Cr.

EDI 447 Inclusive Middle Level Teaching in Science (B). Prerequisites: Admission to Adolescence Inclusive Education Program. Corequisite: EDI 431. Introduces students to the methods and strategies involved in inclusive middle level Science teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members of teams clarify goals and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. Every semester. 3 Cr.

EDI 448 Inclusive Middle Level Teaching in Social Studies (B). Prerequisite: Admission to Adolescence Inclusive Education Program. Corequisite: EDI 431. Introduces teacher candidates to the methods and strategies involved in the teaching of middle and high school social studies. Begins the teacher candidates’ exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Requires teacher candidates to practice teaching lessons they have designed and be reflective about their own and others’ lessons. Focuses on teacher candidates’ ability to work collaboratively as members of teams. Provides opportunities for teacher candidates to clarify their goals in pursuit of a teaching career and requires them to construct a personal statement of educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. 3 Cr. Fall.

EDI 449 Inclusive Middle Level Teaching in Foreign Language (B). Prerequisite: Admission to Adolescence Inclusive Education Program. Corequisite: EDI 431. Introduces teacher candidates to the methods and strategies involved in the teaching of middle and high school foreign language. Begins the teacher candidates’ exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Requires teacher candidates to practice teaching lessons they have designed and be reflective about their own and others’ lessons. Focuses on teacher candidates ability to work collaboratively as members of teams. Provides opportunities for teacher candidates to clarify their goals in pursuit of a teaching career and requires them to construct a personal statement of educational philosophy. Requires 50 hours of field experience. 3 Cr.

EDI 455 Practicum and Seminar in Inclusive Childhood Education (B). Prerequisites: Phase I, II, III Childhood Inclusive Education Program. Provides two (2) college-supervised student teaching experiences, one in grades 1-3, another in grades 4-6. One of these two placements is in special education. Candidates gain experiences in all aspects of teaching including planning, delivery, and assessment of student learning. The student teaching seminar provides support and encouragement for teacher candidates through meetings with peers, the college supervisor(s), and resource personnel. 12 Cr.
EDI 465 Methods of Teaching Secondary English (B). Prerequisites: EDI 413, EDI 431, EDI 445. Corequisites: EDI 432. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in English content areas. Emphasizes secondary curriculum content; New York State English Language Arts technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr.

EDI 466 Teaching Mathematics Inclusively (B). Prerequisites: EDI 413, EDI 431, EDI 446. Corequisites: EDI 432. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in mathematics content areas. Emphasizes secondary curriculum content; New York State MST technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr.

EDI 467 Teaching Science Inclusively (B). Prerequisites: EDI 413, EDI 431, EDI 447. Corequisites: EDI 432. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in science content areas. Emphasizes secondary curriculum content; New York State MST technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr.

EDI 468 Teaching Social Studies Inclusively (B). Prerequisites: EDI 413, EDI 431, EDI 448. Corequisites: EDI 432. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in social studies content areas. Emphasizes secondary curriculum content; New York State social studies standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr.

EDI 469 Methods in Teaching Secondary Foreign Language (B). Prerequisites: EDI 413, EDI 431, EDI 449. Corequisites: EDI 432. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in foreign language content areas. Emphasizes secondary curriculum content; New York State second language standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr.

EDI 475 Practicum and Seminar in Inclusive Adolescence Education (B). Prerequisites: Phase I, II, III Adolescence Inclusive Education Program. Provides two (2) college-supervised student teaching experiences, one in grades 7-9, another in grades 10-12. One of these two placements is in special education. Candidates gain experiences in all aspects of teaching including planning, delivery, and assessment of student learning. The student teaching seminar provides support and encouragement for teacher candidates through meetings with peers, the college supervisor(s), and resource personnel. 12 Cr.

EDI 490 Topics of Instruction (B). Meets the needs of intact groups of clients at the upper-division undergraduate level. Transcript title, content, bibliography and assessment procedures vary with the predetermined needs and interests of the group of clients served. 1-3 Cr.

EDI 499 Independent Study (B). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.
DEPARTMENT OF ENGLISH

211 Hartwell
(585) 395-2503

Chair and Professor: J. Roger Kurtz, PhD, University of Iowa; Professors: T. Gregory Garvey, PhD, University of Wisconsin-Madison; Robert J. Gemmett, PhD, Syracuse University; Janie Hinds, PhD, University of Tulsa; Anne Panning, University of Hawaii; Graduate Coordinator and Associate Professor: Miriam E. Burstein, PhD, University of Chicago; Associate Professors: Ralph W. Black, PhD, New York University; Jennifer Haytock, PhD, University of North Carolina; Assistant Professors: Sharon Allen, PhD, Princeton University; Austin Busch, PhD, Indiana University; Brooke Conti, PhD, Yale University; Stephen Fellner, PhD, University of Utah; Stefan Jurasinski, PhD, Indiana University; Alissa Karl, PhD, University of Washington; Russell Meeuf, PhD, University of Oregon; Megan Norcia, PhD, University of Florida; Megan Obourn, PhD, New York University; Joseph Ortiz, PhD, Princeton University; James Whorton, PhD, University of Southern Mississippi; Lecturers: Jeanne Grinnan, MEd, The College at Brockport; Teresa Lehr, MA, The College at Brockport; Sidney Rosenzwig, PhD, University of Rochester.

The Department of English offers a wide range of courses in American, British, and world literatures, composition and creative writing — including workshops in poetry, fiction, and creative nonfiction. The English major is tailored for students who wish to pursue a passion for reading and writing, and for those who seek a general education in literary studies as they plan for careers in education, law, business administration, public relations, advertising, or government — indeed, any field where effective use of the English language and critical thinking skills are seen as essential to a broad humanistic perspective. Our majors choose between a literature or creative writing concentration (outlined below), where their course work is designed to develop analytical, research, and creative skills. As an alternative, the English minor gives students an opportunity to select courses appropriate to their individual needs and interests. Students majoring or minoring in English must complete at least 50 percent of their course work (18 credits for the major, nine credits for the minor) at The College at Brockport.

Major Specialties in English

Students who major in English must select a 36-credit major from one of two options: literature or creative writing

Option 1: Literature

The English Major-Literature focuses on the origins and development of British and American literatures and cultural values and global issues reflected in world literatures and affords students extensive practice in critical analysis and writing. The literature track provides strong preparation for elementary and secondary teachers, for professional careers in business and law, and for the further study of literature at the graduate level.

General Guidelines: Literature courses include the genres of poetry, fiction, drama, and the essay. Most majors take 42–45 credits in English. In selecting their required courses, electives, or other courses beyond the 36-credit minimum, students are encouraged to construct personal concentrations in such areas as: American, British, or world literature; film studies; women writers; modern literature, etc., or to explore the diversity of literary and language studies. Individual courses fulfill only one requirement in the major, and only liberal arts courses (designated by an A) can be used to satisfy the 36-credit minimum requirement.

Minimum Course Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 303</td>
<td>3</td>
</tr>
<tr>
<td>British Literature</td>
<td>3</td>
</tr>
<tr>
<td>One course in British Literature before 1800</td>
<td></td>
</tr>
<tr>
<td>(Examples: ENL 202 British Literature I, ENL 322 British Novel I, ENL 411 Chaucer, ENL 416 British Renaissance, ENL 417 The Age of Dryden, Pope and Johnson)</td>
<td></td>
</tr>
</tbody>
</table>
One course in British Literature after 1800  
(Examples: ENL 203 British Literature II,  
ENL 419 English Romantic Writers,  
ENL 420 The Victorians and Others, ENL 424 Modern British Literature,  
ENL 426 Contemporary British Literature, ENL 426 Irish Writers)

American Literature
One course in American Literature before 1900  
(Examples: ENL 204 American Literature I, ENL 374 American Novel I,  
ENL 429 Roots of American Literature, ENL 431  
The Transcendental Movement)
One course in American Literature after 1900  
(Examples: ENL 205 American Literature II, ENL 435  
Modern American Poetry, ENL 443 Contemporary American Poetry,  
ENL 434 American Literature of the Cold War Era)

World Literatures and Cultures
Two world literature courses, only one of which may be at the 100 level  
(Examples: ENL 165 International Fiction,  
ENL 353 The Bible and Modernism,  
ENL 367 African Novel, ENL 475 Post-Colonial Literature

OR
One world literature course and one British or American literature course  
which has a significant emphasis on cultural differences (Examples: ENL 235  
Introduction to Afro-American Literature, ENL 237  
Native-American Literature)

ENL 315 Shakespeare                                                3
Linguistics and Language (ENL 450, ENL 451, ENL 455 or ENL 481)  3
Two elective courses in English at the 300/400 level 6
ENL 472 Critical Approaches to Literature 3

Total: 36

Teacher Certification Students: Students preparing for teaching in elementary schools are strongly advised to take ENL 305 Advanced Composition and ENL 482 Children’s Literature. Students preparing for teaching in secondary schools must take ENL 305 Advanced Composition and ENL 484 Young Adult Literature as electives.

Preparation for Business, Law and Public Service: Literature courses which emphasize psychological, social, and verbal analysis provide a solid basis for the type of critical thinking needed in professional positions, while courses in writing, business communications, journalism/publication, etc. provide a solid basis in communication skills central to these areas.

Option 2: Creative Writing
The English Major-Creative Writing allows students to follow a program of study in English which will enable them to explore their talents and develop their skills in a series of writing courses and related literature courses.

General Guidelines: Literature courses include the genres of poetry, fiction, drama, and the essay. Most majors take about 42–45 credits in English. In selecting their required courses, electives, or other courses beyond the 36-credit minimum, students are encouraged to construct personal concentrations in such areas as American, British, or world literature; film studies; women writers; modern literature, etc., as well as taking additional courses in writing or literature. Individual courses fulfill only one requirement in the major, and only liberal arts courses (designated by an A) can be used to satisfy the 36-credit minimum requirement.
Minimum Course Requirements:

- ENL 303 Introduction to Literary Analysis (minimum grade of “C”) 3
- ENL 210 Creative Writing (the prerequisite for ENL 301 and 302) 3

Literature Requirements (one course must be in literature before 1900)
- One course in British Literature 3
- One course in American Literature 3
- One course in World Literature 3

Workshop Requirements
- ENL 301 Fiction Writers Workshop 3
- ENL 302 Poetry Writers Workshop 3
- One Advanced Writers Workshop (ENL 301 or 302 are prerequisites for the related Advanced Workshops; these 400 level Workshops may be repeated once) 3
- ENL 491 Advanced Fiction Writers Workshop 3
- ENL 492 Advanced Poetry Writers Seminar 3
- ENL 493 The Creative Essay 3
- ENL 403 Writers Craft (may be repeated once) 3

Two elective courses in English at the 300/400 level 6
- ENL 472 Critical Approaches to Literature (prerequisites: ENL 303 and nine credits of 300/400 level study in English) 3

Total: 36

Teacher Certification Students (elementary schools): Students preparing for teaching in elementary schools are strongly advised to take ENL 305 Advanced Composition and ENL 482 Children’s Literature.

Preparation for Business Law and Public Service: Literature courses which emphasize psychological, social, and verbal analysis provide a solid basis for the type of critical thinking needed in professional positions, while courses in writing, business communications, journalism/publication, etc. provide a solid basis in communications skills central to these areas.

Minor in English

The minor in English allows students majoring in other disciplines to construct a program of study in English that will be appropriate to their individual interests and prospective careers.

English Minor Requirements

The minor requires 18 credits, including ENL 303 Introduction to Literary Analysis with a grade of “C” or better. Of the additional five elective courses (15 credits), at least two must be at the 300 level or above, and only one may be at the 100 level.

Students may wish to construct their individualized English minor around concentrations in such areas as American literature, British literature, film studies, women writers, cultural studies in literature, writing, and modern literature. It is also acceptable to simply choose five electives of interest.

Student Life

The Writers Forum provides exposure to significant contemporary writers and critics. The English Club offers a variety of activities, including the publication of student writing. Sigma Tau Delta, an international honor society, recognizes significant academic accomplishment. Awards are available for student scholarship, and outstanding literary-critical, fiction, poetry, and non-fiction writing.

Study Abroad

Study-abroad programs are available. Information is available in the Office of International Education.
General Education Requirements
The following courses may be taken to meet the lower-division Humanities (H) requirement:

- ENL 165 International Fiction
- ENL 166 Literature and Culture
- ENL 202 British Literature I
- ENL 203 British Literature II
- ENL 204 American Literature I
- ENL 205 American Literature II
- ENL 235 Introduction to African-American Literature
- ENL 237 Native-American Literature

The following course may be taken to meet the lower-division Fine Arts Performance (P) requirement:

- ENL 210 Creative Writing

The following course may be taken to meet the lower-division Fine Arts (F) requirement:

- ENL 200 Art of the Film

The following course may be taken to meet the lower-division Other Worlds (O) requirement:

- ENL 166 Literature and Culture
- ENL 353 The Bible and Modernism

The following courses may be taken to meet the Diversity (D) requirement:

- ENL 165 International Fiction
- ENL 166 Literature and Culture
- ENL 204 American Literature I
- ENL 205 American Literature II
- ENL 338 Lesbian and Gay Literature
- ENL 367 African Novel
- ENL 378 Women in American Literature
- ENL 418 Significant Themes in British Literature
- ENL 439 Asian-American Literature
- ENL 457 Women and Film
- ENL 470 Women's Popular Culture
- ENL 475 Post-Colonial Literature
- ENL 476 Magical Realism
- ENL 478 Seminar in World Literature

The following courses may be taken to meet the Contemporary Issues (I) requirement:

- ENL 353 The Bible and Modernism
- ENL 367 African Novel
- ENL 378 American Women Writers
- ENL 439 Asian-American Literature
- ENL 457 Women and Film
- ENL 470 Women's Popular Culture
- ENL 475 Postcolonial Literature
- ENL 477 Issues in Science Fiction

The following courses may be taken to meet the Perspectives on Women (W) requirement:

- ENL 378 Women Writers in American Literature
- ENL 427 Women in the Novel
- ENL 439 Asian-American Literature
- ENL 441 American Literature: 19th-Century Women's Novel
- ENL 442 Topics in Women's Literature
- ENL 457 Women and Film
- ENL 470 Women's Popular Culture
- ENL 474 Caribbean Literature
- ENL 475 Seminar in World Literature
- ENL 496 Sex and Censorship in Literature and the Media
Notes: ENL 112 or equivalent is a prerequisite for any ENL course above 200. Subtitles and contents of topics, seminar, genre, mode, theme, and workshop courses vary by semester. Consult the department for information concerning offerings in any given semester. Each semester the department provides a booklet containing instructors’ descriptions of courses they offer. The booklet may be obtained in the department office.

Department of English Courses

ENL 101 English for Foreign Students (A). For speakers of other languages whose command of English is limited. Involves intensive experience in spoken and written English and prepares students for either ENL 102 or ENL 112, depending on the recommendation of the instructor. 3 Cr.

ENL 102 Fundamentals of College Composition (A). For students who need practice in expository writing skills. Provides intensive work in writing standard, edited English as preparation for entering ENL 112. 3 Cr. Every Semester.

ENL 112 College Composition (A). Cross-listed as HON 112. Emphasizes the development of written discourse with special attention to the writing process. Students generate, revise, and edit several short essays, as well as practice writing in ways that exercise their critical reading and thinking skills. 3 Cr. Every Semester.

ENL 163 Literature, the Arts and Western Culture I (A,G,W,Y). Cross-listed as HON 209. Explores how major literary works reflect significant ideas and issues from gender to power politics, from religious beliefs to racist prejudices, from heroism to hedonism, of the times when they were created. 3 Cr.

ENL 164 Literature, the Arts and Western Culture II (A,G). Cross-listed as HON 215. Examines the intellectual, economic, and political trends in the arts which contributed to the shape and character of American culture. 3 Cr.

ENL 165 International Fiction (A,D,H). Focuses on literary works from various cultures as vehicles for an examination of human nature. Assumes that, despite differences in nationality, race and culture, human beings share similar concerns, values, and attitudes. 3 Cr. Every Semester.

ENL 166 Literature and Culture (A,D,H,O). Examines selected works of literature to illustrate comparative religious, political, scientific, and artistic issues as well as the conflicts inherent in individual, societal, and cultural values. 3 Cr. Every Semester.

ENL 200 Art of the Film (A,F). An introduction to film as an art form combining visual, dramatic, and aural arts. Covers basic film vocabulary, elements of film art, trends in film aesthetics, and analysis of style of important selected filmmakers; includes screening of short and feature films. Required for Film Studies minors. 3 Cr. Every Semester.

ENL 202 British Literature I (A,H). Explores works from British literature written between 800 and 1800, including those of such writers as Chaucer, Shakespeare and Milton. Examines various styles, forms, and genres. 3 Cr. Every Semester.

ENL 203 British Literature II (A,H). Explores British literature written from 1800 to the present, including works by writers such as Wordsworth, Browning, Yeats and Woolf. 3 Cr. Every Semester.

ENL 204 American Literature I (A,D,H). Surveys texts written in or about America prior to the Civil War. May include exploration and captivity narratives, Puritan writing, writing of the American Revolution, and major romantic authors such as Emerson, Fuller, Hawthorne, Melville, Douglass, and Stowe. 3 Cr. Every Semester.

ENL 205 American Literature II (A,D,H,W,Y). Surveys texts written in or about America from the post-Civil War era to the present. Introduces students to literary movements of the period such as realism, modernism, the Harlem Renaissance, the Beat generation, postmodernism, and the rise of ethnic American writing. May include writers such as James, Stein, Hughes, Ginsberg, Pynchon, and Kingston. 3 Cr. Every Semester.

ENL 210 Creative Writing (A,P). Examines techniques for writing poetry; prose, and/or creative nonfiction and requires students to critique each other’s and to revise their own work. 3 Cr. Every Semester.

ENL 235 Introduction to Afro-American Literature (A,H). Cross-listed as AAS 235. Provides an introductory survey of the literature of people of African ancestry in the Americas. Acquaints students with major literary figures and significant historical periods. Discusses issues regarding the relationship between the writers and sociopolitical and cultural movements and questions concerning the socio-cultural function that the black writer serves for his/her community. 3 Cr. Every Semester.
ENL 237 Native-American Literature (A,H). Surveys Native American voices and visions on issues such as environment, sex roles, and the problems of mixed racial and ethnic people. Uses historical materials to define the issues, but with an emphasis on Native-American writings of the 20th century. 3 Cr.

ENL 301 Fiction Writer's Workshop (A). Prerequisite: ENL 210. Develops mastery of the materials and techniques of writing fiction. Requires students to objectively criticize their own work and the work of others. 3 Cr. Every Semester.

ENL 302 Poetry Writer's Workshop (A). Prerequisite: ENL 210. Examines the substances and processes of writing poetry through contemporary study and objective workshop criticism of student writing. 3 Cr. Every Semester.

ENL 303 Introduction to Literature Analysis (A). For English majors and prospective majors. Provides skills needed to understand literature in English. Includes close reading of selected texts and study of literary genres, critical terms, and the relationship between text and context. Provides practice in writing literary analyses. Emphasizes skills of generating, rewriting, and editing the documented critical essay and other nonfiction prose suitable to the needs and future careers of English majors. Majors and minors must earn a “C” or better. 3 Cr. Every Semester.

ENL 304 Creative Non-fiction Writer's Workshop (A). Prerequisites: ENL 210. Introduces students to the diverse subgenres of creative non-fiction, such as domestic memoir, travel writing, graphic novels, and critical reviews among others. Students develop a greater array of formal possibilities and areas of content in their own non-fiction writing. 3 Cr.

ENL 305 Advanced Composition (A). A workshop course. Covers analytical, persuasive, and research writing and introduces advanced writing techniques. Revision is expected. Encourages participants to think critically and solve writing problems creatively. 3 Cr. Every Semester.

ENL 306 Business Writing and Computers (B). Required for business majors. Allows students to expand word processing skills to prepare communications for the business world, including letters, memos, reports, and job applications. Emphasizes editing skills. Cannot be counted for the English major. 3 Cr. Every Semester.

ENL 311 Topics in Creative Writing (Flash Fiction) (A). This workshop course will offer close study of flash fiction, a subgenre defined less by length than by its effects and techniques, as well as practice in conceiving, drafting, critiquing, and revising students’ own flash fiction. Text will include considerations of the form by David Jauss as well as exemplars by such established contemporary writers as Alice Walker, Gabriel Garcia Marquez, grace Paley, Ron Wallace, and others. 3 Cr.

ENL 312 Love, Death and Drama (A). Closely examines plays by men and women in England from 1585-1685 in cultural, historical and political contexts. Playwrights may include Marlow, Kyd, Beaumont, Fletcher, Jonson, Webster, Marston, Cary, Ford, Milton, Cavendish and Behm. 3 Cr.

ENL 313 Shakespeare to 1600 (A). Covers Shakespearean histories and early comedies. Explores the use of characters, plot, language, and dramatic convention. 3 Cr. Every Semester.

ENL 314 Shakespeare After 1600 (A). Covers Shakespearean tragedies and late comedies. Explores Renaissance conceptions of tragedy and comedy, as well as Shakespeare's characters, plots, language, and use of dramatic convention. 3 Cr. Every Semester.

ENL 315 Shakespeare (A). Shakespeare plays, relating them to their cultural, historical, and political contexts. Play titles vary depending on the instructor. 3 Cr. Every Semester.

ENL 316 Sex and Gender in the Renaissance (A). Focuses on matters of sex, sexuality and gender in the literature of the British Renaissance. Examines a variety of works from the 16th and 17th centuries, with attention to those by and about women; depictions of masculinity and femininity and the sex act; and treatments of same-sex friendships and sexual relationships. 3 Cr.

ENL 322 British Novel I (before 1800) (A). Provides a study of the rise and development of the novel as an art form in 18th-century England from the works of Daniel Defoe to the emergence of the Gothic novel. 3 Cr.

ENL 327 Loss of Innocence (A). Surveys American literary periods and literature within their historical, social, and cultural contexts. Focuses on the expansion of literary subjects, issues, and voices, particularly those of minorities. 3 Cr.

ENL 331 Modern American Drama (A). Studies selected plays by 20th-century American authors, using a variety of critical approaches. 3 Cr.

ENL 333 American Crime in Fiction and Film (A). Encourages students to understand the interconnections between the various content-streams (e.g.: vengeance, rogue religion, the isolated individual, gun culture) and the genres which specifically developed within the United States. 3 Cr.

ENL 338 Lesbian and Gay Literature (A,D,W,Y). Cross-listed as WMS 338. Focuses on gay and lesbian authors; analyzes the intersections between race, class, gender and sexuality in contemporary
literature. Requires oral presentations, intensive critical discussion and written responses to texts. 3 Cr.

ENL 339 Writings By African-American Women (A,D,I,W,Y). Cross-listed as AAS 339, WMS 339. Surveys literary representations in Afro-American fiction from the Harlem Renaissance to the present. Examines the degree to which sexism, cultural stereotypes and racism influence the portrayals and function of women in black American literature. Explores concerns with women’s issues and the emergence of the feminist movement in America. 3 Cr.

ENL 350 World Literature I (A). Explores literatures of the world from antiquity to the early modern world, with considerable attention to texts outside the Western tradition. 3 Cr.

ENL 351 World Literature II (A). Explores literatures of the world since 1700, with a focus on texts outside the British and American literary traditions. 3 Cr.

ENL 352 Dutch Literature and Culture (A). Dutch Literature and Culture will be given in conjunction with a month long excursion to the Netherlands. Classes will be held at Noordelijke Hoogeschool Leeuwaarden (Northern Teachers College) in the province of Friesland and will concern the different eras of literary accomplishment from the Early Stages of 500-1550 to modern and contemporary novels and short stories. Students will also critique a number of Dutch films which are versions of required and recommended readings such as The Girl With a Pearl Earring, The Diary of Anne Frank and Soldier of Orange. Students will take part in excursions to various locations in NL which have become familiar with through their readings and films. This course fulfills the requirement of World Literature worth 3 credits. 3 Cr. Summer.

ENL 353 The Bible and Modernism (A,I,O). Provides an interdisciplinary investigation of controversies surrounding the Bible in the modern world. 3 Cr.

ENL 354 Bible as Literature (A). Provides an extensive examination of the design, moral, ethical and historical significance of the Bible, as well as its major literary forms, including short story, myth, proverbs, psalms, historical narrative and apocrypha. 3 Cr.

ENL 355 Classical Mythology (A). Studies Greek and Roman myths as background for Western culture, literature and fine arts. 3 Cr.

ENL 356 World Mythologies (A). Defines myths as prehistoric, preliterate narratives from an oral tradition and sees these narratives as fundamental in many ways, stemming from the earliest days of human thought, development and civilization. Considers myths from Africa, the Orient, American Indians, Europe and South America. Examines what myths say about death, creation, fertility, and the hero. 3 Cr.

ENL 357 Postmodern Culture (A,I). Explores the interrelationship between various aspects of contemporary culture, especially the cultural influences of technology and the mass media on literature, film, and other arts. Explores how social conditions, changing beliefs about human society, international capitalism, and recent technological changes have led to changes in culture, lifestyle, even thinking, that can best be described as postmodern. 3 Cr.

ENL 358 Arab Culture and the West (A,C,D,I). The Middle East is arguably the area of the world that is most volatile and least understood by people from Western cultural backgrounds. Provides an interdisciplinary exploration of perceptions of the cultural “other,” concentrating on cultural products of the Arabic-speaking world. 3 Cr.

ENL 359 Women Writers in American Literature (A,D,I,W,Y). Cross-listed as WMS 359. Examines major authors and movements in the development of the novel in America. Emphasizes the texts themselves, but with attention to their social and historical contexts. 3 Cr.

ENL 360 The African Novel (A,D,I). Examines major authors and movements in the development of the novel in Africa. Emphasizes the texts themselves, but with attention to their social and historical contexts. 3 Cr.

ENL 361 American Novel I (A). A historical survey of the American novel to 1900, with readings from a number of significant novelists. 3 Cr.

ENL 362 American Novel II (A). Explores the diversity of American novel after 1900 according to thematic, stylistic, and chronological patterns. 3 Cr.

ENL 363 Women Writers in American Literature (A,D,I,W,Y). Cross-listed as WMS 363. Examines the ways in which American women writers address the particular circumstances of women’s lives during particular decades. Explores the diversity of women’s writing by including the works of best-selling writers, women of color, working-class women, and radical experimentalists. Provides students with an historical, social and cultural context in which to locate various works. 3 Cr.

ENL 364 Great Black Migration (A). Between 1910 and 1930, more than one million African Americans migrated from the rural South to the urban North. Since the publication of slave narratives, the migration of these African Americans remains a pervasive theme in American literary his-
tory. This course will examine the development of the African-American migration narrative in post-
civil War America, as well as how the Great Black Migration evolved and informed various social and political movements in this country. We will examine literary, musical, artistic and journalistic representations of this mass movement. 3 Cr.

ENL 388 Brockport Career Exploration Course (B). Cross-listed as BCE 338. This course involves students in internships that employ writing, analyzing, researching, explaining, problem solving and/or other skills developed in English courses. Students work closely with Career Services and a faculty sponsor, as well as their internship director. 3 Cr.

ENL 395 Introduction to Canadian Literature (A). Covers the development of Canadian literature in English from 1867 to the present. Emphasizes 20th-century writing throughout Canada, from the Maritimes to British Columbia, and places it within its cultural heritage, which often parallels that of the US. 3 Cr.

ENL 402 Poetry: Theory and Practice (A). Explores issues in contemporary poetic theory, study of selected poets, and close readings of texts. Intended for creative writers and serious readers. 3 Cr.

ENL 403 The Writer's Craft (A). Allows students to meet with the directors of the Writers Forum and guest artists and critics to discuss contemporary literature and the creative writing process. Contact the department for names of guests set to appear in the semester and other details. May be repeated for credit. 3 Cr. Every Semester.

ENL 405 Creative Writing for Teachers (A). Explores how to stimulate writing and creative response to literature. Examines contemporary literature for models and requires students to develop writing exercises and to produce and discuss individual work. Reviews and analyzes current material on the teaching of creative writing. 3 Cr.

ENL 410 Greek and Roman Poetry (A). Examines classical Greek and/or Roman poetry, focusing on either its narrative or lyric forms. Also examines the later literary traditions to which Greek and Roman poetry gave birth, with special attention to medieval, Renaissance, and modern world literatures. 3 Cr.

ENL 411 Chaucer and His Contemporaries (A). Examines a variety of works by Chaucer. Emphasizes The Canterbury Tales. 3 Cr.

ENL 412 Medieval British Literature (A). Studies medieval British literature in its principal forms: lyric, drama, allegory, and romance; its antecedents in Old English literature; its influence on 15th-
century writers; and its connections to European and Middle Eastern literatures. 3 Cr.

ENL 416 The British Renaissance (A). Provides a study of selected poetry, fiction, criticism, and philosophy by British writers, from More to Milton. 3 Cr.

ENL 417 The Age of Dryden, Pope, and Johnson (A). Covers selected works from British literature written between 1660 and 1800, including samples from Dryden, Congreve, Pope, Swift, Defoe and Johnson. Examines some ways these writers resolve the tensions created by the competing demands of reason, tradition, and the imagination during this period. 3 Cr.

ENL 418 Significant Themes in British Literature (A,D). Studies the relation of British literature to Empire-building and Imperialism, with special focus on texts relating to the “high imperialism” of the late 19th century. 3 Cr.

ENL 419 English Romantic Writers (A). Covers major authors of the Romantic period (from Blake through Keats); examines significant figures in Romantic literature (such as Byronic heroes and Wordsworth’s wanderers); and assesses Romanticism as a cultural phenomenon. 3 Cr.

ENL 420 Victorians and Others (A). Examines contributions of the era, such as the writings of Tennyson, Browning, Dickens and others from 1832 to World War I, to the development of British literary thought and artistry. 3 Cr.

ENL 421 Seminar in British Writers (A). Provides a study of significant authors treated singly or in coherent combinations. Content varies, with appropriate subtitles provided for the individual course. May be repeated for credit with significant change in focus. 3 Cr.

ENL 423 British Novel II (A). Surveys major British novelists from the Victorian period to the present day. Authors covered may include Dickens, Eliot, Forster, Ishiguro, and McEwan. 3 Cr.

ENL 424 Modern British Literature (A). Studies major British dramatists, poets, and novelists of the 20th century. Usually includes Shaw, Woolf, Lawrence, and Auden. 3 Cr.

ENL 425 Contemporary British Literature (A). Provides a study of major British writers in the later 20th and 21st centuries. Usually includes Amis, Osborne, Pinter, Golding, Lessing, and Ishiguro. 3 Cr.

ENL 426 Irish Writers (A). Covers major contributions of Anglo-Irish authors to literature in English, including selected works of Beckett, Joyce, Synge, and Yeats. 3 Cr.
ENL 427 Women in the Novel (A,W,Y). Provides in-depth examination of select novels to consider their thematic forms and functions, their literary significance, and especially what they reveal about the roles of women and attitudes toward patriarchy. 3 Cr.

ENL 429 Roots of American Literature (A). Provides an intensive study of texts dealing with America between European contact and 1800. May include European fantasy writing, exploration and captivity narratives, Puritanism, texts of the American Revolution, and the origins of the American novel. May include representative authors such as John Smith, Bradstreet, Rowlandson, Occum, Winthrop, Franklin, Warren, and Brown. 3 Cr.  

ENL 430 American Literature: the Romantic Era (A). An intensive study of the blossoming of American literature in the decades prior to the Civil War, the growth of individualism, and its impact on various groups through Transcendentalism, slave narratives and women’s novels. Features major authors such as Cooper, Dickinson, Melville and Stowe. 3 Cr. Every Semester.

ENL 431 Transcendental Movement (A). Provides an intensive study of the influential Transcendentalist cultural and intellectual movement and its theories of aesthetics, spirituality, politics, and culture. May include readings from Emerson, Thoreau, Fuller, Parker, Very, as well as important peripheral figures who were influenced by the movement such as Noyes, Garrison, Dickinson, and Whittman. 3 Cr.

ENL 432 American Realism (A). Examines American realism which, with its emphasis on the representation of everyday events and lives, chronicles the social fabric of late 19th- and early 20th-century America by tackling issues such as industrialization, race relations, women's rights, immigration, and class struggle. May include writers such as James, Chesnutt, Harper, Far, Dreiser, DuBois, and Gilman. 3 Cr.

ENL 433 The Jazz Age to World War II (A). Study of selected American novelist and poets who deal with the cultural explosion of the period. May include Anderson, Hemingway, Fitzgerald, Faulkner, Steinbeck, Lewis, Eliot, Frost, and others. 3 Cr.

ENL 434 American Literature of the Cold War Era (A). Examines the major literary movements in post-World War II America, paying special attention to the relationship between political, economic, and cultural changes both inside and outside the United States, and American writing. May include writers such as Hersey, Okada, Friedan, Sontag, Mailer, and Ginsberg. 3 Cr.

ENL 435 Modern American Poetry (A). Provides an investigation into the formative period 1910 - 1945 of 20th-century American verse, emphasizing significant figures from Robinson, Lowell, and Frost, to Cummings, Stein, and Eliot. 3 Cr.

ENL 436 Postmodern American Poetry (A). Provides an investigation into American verse written after the mid-20th century, emphasizing figures such as Berryman and Lowell, as well as their contemporaries Plath and Sexton, and significant poets from more recent times. 3 Cr.

ENL 437 American Gothic (A). Starting with Poe, Brown and Hawthorne, the course traces the evolution of the Gothic to the present day. Includes other writers who have struggled to portray the power of darkness; Gilman, Faulkner, O’Connor, Oates, Koga, and Morrison. 3 Cr.

ENL 438 American Poetry: Bradstreet to Whitman (A). A survey of American verse from its beginnings to the late 19th century, emphasizing representative poets such as Bradstreet and Whitman. 3 Cr.

ENL 439 Asian-American Literature (A,D,I,W,Y). Explores Asian-American literature and culture both historically and thematically with an emphasis on the development of Asian-American literary voices and identities from the mid-20th century to the present. Includes major works of fiction, poetry, drama, prose, film, and critical and theoretical essays to facilitate discussion. 3 Cr.

ENL 440 Literature of the American Family (A,I). This course will focus on the family, family interaction, and family problems in modern American literature. Primary and secondary readings in sociology and history will be used to provide a critical perspective on this topic. 3 Cr.

ENL 441 American Literature: 19th Century Women's Novel (A,W,Y). Cross-listed as WMS 441. Provides an intensive study of the novel as a form of women's self-representation and cultural criticism. May include novels about family life, abolition and temperance, slave narratives; historical novels; and representations of urban and industrial experience. 3 Cr.

ENL 442 Topics in Women's Literature (A,W,Y). Cross-listed as WMS 442. Provides advanced study of women in literature and women's literature, focusing, for example, on some aspect of female lives, such as adolescence; on one or more female authors writing in a shared tradition, genre, or period; or on women writing on a common topic or from perspectives held in common. 3 Cr.

ENL 443 Contemporary American Poetry (A). Examines the unique character of poetry after World War II: aesthetic theory, significant themes, prominent contributors. Improves students’ critical
analytical skills via written assignments of varying character. 3 Cr.

ENL 445 American Modernism (A). Focuses upon writers of the first half of the 20th century who defined American modernism by consciously breaking away from artistic conventions of the 19th century through experimentation in language, form, style and a heightened awareness of writing itself. Writers may include Pound, Stein, Hemingway, Hurston, Hughes, and Faulkner. 3 Cr.

ENL 446 American Writers and Travel, 1870-1930 (A). Provides a study of significant American authors treated singly or in coherent combinations. Content varies, with appropriate subtitles provided. May be repeated for credit with significant change in focus. 3 Cr.

ENL 447 American War Literature (A). Focuses on literature about American experiences in several wars: the Civil War, World War I, World War II, and/or Vietnam. Examines the relationship between history, fiction, and experience as well as authoritative authority, and explores how the experience of war, at home and on the battlefront, changed the nature of American literature. 3 Cr. Every Semester.

ENL 450 Standard English and Its Varieties (A). Examines the development of Standard English and other varieties from a sociolinguistic, historical perspective. Provides a study of language acquisition, regional and social dialects, and the distinction between grammar and usage. Includes practice in and testing of contemporary usage. 3 Cr.

ENL 451 Linguistics (A). Prerequisite: Junior or senior status. Provides a study of phonology, morphology, syntax, semantics, and sociolinguistics. 3 Cr.

ENL 452 Old English (A). Focuses on forms of written English employed between 600-1100 AD, with the aim of reading substantial examples of Old English prose and verse in the original language. Readings may include selections from poems such as “Beowulf,” “Dream of the Rood” and “The Battle of Maldon,” as well as examples of laws, homilies and saints’ lives. 3 Cr.

ENL 455 Sociolinguistics (A). Prerequisite: Junior or senior status. Provides a study of language in social context. Analyzes problems in social dialects and communications, jargons, slang, bilingualism and language of social conflict. 3 Cr.

ENL 457 Women and Film (A,D,I,W,Y). Cross-listed as WMS 457. Focuses on films by women. Considers the following questions: Have women filmmakers depicted the world differently from dominant cinema? What possibilities exist for forms of “feminine” film discourse that are truly different from dominant film discourse? What has been the history of women filmmakers? How many of these women have indeed tried to speak a different “language”? 3 Cr.

ENL 458 Great American Film Actors: Selected Topics (A). Closely studies great actors of American film who have lent their unique talents to film tradition and analyzes the artistic, social, personal, and cultural aspects of these actors and their careers. Focus and actors selected may vary, but may not be repeated for credit. 3 Cr.

ENL 460 Great American Film Directors (A). Using various critical perspectives, provides an in-depth study of major films of selected American film directors -- Hitchcock, Capra, Welles. Specific focus shown by subtitle. May be repeated for credit with significant change in focus. 3 Cr.

ENL 462 Selected Topics in Film (A). Explores significant themes and/or eras in film, for example: films of the 1950s, romantic couples, musicals, detective and western films, and film noir in cultural context. Specific topics shown by subtitle. May be repeated for credit with significant change in topic. 3 Cr.

ENL 463 Great International Film Directors (A). Using a variety of critical perspectives, provides for an in-depth study of major films of selected international film directors. Normally focuses on two or three directors such as Fellini, Ingmar Bergman, Truffaut, Renoir, Eisenstein, Sagawa, and others. Specific focus shown by subtitle; may be repeated for credit with significant change in focus. 3 Cr.

ENL 464 The Film Star (A). Focuses on the contribution of the actor to the film, differences between acting for silent and for sound films, and differences in acting on stage and in film. Screens films and provides for discussion. 3 Cr.

ENL 465 American Film Comedy (A). Surveys the development of American comic style in film from the silent era to today. Requires screenings of films from Sennett’s “Keystone” slapstick to Allen’s cerebral comedy. Explores the function(s) of comedy, the theory of laughter, comic visions of America, and personal style vs. genre in comedy. 3 Cr.

ENL 466 Great American Film Directors (A). Focuses on the contribution of the actor to the film, differences between acting for silent and for sound films, and differences in acting on stage and in film. Screens films and provides for discussion. 3 Cr.

ENL 467 Tragedy as A Genre (A). Investigates tragedy as both a literary genre and a way of interpreting the world. Considers both personal and cosmic aspects of tragedy in literary works from differing eras and cultures. 3 Cr.
ENL 469 American Environmental Literature (A). An interdisciplinary course that explores American environmental writing from both scientific and literary perspectives and investigates the relationship between natural science, natural history and environmental literature. Examines how subjective and objective investigations of the natural world enrich one another and lead to a more complete sense of place. Includes lectures, discussions, group presentations and field exercises emphasizing description, measurement and aesthetic response. 3 Cr.

ENL 470 Women's Popular Culture (A,D,I,W,Y). Cross-listed as WMS 470. Explores women's popular culture to engender a cultural analysis. Considers such questions as how women's popular culture responds to women's psychosocial needs and how it functions within the dominant culture. Examines samples of the fiction and films that represent 20th-century American women's popular culture. 3 Cr.

ENL 472 Critical Approaches to Literature (A). Analyzes literary texts in terms of form and content. Requires students to write papers of analysis from at least three literary perspectives, classify and describe perspectives of various critics, and define critical terms. 3 Cr. Every Semester.

ENL 474 Caribbean Literature (A,W,Y). Surveys 20th century literature from the Caribbean, including drama, poetry and narrative. Includes Anglophone writers as well as non-English works in translation. Examines literature in the context of historical and cultural issues such as the nature of Caribbean identity, the role of language, and the reconstruction of history. 3 Cr.

ENL 475 Postcolonial Literature (A,D,I). Surveys some of the most lively literature from areas of the world that were formerly European colonies: the Caribbean, Africa, and South Asia in particular. Introduces what is sometimes called the "post-Colonial condition," exploring what it is and how writers have responded to it. 3 Cr.

ENL 476 Magical Realism (A,D). Introduces the important 20th-century literary movement known as magical realism. Examines its roots in Latin America as well as its adoption in other locations, with particular attention to the historical context in each case. 3 Cr.

ENL 477 Issues in Science Fiction (A,I). Covers significant developments in the history of speculative and science fiction. Explores major themes such as sex, science and prejudice. Includes representative authors such as Wells, Asimov, Heinlein and Le Guin. 3 Cr.

ENL 478 Seminar in World Literature (A,D,I). Provides a study of significant authors or topics in world literature (i.e., other than British/American). Content varies, with appropriate subtitles for each individual course. May be repeated for credit with significant change in topic and content. 3 Cr.

ENL 481 English Grammar (A). Surveys Prescriptive, Descriptive, Generative, and Contextual theories of grammar. Reviews the conventions of Standard Written English. Students analyze samples of their own writing to discover grammatical structures their personal styles favor, and they become aware of the variety of structural choices available to them as writers. 3 Cr. Every Semester.

ENL 482 Children's Literature (A). Explores the conventions of children's literature; development of genres of children's literature; and biographical, bibliographical and critical resources in the field. 3 Cr. Every Semester.

ENL 484 Young Adult Literature (A). Examines the needs of the young adult reader. Surveys genre literature as well as literature in content areas. 3 Cr. Every Semester.

ENL 491 Advanced Fiction Writers Workshop (A). Prerequisite: ENL 301 and instructor's permission. Focuses on the writing of fiction and the applied criticism of fiction. Requires students to bring manuscript to a polished state of form, style and content. May be repeated for credit. 3 Cr.

ENL 492 Advanced Poetry Writers Seminar (A). Prerequisite: ENL 302 and instructor's permission. Focuses on original poetry writing and applied criticism. Requires intensive critical discussion, revision, and some consideration of work by selected contemporaries. May be repeated for credit. 3 Cr.

ENL 493 The Creative Essay (A). Prerequisite: ENL 302 and instructor's permission. Primarily a writing course in which students "workshop" essays. Explores the historical evolution of the essay and its new forms. Requires students to read a variety of essays and create their own. May be repeated for credit. 3 Cr.

ENL 495 Literature of the Holocaust (A,I,W). Prerequisite: Instructor's permission. Provides for readings and discussions concerning Hitler's attempted destruction of the European Jews, both fiction and non-fiction, including the work of survivors and victims. Incorporates esthetic, moral, and political perspectives, with special emphasis on the relevance for our time. 3 Cr.

ENL 496 Sex and Censorship in Literature and the Media (A,I,W,Y). Cross-listed as WMS 496. Considers the expression of sexual themes--and censorship of them--in contemporary literature, film and media. Includes topics such as the erotic in art, definitions of pornography and obscenity, evolution of censorship standards and practices,
Environmental problems are among the most urgent issues facing our civilization. In order to manage Earth’s environment well, we must understand the processes that shape its surface; control the chemistry of the air, water and soil; and produce and maintain the biological and other resources upon which humans depend. We must also understand the interactions of animals, plants and other living organisms with their physical and chemical environments, or their ecology. Through a curriculum with a common core and a focused concentration, environmental science majors develop conceptual knowledge and technical skills to use the disciplines of biology, ecology, chemistry, and the earth sciences to understand and solve environmental problems. Six concentrations are offered in the environmental science major: aquatic ecology/biology, terrestrial ecology/biology, combined aquatic and terrestrial ecology/biology, wetland ecology, environmental chemical analysis, and earth science.

After declaring a major in environmental science with the department secretary in 105 Lennon Hall, (585) 395-5975, a faculty advisor in the selected concentration will be assigned. Minors in environmental science and in environmental studies are offered for non-majors. Contact the department secretary in 105 Lennon Hall, (585) 395-5975, for information and for an appointment with the department chairperson to set up an individual course of study. Students majoring in environmental science can achieve New York State Teacher Certification to teach biology, chemistry or earth science. After making the decision to pursue certification, see your advisor in the Department of Environmental Science and Biology immediately.
Major Requirements
The major requires a minimum of 58-70 credits balanced between required courses in the core curriculum (38 credits) and required, elective, or co-requisite courses in the area of concentration (24-36 credits).

Courses (required of all majors)

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<th>Fall Semester Courses</th>
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<tr>
<td>ENV 202 Environmental Science</td>
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<td>ENV 202 Environmental Science</td>
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<td>ENV 452 Environmental Laws and Regulations</td>
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<td>CHM 205 College Chemistry I</td>
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<tr>
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<td>MTH 201 Calculus I</td>
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Total Concentration Credits: 20-32

Concentrations (Required or elective courses)

<table>
<thead>
<tr>
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Concentration in Aquatic Ecology/Biology

Required:

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<th>Credits</th>
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One of the following*:

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One of the following*:

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Electives: 7-10 credits chosen by advisement from:

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<td>1-3</td>
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</tr>
</tbody>
</table>
ESC  418 Watershed Sciences *(Odd spring)*  
GEL  462 Groundwater *(Odd spring)*  

**Co-requisite course:**  
CHM 305 Organic Chemistry I *(Fall)*  

*Can take additional courses from these groups as electives.

### Concentration in Terrestrial Ecology

**One of the following**:  
ENV 400 Plant Diversity *(Odd fall)*  
ENV 405 Plant Ecology *(Even fall)*  

**One of the following**:  
ENV 430 Ornithology *(Even spring)*  
ENV 440 Herpetology *(Odd spring)*  
ENV 459 Mammalogy *(Odd fall)*  

**Electives: 12 credits chosen by advisement from:**  
ENV 406 Wildlife Ecology *(Even fall)*  
ENV 423 Pollution Biology *(Odd spring)*  
ENV 427 Animal Behavior *(Even fall)*  
ENV 435 Restoration Ecology *(Odd spring)*  
ENV 437 Biostatistics *(Fall)*  
ENV 439 Conservation Biology *(Even fall)*  
ENV 444 Terrestrial Ecosystem Ecology *(Even spring)*  
ENV 446 Wetland Ecology *(Odd fall)*  
ENV 448 Northern Wetlands *(Even spring)*  
ENV 476 Animal Ecophysiology *(Odd fall)*  
ENV 477 Field Biology *(Odd summer)*  
ENV 488 Environmental Impact Analysis *(Even summer)*  
ENV 498 Collaborative Research *(Each semester)*  
ESC 313 Environmental Climatology *(Spring)*  
ESC 431 Environmental Applications of Geographic Information Systems *(Spring)*  
ESC 455 Soils Science *(Even fall)*  

**Co-requisite course:**  
CHM 305 Organic Chemistry I *(Fall)*  

*Can take additional courses from these groups as electives.

### Combined Concentration in Aquatic and Terrestrial Ecology/Biology

**Required:**  
ENV 419 Limnology *(Fall)*  
ENV 421 Limnology Laboratory *(Fall)*  

**One of the following**:  
ENV 423 Pollution Biology *(Odd spring)*  
ENV 436 Water Quality Analysis *(Spring)*  
ENV 462 Aquatic Toxicology *(Even spring)*  

**One of the following**:  
ENV 483 Aquatic Invertebrates *(Odd spring)*  
ENV 484 Fish Ecology *(Even spring)*  
ENV 490 Fishery Techniques and Fish Identification *(Odd fall)*  

**One of the following**:  
ENV 400 Plant Diversity *(Odd fall)*  
ENV 405 Plant Ecology *(Even fall)*
One of the following*:
- ENV 430 Ornithology *(Even spring)* 4
- ENV 440 Herpetology *(Odd spring)* 4
- ENV 459 Mammalogy *(Odd fall)* 4

Electives: 10-13 credits chosen by advisement from:
- ENV 319 Biological Oceanography *(Irregularly offered)* 3
- ENV 406 Wildlife Ecology *(Even fall)* 3
- ENV 427 Animal Behavior *(Even fall)* 3
- ENV 435 Restoration Ecology *(Odd spring)* 3
- ENV 437 Biostatistics *(Fall)* 3
- ENV 439 Conservation Biology *(Even fall)* 3
- ENV 444 Terrestrial Ecosystem Ecology *(Even spring)* 3
- ENV 446 Wetland Ecology *(Fall)* 4
- ENV 448 Northern Wetlands *(Even spring)* 3
- ENV 457 Marine Biology-Bahamas *(Fall)* 3
- ENV 464 Aquaculture I *(Odd fall)* 4
- ENV 476 Animal Ecophysiology *(Odd fall)* 3
- ENV 477 Field Biology *(Odd summer)* 4
- ENV 488 Environmental Impact Analysis *(Even summer)* 4-6
- ENV 498 Collaborative Research *(Each semester)* 1-3
- ESC 313 Environmental Climatology *(Spring)* 3
- ESC 412 Hydrology *(Odd fall)* 4
- ESC 418 Watershed Sciences *(Odd spring)* 3
- ESC 431 Environmental Applications of Geographic Information Systems *(Spring)* 3
- ESC 455 Soils Science *(Even fall)* 4
- GEL 462 Groundwater *(Odd spring)* 4

Corequisite course:
- CHM 305 Organic Chemistry I *(Fall)* 4

*Can take additional courses from these groups as electives.

Concentration in Wetland Ecology

Required: All of (22 Credits) Credits
- ENV 400 Plant Diversity *(Odd fall)* 4
- ENV 446 Wetland Ecology *(Fall)* 4
- ENV 448 Northern Wetlands *(Even spring)* 3
- ESC 412 Hydrology *(Odd fall)* 4
- ESC 455 Soils Science *(Fall)* 3
- CMH 305 Organic Chemistry I *(Fall)* 4

One of the following*: (2-4 Credits)
- ENV 406 Wildlife Ecology *(Even fall)* 4
- ENV 483 Aquatic Invertebrates *(Odd spring)* 4
- ENV 490 Fishery Techniques and Fish Identification *(Odd fall)* 2

Electives: 6-8 Credits chosen by advisement from:
- ENV 405 Plant Ecology *(Even fall)* 4
- ENV 419 Limnology *(Fall)* 3
- ENV 448 Restoration Ecology *(Even spring)* 3
- ENV 436 Water Quality Analysis *(Spring)* 4
- ENV 437 Biostatistics *(Fall)* 3
- ENV 439 Conservation Biology *(Even fall)* 3
- ENV 440 Herpetology *(Odd spring)* 4
- ENV 488 Environmental Impact Analysis *(Even summer)* 4-6
- ESC 418 Watershed Science *(Spring)* 3
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
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<tbody>
<tr>
<td>ESC 431</td>
<td>Environmental GIS Applications <em>(Spring)</em></td>
<td>3</td>
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<td>GEL 462</td>
<td>Groundwater <em>(Odd spring)</em></td>
<td>4</td>
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<tr>
<td>ENV 498</td>
<td>Collaborative Research <em>(Every semester)</em></td>
<td>1-3</td>
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<td><strong>Total:</strong></td>
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*Can take additional courses from these groups as electives.

**Concentration in Environmental Chemical Analysis**

**Required:** 24 Credits

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<td>CHM 301</td>
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<td>CHM 305</td>
<td>Organic Chemistry I <em>(Fall)</em></td>
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<tr>
<td>CHM 306</td>
<td>Organic Chemistry II <em>(Spring)</em></td>
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<tr>
<td>CHM 457</td>
<td>Environmental Geochemistry <em>(Even Spring)</em></td>
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<tr>
<td>ENV 423</td>
<td>Biology of Pollution <em>(Odd Spring)</em></td>
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<tr>
<td>ENV 436</td>
<td>Water Quality Analysis <em>(Spring)</em></td>
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<tr>
<td>ENV 462</td>
<td>Aquatic Toxicology <em>(Even Spring)</em></td>
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**Electives:** 5 or more credits chosen by advisement from:

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<tbody>
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<td>ENV 419</td>
<td>Limnology <em>(Fall)</em></td>
<td>3</td>
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<td>ENV 421</td>
<td>Limnology Laboratory <em>(Fall)</em></td>
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<td>ENV 436</td>
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<td>ENV 437</td>
<td>Biostatistics <em>(Fall)</em></td>
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<td>ENV 476</td>
<td>Animal Ecophysiology <em>(Odd Fall)</em></td>
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<tr>
<td>ENV 488</td>
<td>Environmental Impact Analysis <em>(Even summer)</em></td>
<td>4-6</td>
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<tr>
<td>ENV 498</td>
<td>Collaborative Research <em>(Each semester)</em></td>
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**Total:** 29

**Concentration in Earth Science**

**Twenty credits chosen by advisement:**

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<tr>
<td>ENV 419</td>
<td>Limnology <em>(Fall)</em></td>
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<tr>
<td>ENV 421</td>
<td>Limnology Laboratory <em>(Fall)</em></td>
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<td>ENV 436</td>
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<tr>
<td>ENV 488</td>
<td>Environmental Impact Analysis <em>(Even summer)</em></td>
<td>4-6</td>
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<tr>
<td>ENV 498</td>
<td>Collaborative Research <em>(Each semester)</em></td>
<td>1-3</td>
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<tr>
<td>ESC 313</td>
<td>Environmental Climatology <em>(Spring)</em></td>
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<td>ESC 314</td>
<td>Climatology Laboratory <em>(Spring)</em></td>
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<td>ESC 325</td>
<td>Wetland Systems <em>(Fall)</em></td>
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<td>ESC 350</td>
<td>Computational Methods <em>(Each semester)</em></td>
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<td>ESC 412</td>
<td>Hydrology <em>(Odd fall)</em></td>
<td>4</td>
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<td>ESC 418</td>
<td>Watershed Sciences <em>(Odd spring)</em></td>
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<td>ESC 420</td>
<td>Atmospheric Sensing Methods <em>(Even spring)</em></td>
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<td>ESC 421</td>
<td>Air Pollution Meteorology <em>(Odd spring)</em></td>
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<tr>
<td>ESC 431</td>
<td>Environmental Applications of Geographic Information Systems <em>(Spring)</em></td>
<td>4</td>
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<tr>
<td>ESC 455</td>
<td>Soils Science <em>(Even fall)</em></td>
<td>3</td>
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<td>ESC 457</td>
<td>Marine Geology-Bahamas <em>(Fall)</em></td>
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<td>ESC 464</td>
<td>Environmental Internship <em>(Each semester)</em></td>
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<td>GEL 415</td>
<td>Geomorphology <em>(Odd fall)</em></td>
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<td>GEL 457</td>
<td>Geochemistry <em>(Even spring)</em></td>
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<tr>
<td>GEL 462</td>
<td>Groundwater <em>(Odd spring)</em></td>
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**Corequisite:** choose one of:

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<td>PHS 235</td>
<td>Physics I <em>(Fall)</em></td>
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<tr>
<td>CHM 305</td>
<td>Organic Chemistry I <em>(Fall)</em></td>
<td>4</td>
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Environmental Minors—Environmental Science/Environmental Studies

The environmental science minor (18 credits) prepares students for postgraduate education or employment in environmentally related fields. To ensure maximum breadth and depth of training, the schedule of elective courses for the minor in environmental science must be in disciplines other than the student’s own major and be formally developed with the department chairperson.

**Required courses:**

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<th>Course Title</th>
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<tr>
<td>ENV 303</td>
<td>Ecology</td>
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</tr>
<tr>
<td>ENV 452</td>
<td>Environmental Laws and Regulations</td>
<td>3</td>
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</table>

300 and 400-level ENV electives by advisement (7 credits minimum)

The environmental studies minor (18 credits) offers students a variety of scientific, social, economic, political, and literary perspectives on environmental issues. Gaining these perspectives will help students become environmentally literate citizens and employees.

**Required courses:**

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 202</td>
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<td>Ecology</td>
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<td>ENV 452</td>
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**Elective courses by advisement (7 credits minimum):**

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<td>ANT 316</td>
<td>Food and Culture</td>
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<tr>
<td>ANT 323</td>
<td>Anthropological Perspectives on Global Issues</td>
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<td>ANT 325</td>
<td>Indigenous Peoples and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>CHM 372</td>
<td>Environmental Issues</td>
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<tr>
<td>ENV 469</td>
<td>American Literature &amp; Environmental Imagination</td>
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<td>ESC 364</td>
<td>Water Resource Issues</td>
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<tr>
<td>GEL 362</td>
<td>Energy &amp; Mineral Resources Issues</td>
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<td>HLS 303</td>
<td>Environmental Health</td>
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<tr>
<td>HST 302</td>
<td>History of Science &amp; Technology in America</td>
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<tr>
<td>HST 407</td>
<td>American Environmental History</td>
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<tr>
<td>PLS 338</td>
<td>Global Issues</td>
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<td>SOC 306</td>
<td>Development and Globalization</td>
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<tr>
<td>SOC 495</td>
<td>Environmental Sociology</td>
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**Department of Environmental Science and Biology Courses**

**ENV 201 Environmental Science (A,N,Y).** Non-majors only. Environmental science is an interdisciplinary study combining ideas and information from the natural and social sciences. The eight integrated themes of lecture and discussion are biodiversity, sustainability, connections in nature, pollution and its prevention, population growth, energy consumption and efficiency, solutions to environmental problems, and the importance of individuals changing their lifestyles and working with others to bring about environmental change.  

*3 Cr. Every Semester.*

**ENV 202 Environmental Science (A,L,Y).** Required for majors. Open to non-majors. Environmental Science is an interdisciplinary study combining ideas and information from the natural and social sciences. The eight integrated themes of lecture and discussion are biodiversity, sustainability, connections in nature, pollution and its prevention, population growth, energy consumption and efficiency, solutions to environmental problems, and the importance of individuals changing their lifestyles and working with others to bring about environmental change. Laboratory and field activities emphasize hands-on applica-
tions of environmental science methods, problem solving, and proper writing of laboratory reports. 4 Cr. Every Semester.

**ENV 203 Biology of Organisms (A,N).** Explores basic concepts in the biological sciences from a whole organism (animals and plants) and environmental science perspective. The unifying theme for the course is evolution, and T. H. Dobzhansky's dictum that "Nothing in biology is understandable except in the light of evolution." Topics include the scientific method, molecular and population genetics, fundamentals of cell biology, diversity of life, and evolution and natural selection. 3 Cr. Spring.

**ENV 204 Biology of Organisms (A,L).** Required for majors. Open to non-majors. Explores basic concepts in the biological sciences from a whole organism (animals and plants) and environmental science perspective. The unifying theme for the course is evolution, and T. H. Dobzhansky's dictum that "Nothing in biology is understandable except in the light of evolution." Topics covered in lectures and laboratories include scientific method, molecular and population genetics, cell biology, diversity of life, and evolution and natural selection. 4 Cr. Spring.

**ENV 303 Ecology (A,Y).** Cross-listed as BIO 303. Prerequisites: ENV 202 or ENV 204. Required for majors, open to non-majors. Ecology addresses interrelationships among organisms and the physical environment. Considers energy flow, nutrient cycling, population and community dynamics, principles of animal behavior, and natural history in lecture, laboratory and field studies. 4 Cr. Spring.

**ENV 319 Biological Oceanography (A).** Cross-listed as ESC 319. Review of the oceans' physical, geological and chemical properties followed by study of the classification, biology and life history of marine animals and plants. Concludes with ecology of selected marine ecosystems such as intertidal, deep sea and coral reef. 3 Cr.

**ENV 400 Plant Diversity (A).** Prerequisite: ENV 303. Introduction to the diversity of plants from an evolutionary perspective to taxonomic and botanical characteristics. Laboratory and field work surveys plant structures and principles of plant classifications and identification from the cellular to organismal level. Projects include plant collection and preservation, plant propagation, plant reproduction, and review and presentation of botanical literature. 4 Cr. Odd Fall.

**ENV 405 Plant Ecology (A).** Prerequisite: ENV 303. Introduction to the relationships among plants as well as with the environment including physiological ecology and describing the plant environment; population ecology and interactions between plants and other organisms; and community ecology including plant diversity and temporal dynamics. Field exercises explore local plant communities using experimental and quantitative techniques. Students analyze and discuss current readings in plant ecology. 4 Cr. Even Fall.

**ENV 406 Wildlife Ecology (A,Y).** Prerequisite: ENV 303. Introduction to the scientific study of wildlife biology. Lecture topics include population ecology, behavior, nutrition, disease, habitat management, predator prey systems, economics, and the human dimensions of wildlife management. Laboratories and field work include radio telemetry, census methods, aging white-tailed deer, and computer modeling. 4 Cr. Even Fall.

**ENV 413 Topics in Plant Biology (A).** Students with a substantial background in plant biology or ecology review recent scientific literature while addressing selected topics in plant biology, ecology or systematics. 3 Cr.

**ENV 419 Limnology (A).** Prerequisite: ENV 303. Introduces students to the physical, chemical and biological characteristics of lakes and streams. Topics include top-down: bottom-up control of food webs, eutrophication, nutrient cycling, acid precipitation effects on lakes, paleolimnology, etc. Recommended for students interested in oceanography and marine biology. Required for students in the aquatic ecology track of the environmental science major. ENV 421 is the complementary laboratory. 3 Cr.

**ENV 421 Limnology Laboratory (A).** Prerequisite: ENV 303. Introduces students to the laboratory and field methods of limnology. Topics include sampling and identification of selected aquatic organisms, chemical analysis of water, and operation of physical and chemical sampling gear. Includes field exercises on lakes, using department vessels, and streams. Recommended for students interested in oceanography and marine biology. Required for students in the aquatic ecology track of the environmental science major. ENV 419 is the complementary lecture course. 2 Cr. Fall.

**ENV 423 Biology of Pollution (A,Y).** Prerequisite: ENV 303. Introduction to the chemistry and biology of pollution. Primary focus on water pollution problems and effects of pollutants on organisms at the molecular, cellular, physiological and behavioral levels, plus effects on populations, communities and ecosystems. Overview of toxicity testing techniques and data analysis. 3 Cr. Odd Spring.

**ENV 427 Animal Behavior (A).** Prerequisite: ENV 303. Introduction to the science of animal behavior. Explores the behavior of animals in relation to adaptations and phylogenetic history. Topics include methods of studying behavior, the effects
of genes and environment on behavior, relationships between neural and endocrine function and behavior, foraging strategies, mating strategies and systems, and social systems. 3 Cr. Even Fall

**ENV 430 Ornithology (A).** Prerequisite: ENV 303. Introduction to the scientific study of birds. Explores their form, function, ecology, and evolution. Topics include anatomy, physiology, origins and biophysics of flight, migration and annual cycle, mating systems, and population and community ecology of birds. Includes lab and field study of anatomy and flight, identification techniques, census methods, and trapping and banding. 4 Cr. Even Fall

**ENV 435 Northern Wetlands (A).** Prerequisite: ENV 446. Introduction to wetlands of the northeastern United States – peatlands and Great Lakes coastal marshes. Wetland development will be addressed starting with underlying geology and hydrology, then proceeding to biogeochemistry and development of plant communities and faunal habitats. Human impacts on these wetland types will be assessed, along with potential means for preventing degradation and restoring wetland functions. 3 Cr. Even Spring

**ENV 436 Water Quality Analysis (A).** Prerequisite: CHM 206. Introduces standard methods and analytical techniques associated with environmental chemistry. Students gain experience, including set up and trouble shooting, with UV-V spectrophotometry, wet chemical techniques by autoanalyser, fluorometry, gas chromatography and atomic absorption spectrophotometry, by analyzing unknowns. Although the medium for analysis is water, methods are applicable to air samples, tissues and soils. 4 Cr. Spring.

**ENV 437 Biostatistics (A).** Prerequisite: MTH 121 or higher. Introduction to statistical analysis including descriptive statistics, test selection (including t-tests, regression, ANOVA, and nonparametric alternatives), calculation, interpretation, hypothesis formation and testing. Consideration is given to experimental design and appropriate evaluation of statistical application and interpretation. 3 Cr. Fall.

**ENV 439 Conservation Biology (A).** Prerequisite: ENV 303. Introduction to the scientific study of conservation biology. Examines current theories and data from evolutionary biology, ecology, and genetics as they relate to the conservation of biological diversity. Topics include causes of extinction, habitat loss and fragmentation, design of nature reserves, landscape ecology, application of basic principles of population biology to species conservation, and restoration ecology. 3 Cr. Even Fall.

**ENV 440 Herpetology (A).** Prerequisite: ENV 303. Introduction to the scientific study of reptiles and amphibians. Explores their form, function, ecology, and evolution. Topics include anatomy, physiology, mating systems, and community ecology of herpetofauna, and their conservation biology. Includes lab and field study of identification techniques and capture and census methods. 4 Cr. Odd Spring.

**ENV 444 Terrestrial Ecosystem Ecology (A).** Prerequisite: ENV 303. Introduction to the major terrestrial ecosystems of the world and the stresses they face due to global environmental change such as rising atmospheric carbon dioxide levels, global warming, declining biodiversity, invasive species and elevated nitrogen deposition. Systems are compared with respect to their major characteristics, including vegetation, energy flow, and nutrient cycling and inputs. 3 Cr. Even Spring.

**ENV 446 Wetland Ecology (A).** Prerequisite: ENV 303. Introduction to wetland science, including wetland types, functions, values, hydrology, biogeochemistry, development, succession, and plant and animal communities. Laboratory exercises consist of field trips to local wetlands of different types, field sampling experiences, practice in wetland delineation, and lab experiments. Directed toward practical application of knowledge gained and concludes with problems related to wetland management and restoration. 4 Cr. Fall.

**ENV 448 Restoration Ecology (A).** Prerequisite: ENV 303. Introduction to restoration of terrestrial, wetland, and aquatic ecosystems to be addressed by focusing on regulatory constraints, site characterization/evaluation, conceiving and designing restoration projects that fit within the surrounding landscape, monitoring requirements, control of invasive species, and adaptive management. Students working in groups will develop conceptual restoration projects of their own choosing. 3 Cr. Odd Spring.

**ENV 452 Environmental Laws and Regulations (A).** Required for majors, open to non-majors. Introduction to key federal and state environmental laws, how branches of government interact to enforce environmental laws and regulations, and the roles scientists and lawyers play in resolving environmental problems. 3 Cr. Fall.

**ENV 457 Marine Biology-Bahamas (A).** Cross-listed as ESC 457. Prerequisite: One laboratory science course. Prepare in the fall semester for a two-week January intersession field experience in coral reef biology and geology at San Salvador island in the Bahamas. Study identification, behavior, and ecology of marine organisms in five habitats associated with coral reefs. Learn how to prepare a scientific field notebook and to design,
conduct, and report on a personal research project. 3 Cr. Fall.

ENV 459 Mammalogy (A). Prerequisite: ENV 303. Introduction to the scientific study of mammals. Explores their form, function, ecology, and evolution. Topics include origins, anatomy, physiology, diet and feeding strategies, population and community ecology, and social systems. Laboratory and field activities emphasize classification, habitat selection, and population biology. 4 Cr. Odd Fall.

ENV 462 Aquatic Toxicology (A). Prerequisite: CHM 206. Students will learn to perfume aquatic tests on water and sediment using standard fish and aquatic invertebrate test species. This will be accomplished through lectures, hands-on labs, data analyses, and student presentations. 4 Cr. Even Spring.

ENV 464 Aquaculture I (A). Prerequisite ENV 303. Introduction to the principles and practices of intensive and extensive aquaculture. Topics include system design and operation; water quality maintenance; diet and nutrition; reproduction, selective breeding and genetics; disease identification and treatment; and the biology of cultured organisms. 4 Cr. Odd Fall.

ENV 468 Environmental Impact Analysis (A). Prerequisite: ENV 303. Introduction to the process of preparing an environmental impact statement (EIS) for a realistic local development project. Topics include the National Environmental Policy Act, relevant regulations and permit requirements (federal, state, local), and analysis of environmental impacts and alternatives. Depending on the number of credits and session offered, may include field work. 1-6 Cr. Even Summer.

ENV 469 American Literature and the Environmental Imagination (A). This interdisciplinary course explores American environmental writing from both scientific and literary perspectives and investigates the relationship between natural science, natural history and environmental literature. Examines how subjective and objective investigations of the natural world enrich one another and lead to a more complete sense of place. Course includes lectures, discussions, group presentations and field exercises emphasizing description, measurement and aesthetic response. 3 Cr. Odd Fall.

ENV 474 Aquaculture II (A). Prerequisite: ENV 303. Introduction to the business aspects of aquaculture. Topics include aquaculture inputs, aquaculture production, farm management, processing, distribution, marketing, consumer behavior, pricing, government policy, modeling, international trade, transfer of technology, international cooperation, and environmental impacts. 4 Cr. Even Fall.

ENV 476 Animal Ecophysiology (A). Prerequisite: ENV 303. Introduction to physiological adaptations of animals to their physical environment and the influence of these adaptations on animal distributions. Topics include temperature and energy metabolism, water and ion balance, oxygen availability, and sensory and reproductive adaptations. Biochemical, cellular, and organism responses to these factors will be examined using an integrative and comparative approach. 3 Cr. Odd Fall.

ENV 477 Field Biology (A). Prerequisite: ENV 303. Introduction to the flora and fauna of various habitats in Western New York. Topics include structure and function of communities, species identification, qualitative and quantitative assessment of communities and ecosystems, and general conservation theory and practice. 1-4 Cr. Odd Summer.

ENV 483 Aquatic Invertebrates (A). Prerequisite: ENV 303. Introduction to the scientific study of aquatic invertebrates and their importance in stream and lake ecosystems. Topics include invertebrate biology and ecology, classification and identification (insects, crustaceans, mites, annelids, mollusks, etc.), use of dichotomous keys and sampling equipment, and preparation techniques. Prepares students to predict habitat or water quality conditions based on the invertebrate fauna present. 4 Cr. Odd Fall.

ENV 484 Fish Ecology. Prerequisite: ENV 303. Introduction to the scientific study of fish and fisheries. Topics include fish anatomy and physiology in relation to fish behavior and ecology, classification to the ordinal level, population dynamics (recruitment, growth, mortality, environment) and fishery management. ENV 490 is the complementary laboratory. 3 Cr. Even Spring.

ENV 488 Environmental Impact Analysis (A). Prerequisite: ENV 303. Introduction to the process of preparing an environmental impact statement (EIS) for a realistic local development project. Topics include the National Environmental Policy Act, relevant regulations and permit requirements (federal, state, local), and analysis of environmental impacts and alternatives. Depending on the number of credits and session offered, may include field work. 1-6 Cr. Even Summer.

ENV 490 Fishery Techniques and Fish Identification (A). Prerequisite: ENV 303. Introduction to laboratory and field techniques used by fisheries scientists. Hands-on activities include fish collection methods (electrofishing, nets) fish anatomy, fish identification, and quantitative analysis of fisheries data. ENV 484 is the complementary lecture course. 2 Cr. Odd Fall.

ENV 492 Global Environmental Issues (A). Required for majors, closed to non-majors. This capstone course for senior environmental science majors will explore one or more major global environmental issues during the semester. Students will research the topic, analyze primary literature, engage in class discussion and formal speaking, and write a paper critically evaluating the issue and what should be done about it. 3 Cr. Spring.
ENV 495 Topics in Environmental Science (A). Introduces a special field of study in the environmental sciences not offered in the regular curriculum. Details reflect student demand, needs, topics of interest, and instructor availability. 3-4 Cr. By Arrangement.

ENV 497 Undergraduate Internship. Designed for the student who wishes to gain experience working with an environmental organization in the public or private sector (e.g., industry, government, environmental organizations). A total of three credits from ENV 497, ENV 498 (Collaborative Research) and ENV 499 (Independent Study) combined can be applied toward the environmental science major. 1-3 Cr.

ENV 498 Collaborative Research (A). In collaboration with a faculty mentor, the student designs, conducts and prepares a scientific report on a research project in the field or laboratory. A total of three credits from ENV 498 and ENV 499 (Independent Study) combined can be applied toward the Environmental Science major. 1-3 Cr. By Arrangement.

ENV 499 Independent Study (A). In collaboration with a faculty mentor, the student reviews literature and prepares a report on a topic of interest in the environmental sciences. A total of three credits from ENV 497 (Undergraduate Internship) and ENV 498 (Collaborative Research) combined can be applied toward the Environmental Science major. 1-3 Cr. By Arrangement.
Film Studies—Interdisciplinary Minor

The film studies program is an interdisciplinary minor designed to aid students in developing a broad understanding of the history of film, an awareness of film language used by filmmakers, and a critical viewing ability. The faculty for the program have been drawn from the Departments of Anthropology, Art and Art History, Communication, English and History; they bring a variety of experience and perspectives to the study of film.

Students interested in the film studies program should contact Dr. Russell Meeuf, Film Studies Minor Director, 211 Hartwell Hall, (585) 395-2503.

The film studies minor requires the completion of 16-18 credits as follows:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 200 Art of the Film</td>
<td>3</td>
</tr>
<tr>
<td>FLM 301 Theory and Criticism of Film</td>
<td>3</td>
</tr>
<tr>
<td>FLM 302 Documentary and Experimental Film</td>
<td>3</td>
</tr>
<tr>
<td>One course under the category Film and Society, by advisement</td>
<td>3</td>
</tr>
<tr>
<td>Additional Film Studies courses, by advisement</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 18

*NOTE: Student may substitute courses in video or film production (e.g. ART 415, CMC 348) for the documentary requirement. See the film studies advisor for approval.

Film Studies Courses

FLM 301 Theory and Criticism of Film (A,D,W,Y). Introduces and develops a specialized set of advanced critical tools used to evaluate, explicate, and interrogate filmic texts. 3 Cr.

FLM 302 Documentary and Experimental Film (A). Provides an introduction to documentary and experimental films. Explores the nature of documentary and experimental films as creative scientific works; as statements by individuals living within particular cultural frame works; as instruments of persuasion and propaganda; and as devices which expand our perspectives on the world around us. 3 Cr.

FLM 404 Documentary Video Production (A). Provides an introduction to video production, emphasizing the pre-production process: selection of EFP equipment; developing a framework for documentary production, including appropriate references; and preparing to interview experts. Entails some discussion of computer shot logs, time coding, video-to-audio transfers for transcriptions, and the preparation of narrative. Requires no production experience and includes no editing. 3 Cr.

FLM 490 Topics in Film (A). Addresses current topics, issues, controversies, etc. in film studies. Specific topics vary each semester. Descriptions of specific topics offered may be obtained from the director of film studies. May be taken more than once for credit if the topics differ. 3 Cr.

FLM 491 Seminar in Film (A). To be defined by the instructor in accordance with the specific subject matter covered that semester. Content varies with the appropriate subtitles provided. Example: “The Coen Brothers.” 3 Cr.
Department of Foreign Languages and Literatures

www.brockport.edu/~forelang/index.html
103 Tower Fine Arts Building
(585) 395-2269

Chair and Professor: Patricia J. Siegel, PhD, Yale University; Professors: Patricia J. Siegel; Associate Professors: Andrea Parada, PhD, University of Michigan; Donna Wilkerson, PhD, University of North Carolina at Chapel Hill; Assistant Professors: Rachel Linville, PhD, University of Maryland; Grazzella Rondon-Pari, PhD, University of Buffalo.

As the nations of the world become more interdependent, knowledge of the world’s languages and understanding of world cultures become more significant for effective global communication and peaceful coexistence. Language study prepares today’s students for tomorrow’s opportunities by supporting interdisciplinary instruction and developing cross-cultural understanding.

Careers
Foreign language majors enter the teaching field and many other professions. A second major or a minor in a foreign language is highly valued in other academic disciplines and in professional careers. All levels of business and government need people trained in foreign languages and accustomed to dealing with matters from a global perspective. In addition, the study of foreign languages contributes substantially to valuable skills necessary for today’s job market, such as improved analytical abilities, creativity, cross-cultural business negotiations, communication skills, and problem solving.

Majors and Minors
Students may major or minor in French or Spanish, double major in the two languages, or major in one of the languages and another field. We strongly recommend that students seeking certification to teach French study Spanish as well, and that those candidates preparing for certification in Spanish also study French. Please note that credit granted by CLEP, AP, or other external exams does not count toward the major or minor.

Courses in American Sign Language, Japanese and Russian are also offered as well as culture courses taught in English (FCE).

Culture courses taught in English (FCE) may satisfy a General Education requirement.

Required Course Grades
Students intending to major or minor in any of the department’s programs must have a 2.5 GPA in language courses previously taken at the college level. All courses in the major or minor must be completed with a grade of “C” or higher. Courses with grades lower than “C” must be repeated.

General Education Foreign Language Requirement
All freshman students entering The College at Brockport are required to complete a foreign language course at the Beginning II (112) level for the General Education program. It is recommended that ALL students take a foreign language placement test if they studied a language in high school to attempt to waive their requirement and/or reduce the number of classes they will need to fulfill the requirement. The Department of Foreign Languages and Literatures administers placement tests on a regular basis throughout the academic year, beginning on the first day of classes.

Students may satisfy the foreign language requirement by:

- Successfully completing a foreign language course numbered 112 or higher at Brockport (e.g., SPN 112, Beginning Spanish II);
OR BY:
• Earning a score of 3 or higher on the foreign language Advanced Placement (AP) exam;
• Earning an appropriate score on a foreign language CLEP exam;
• Achieving placement at the third semester level (211) or above on the foreign language placement exam. (Placement exams are offered in ASL, Spanish, French, Latin, Italian and German);
• Successfully completing a college-level study abroad program of at least five weeks duration in which the language of instruction is a foreign language;
• Transferring college-level foreign language credit to Brockport.

Waivers and placement
Students who earned a score of 85% or higher on the third year foreign language Regents exam waive the first semester of the requirement and should take a placement exam or enroll in a 112 level course to complete the requirement, unless they want to begin a new language. Please note that per the policy of the Department of Foreign Languages and Literatures, students who waive the first semester of the requirement via Regents exams are not permitted to enroll in the Beginning I (111) level of the language for which they received a waiver since they are considered to have met that level. We reserve the right to discontinue students’ enrollment in 111 if they are found to be in breach of this policy.

Students who do not waive the first semester of the requirement via Regents exams (i.e. those with scores of 84 or less) and who want to continue with the language they studied in high school may enroll in a 111 level course (Beginning I) but they are strongly encouraged to first take the Foreign Language Placement Exam since they are likely to waive the first semester and be required to take only one class to fulfill their language requirement.

Students who wish to take a language in which they have no prior study should register for a Beginning I (111) section of that language. The College at Brockport offers courses in the following languages:
• American Sign Language
• French
• Japanese
• Russian
• Spanish

If you have questions, contact the Department of Foreign Languages and Literatures at 395-2269 or send an E-mail to the administrative assistant, Raquel Quinones, rquinone@brockport.edu.

*NOTE: Certain majors and degree programs such as the BA, majors in international studies and international business as well as teacher certification, require more than two semesters of a foreign language. Delta College’s Foreign Language requirement is also different. See requirements in the appropriate section of the Undergraduate Catalog.

Language Media Center
A state-of-the-art language media center is housed in Room 110, Tower Fine Arts Building. It offers faculty and students opportunities for technology-assisted learning and is equipped for use with a variety of instructional software.
Teacher Certification Program
Students interested in the teacher certification program should consult the Department of Education and Human Development’s Web site for an application and program requirements. Please note that all French/Spanish transfer and The College at Brockport students seeking certification in French or Spanish must pass a content area examination given by the New York State Department of Education. In addition students must take the OPI (Oral Proficiency Interview) determined by ACTFL (American Council on the Teaching of Foreign Languages) before they student teach. Students are also required to take Linguistics and Second Language Acquisition in addition to the number of credits required for the major.

Departmental Awards
Each year, the department awards the Jorge Marti Prize to an outstanding student in Spanish, and the Eric Steel Prize to an outstanding student in French. In addition, the Departmental Scholar is selected from among seniors who expect to be graduated in May, August or December of the corresponding year. Candidates are selected on the basis of the cumulative grade point average, the grade point average in the foreign language major, and contributions to the department and the College.

MAJOR IN FRENCH — 30 Credits
The major in French is intended to provide a working command of the language in addition to an overview of literature and cultures. All courses are taught in French unless otherwise noted.

A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRN 350</td>
<td>Intermediate Conversation and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>FRN 351</td>
<td>Written Expression</td>
<td>3</td>
</tr>
<tr>
<td>FRN 352</td>
<td>French History and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FRN 355</td>
<td>France under the Fifth Republic</td>
<td>3</td>
</tr>
<tr>
<td>FRN 453</td>
<td>French Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>FRN 454</td>
<td>French Literature I</td>
<td>3</td>
</tr>
<tr>
<td>FRN 456</td>
<td>Literatures and Cultures of the Francophone World</td>
<td>3</td>
</tr>
<tr>
<td>FRN 458</td>
<td>French Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 24

B. Elective Courses — 6 Credits (any two courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRN 450</td>
<td>French Studies</td>
<td>3</td>
</tr>
<tr>
<td>FRN 451</td>
<td>Doing Business in French</td>
<td>3</td>
</tr>
<tr>
<td>FRN 453</td>
<td>French Thought in Social Context</td>
<td>3</td>
</tr>
<tr>
<td>FRN 463</td>
<td>Linguistics and Second Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Acquisition- in English- required of all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Certification candidates</td>
<td></td>
</tr>
<tr>
<td>FRN 499</td>
<td>Independent Study in French</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits for French major: 30

NOTE: Students whose proficiency in French is beyond that expected of those who complete FRN 350 and/or 352 may take these courses as credit by exam.

MINOR IN FRENCH — 18 credits

A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRN 350</td>
<td>Grammar Review and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FRN 351</td>
<td>Written Expression</td>
<td>3</td>
</tr>
<tr>
<td>FRN 352</td>
<td>French Culture</td>
<td>3</td>
</tr>
</tbody>
</table>
MAJOR IN SPANISH

The major in Spanish is intended to provide a working command of the language in addition to an overview of literature and cultures. All courses are taught in Spanish unless otherwise noted.

TRACK ONE: Language, Literature and Civilization — 30 Credits

Teaching Certification students in the Adolescence Inclusive with Middle Childhood Education Extension Program must choose this track.

A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 350</td>
<td>Communication in Spanish 3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Composition and Grammar Review 3</td>
</tr>
<tr>
<td>SPN 352</td>
<td>Hispanic World Today 3</td>
</tr>
<tr>
<td>SPN 353</td>
<td>Literature and Cultures of Spain I 3</td>
</tr>
<tr>
<td>SPN 354</td>
<td>Literature and Cultures of Spanish America I 3</td>
</tr>
<tr>
<td>SPN 363</td>
<td>Literature and Cultures of Spain II 3</td>
</tr>
<tr>
<td>SPN 364</td>
<td>Literature and Cultures of Spanish-America II 3</td>
</tr>
<tr>
<td>SPN 461</td>
<td>Advanced Spanish Grammar 3</td>
</tr>
</tbody>
</table>

Total: 24

C. Electives: 6 credits (any two courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 452</td>
<td>Hispanic Cultures Through Film 3</td>
</tr>
<tr>
<td>SPN 453</td>
<td>Spanish-American Women Writers 3</td>
</tr>
<tr>
<td>SPN 456</td>
<td>Literature and Culture of the Caribbean 3</td>
</tr>
<tr>
<td>SPN 457</td>
<td>Contemporary Spanish Writers 3</td>
</tr>
<tr>
<td>SPN 458</td>
<td>Contemporary Spanish-American Writers 3</td>
</tr>
<tr>
<td>SPN 462</td>
<td>Spanish Language Variations in the USA 3</td>
</tr>
<tr>
<td>SPN 463</td>
<td>Linguistics and Second Language Acquisition 3</td>
</tr>
<tr>
<td>SPN 499</td>
<td>Independent Study in Spanish 3</td>
</tr>
</tbody>
</table>

Total credits for TRACK ONE of the Spanish major: 30

NOTE: Students whose proficiency in Spanish is beyond that expected of those who complete SPN 350 and/or SPN 352, may take these courses as credit by exam.

TRACK TWO: Interdisciplinary Major in Bilingual-Multicultural Studies

Teaching Certification students in the Childhood Inclusive Education Program seeking a bilingual-multicultural education extension certificate must choose this track.

Note: This track is not valid for the Adolescence Program.
### A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 350</td>
<td>Communication in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Composition and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 2 courses</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>SPN 461</td>
<td>Advanced Spanish Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPN 462</td>
<td>Spanish Language Variations in the US</td>
<td>3</td>
</tr>
<tr>
<td>EDI 421</td>
<td>The Bilingual Child</td>
<td>3</td>
</tr>
<tr>
<td>SPN 410</td>
<td>Spanish for Heritage Speakers</td>
<td>3</td>
</tr>
<tr>
<td>SPN 463</td>
<td>Linguistics and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(Taught in English. Required of all teacher certification candidates)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 5 courses</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>SPN 352</td>
<td>Hispanic World Today</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two elective 300/400 level courses in literature and culture of Spain</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 3 courses</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>FCE 420</td>
<td>Multiculturalism in the USA</td>
<td>3</td>
</tr>
<tr>
<td>FCE 426</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 2 courses</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Total Credits for Track Two of Spanish Major:** 36

**Examples of elective courses for TRACK TWO:**

- FCE 375 Latin-American Women
- SPN 353 Literature and Cultures of Spain I
- SPN 354 Literature and Cultures of Spanish-America I
- SPN 363 Literature and Cultures of Spain II
- SPN 364 Literature and Cultures of Spanish-America II
- SPN 452 Hispanic Cultures Through Film
- SPN 453 Spanish-American Women Writers
- SPN 456 Literature and Culture of the Caribbean
- SPN 457 Contemporary Spanish Writers
- SPN 458 Contemporary Spanish-American Writers
- SPN 499 Independent Study in Spanish

**NOTE:** Students whose proficiency in Spanish is beyond that expected of those who complete SPN 350 and/or SPN 352 may take these courses as credit by exam.
MINOR IN SPANISH — 18 credits

A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 350</td>
<td>Communication in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Composition and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>SPN 352</td>
<td>Hispanic World Today</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 2 courses 9

B. Elective Courses — 3 courses

Or 9 credits

Three credits must be at the 400-level.

Note: Please see elective courses in Spanish identified under TRACK ONE of the Major.

Total course credit for the Minor in Spanish: 18

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES COURSES

FRENCH COURSES

FRN 111 Beginning French I (A). Prerequisite: FRN 111. Not open to students with a score of 85 or higher on the NYS French Language Regents Exam. Students with previous knowledge of French or those who received a 84 or less on the NYS French Language Regents Exam are strongly encouraged to take the Department’s Placement Exam before registering for this course. Course develops language skills in French including listening, speaking, reading and writing; as well as an understanding and appreciation of French-speaking countries of the world. Includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs, and simple reading. 3 Cr.

FRN 112 Beginning French II (A). Prerequisite: FRN 111. Further development of language skills in French including listening, speaking, reading and writing; as well as an understanding and appreciation of French-speaking countries of the world. Includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs, and simple reading. 3 Cr.

FRN 211 Intermediate French I (A). Prerequisite: FRN 111. Further develops listening, speaking, reading, and writing skills, as well as an understanding and appreciation of French-speaking countries of the world. Content includes regular and irregular verbs in all tenses, advanced vocabulary and sentence formation, and more sophisticated reading on French/ Francophone cultures. Explanations in French are followed by extensive group and individual practice. Includes audio/video work. 3 Cr. Every Semester.

FRN 212 Intermediate French II (A). Prerequisite: FRN 211. Continuation of FRN 211. Designed to further develop listening, speaking, reading, and writing skills as well as an understanding and appreciation of the French-speaking countries of the world. Extensive group and individual practice. Includes audio/video work. 3 Cr. Every Semester.

FRN 350 Intermediate Conversation and Grammar Review (A,Y). Prerequisite: FRN 212. An intermediate conversation course designed to increase and refine students’ ability to express themselves in French in a variety of communicative situations. Emphasis will be placed on discourse strategies, range of expression, and vocabulary acquisition. A review of advanced French grammar will expand knowledge of idioms and improve accuracy. 3 Cr. Fall.

FRN 351 Written Expression (A). Prerequisite: FRN 212. This course teaches upper division students to write clear expository French with correct syntax, clear organization, and with some degree of sophistication in the use of French vocabulary. Numerous compositions will be written covering a variety of modes and using a process approach. A review of advanced French grammar will facilitate accuracy and range of expression. 3 Cr.

FRN 352 French Culture and History (A). In the face of all the invasions, wars, famines, plagues, and daily struggles, the people who settled in this beautiful country had the perseverance and tenacity to form a nation, to nurture it into prominence and eventually bring it to a civilization of worldly esteem in the seventeenth century. This course concentrates on the history of France and its cultural heritage from the Middle Ages to
the French Revolution and examines those events
that contributed to making France a great nation. 3 Cr. Every Semester.

FRN 355 France Under the Fifth Republic (A).
Prerequisite: FRN 212. This course is designed to
give an overview of social, political, educational,
cultural, and economic phenomena in modern-day
France in an attempt to explain what motivates
a French person. Topics to be discussed include
family structure, government, religion, the educu-
tional system, how the French interact with their
Francophone partners, the European Union, and
the role of the media. French mores and attitudes
will be studied and compared to American ways
of life. 3 Cr.

FRN 399 Independent Study in French (A).
Prerequisite: minimum of 3.0 GPA in French courses
and instructor's permission. Content to be identified
in consultation with the instructor/sponsor and in
accordance with the procedures of the Office of
Academic Advisement prior to registration. 1-3
Cr. Every Semester.

FRN 450 French Studies (A). Prerequisites: FRN
350, FRN 351, FRN 352 and FRN 355. Closely
studies a specific topic in French/Francophone
language, civilization, or literature. The topic selected
for analysis may be from a historical or contempo-
rary perspective and will give the opportunity to
examine a particular aspect of French/Francophone
studies in great depth. Requires practice in oral and
written French at the advanced level. 3 Cr.

FRN 451 Doing Business in French (A). Prereq-
sites: FRN 350, FRN 351, FRN 352 and FRN 355. Designed to help students communicate in
a French business environment by increasing their
knowledge of French geography and economics; by
helping them acquire the vocabulary and syntacti-
cal structures related to business; and by making
students more aware of cultural differences in the
conduct of business between the US and France.
Emphasis will be on the reinforcement of oral and
written skills. French history will provide the backdrop to
help students understand the social forces at play
in the periods under study. 3 Cr.

FRN 453 French Women Writers (A,W,Y).
Prerequisites: FRN 350, FRN 351, FRN 352 and FRN
355. Through an exploration of both theoretical
and literary texts written by women, introduces
students to a range of leading contemporary French
and/or Francophone women writers. Students will
examine recurrent themes and forms in recent
women's writing, including the representation of
identity; the concept of origins; the intersection
of class, race and gender; and the textual strate-
gies underpinning these considerations. Through
a detailed examination of a cross-section of works
by French women writers, assesses the contribu-
tions made by French women's writing to current
theoretical debates and to contemporary writing
generally. 3 Cr.

FRN 454 French Literature I: Texts and Context
(A). Prerequisites: FRN 350, FRN 351, FRN 352
and FRN 355. Examines texts by major authors
from the Middle Ages to the Revolution. Emphasis
is placed on an in-depth reading of texts (includ-
ing prose, poetry, and theatre) with the purpose
of expanding vocabulary and improving writing
skills. French history will provide the backdrop to
help students understand the social forces at play
in the periods under study. 3 Cr.

FRN 456 Literature and Cultures of the Fran-
cophone World (A). Prerequisites: FRN 350, FRN
351, FRN 352 and FRN 355. Offers an array of
short stories, poems, novels, or plays written by
authors from Africa, North America, and/or the
Caribbean. Papers and discussions will focus on
cultural themes and issues related to the political
and literary history of the Francophone world.
3 Cr.

FRN 457 French Thought in Social Contexts (A).
Prerequisites: FRN 350, FRN 351, FRN 352 and
FRN 355. A collage of literature, philosophy, and
history to give students a broad perspective of the
major intellectual currents in their social context.
Readings will be selected from early periods to the
19th century. 3 Cr.

FRN 458 French Literature II: Texts and
Contexts (A). Prerequisites: FRN 350, FRN 351,
FRN 352 and FRN 355. Examines texts by major
authors from the Napoleonic era to the recent past.
Emphasis is placed on an in-depth reading of the
texts (including prose, poetry, and theatre) with the
purpose of expanding vocabulary and improving
writing skills. The course is also designed to ac-
quaint students with the social circumstances that
determined the aesthetic movements that marked
the period: romanticism, realism, symbolism, sur-
realism, and existentialism. 3 Cr.

FRN 463 Linguistics and Second Language
Acquisition (A). A contrastive analysis of the
language components of English, French and Span-
ish; phonetics and phonology, morphology, syntax,
lexicon, and semantics. Examines sociolinguistic
and psycholinguistic perspectives related to the
role of language in culture, identity, and learning.
Explores languages acquisition theories, and their
application to bilingualism and the teaching of
English to speakers of other languages. 3 Cr.

FRN 499 Independent Study in French (A).
Prerequisite: Six credits of 400-level French with
a minimum of 3.0 GPA in French and instructor's
permission. Arranged in consultation with the
instructor-sponsor in accordance with the proce-
dures of the Office of Academic Advisement prior
to registration. 1-3 Cr. Every Semester.
SPANISH COURSES

SPN 111 Beginning Spanish I (A). Not open to students with a score of 85 or Higher on the NYS Spanish Language Regents Exam. Students with previous knowledge of Spanish or those who received an 84 or less on the NYS Spanish Language Regents Exam are strongly encouraged to take the Department’s Placement Exam before registering for this course. Further development of language skills in Spanish including listening, speaking, reading, and writing, as well as an understanding and appreciation of Hispanic cultures. Includes oral comprehension practice, pronunciation exercises, sentence formation, vocabulary, verbs, and simple readings on Hispanic cultures. 3 Cr. Every Semester.

SPN 112 Beginning Spanish II (A). Prerequisite: SPN 111 or 85 or Higher on the NYS Spanish Regents Exam. Further development of language skills including listening, speaking, reading, and writing, as well as an understanding of and advanced readings on Hispanic cultures. Provides succinct explanations in English, followed by group and individual practice in Spanish. 3 Cr. Every Semester.

SPN 211 Intermediate Spanish I (A). Prerequisite: SPN 112. Includes a beginning level grammar review and further develops listening, speaking, reading and writing skills as well as an understanding and appreciation of Hispanic cultures. Covers more advanced vocabulary, sentence formation and complex meanings in Hispanic cultures. Provides explanations in Spanish and English followed by extensive group and individual practice in Spanish. 3 Cr. Every Semester.

SPN 212 Intermediate Spanish II (A). Prerequisite: SPN 211. Continuation of SPN 211. Further develops listening, speaking, reading, and writing skills, as well as an understanding and appreciation of Hispanic cultures of the world. Requires extensive group and individual practice and includes audio/video work. 3 Cr. Every Semester.

SPN 300 Doing Business in Spanish (A). Prerequisite: SPN 212. An advanced course designed for business majors. Its contemporary and practical approach gives the business learner a global perspective on language and culture. Focuses primarily on the acquisition of business terminology used in the Spanish-speaking world and its application to everyday corporate life in both for-profit and non-profit enterprises. 3 Cr.

SPN 350 Communication in Spanish (A). Prerequisite: SPN 212. Drawing on a selection of multimedia, this bridge course reinforces students' oral and written language skills in order to prepare them for advanced-level work. Weekly reading, writing, listening, and oral assignments on a variety of topics to improve fluency and to build a more extensive vocabulary. Requires active participation in class discussions. 3 Cr. Fall.

SPN 351 Composition and Grammar Review (A). Prerequisite: SPN 350. Provides active discussion on a variety of topics or researched themes intended to help students achieve advanced communication skills in Spanish. Videos, current events, a literary reader, and newspaper and magazine articles are used for oral and written practice. Weekly compositions as well as oral presentations and a research paper are required. 3 Cr. Every Semester.

SPN 352 Hispanic World Today (A). Prerequisite: SPN 212. This course is a bridge between the beginning language sequence and the more advanced 300 and 400 level literature and culture courses on the Spanish-speaking world. Students continue to develop their oral and written expression by acquiring advanced vocabulary from texts, visual materials and class discussions that highlight aspects common to Spain and Latin America. 3 Cr. Every Semester.

SPN 353 Literature and Culture of Spain I (A). Prerequisites: Any two of SPN 350, SPN 351 and SPN 352. Provides a historical survey of the political, social, economic, religious, and artistic life in Spain from pre-Roman times through the 17th century. Includes the study of the main literary genres of the period and covers elementary concepts of literary theory and analysis. Emphasizes the study of figurative and symbolic language. Requires active class participation. 3 Cr.

SPN 354 Literature and Cultures of Spanish America I (A). Prerequisites: Any two of SPN 350, SPN 351 and SPN 352. This course provides a historical survey of the political, social, economic, religious, and artistic life in Spanish America from the pre-Columbian times through the 19th century. Also provides students with an understanding of the various forces and events that have shaped life and culture in the Spanish-speaking territories of America. Studies the main literary genres of the period and covers elementary concepts of literary theory and analysis. Emphasizes the study of figurative and symbolic language. Requires active class participation. 3 Cr.

SPN 360 Spanish for Native Speakers (A). Prerequisites: By advisement. Helps Hispanic bilingual students expand their knowledge of Spanish by exposing them to models of formal oral and written Spanish. Emphasizes grammatical structures, vocabulary, spelling, and reading comprehension. 3 Cr.
SPN 352 Hispanic Cultures Through Film (A). Prerequisite: Any 300 level literature and culture course in Spanish. Following a chronological perspective, studies the writings of some of the most important women writers of Spanish America. Uses these works to illustrate the evolution of a form of writing that seeks to oppose stereotypes imposed by a male literary tradition; to represent different literary movements and reflect on a variety of national problems; and to provide the framework for the analysis of cultural images of gender and relevant theoretical concepts related to female writing. After a brief introduction of the cultural conditions that define the emergence of female writing (XVII, XVIII and XIX centuries), emphasizes the second half of the XX century and the social and political context relevant to each text. 3 Cr.

SPN 457 Contemporary Spanish Writers (A). Prerequisite: Any 300 level literature and culture course in Spanish. Studies 20th-century Spanish literature: e.g., essays, short stories, novels, poetry and plays. Presents the historical and literary contexts in which the selected works emerge and discusses the relationship between the writers and their cultural environment. Designed to also develop analytical perspectives in literary criticism and to strengthen reading and writing skills in Spanish. 3 Cr.

SPN 458 Contemporary Spanish-American Writers (A). Prerequisite: Any 300 level literature and culture course in Spanish. Studies 20th-century Spanish American literature: essays, short stories, novels, poetry and plays. Presents the historical and literary contexts in which the selected works emerge and discusses the relationship between the writers and their cultural environment. Also develops analytical perspectives in literary criticism and strengthens reading and writing in Spanish. 3 Cr.

SPN 459 Mexico Today (A). Prerequisite: Any 300 level literature and culture course in Spanish. Provides an introduction to contemporary Mexico: its history and geography; political, social, and economic systems; art, literature, and music; people and their lifestyles. Uses media and other materials to supplement course content. 3 Cr.
SPN 460 Spanish Phonetics (A). Provides a description and analysis of the sound system of modern Spanish, based on structural phonemic theory. Also provides intensive practice designed to improve pronunciation of the Spanish language. Gives special attention to analysis and correction of interference from English. 3 Cr.

SPN 461 Advanced Spanish Grammar (A). Prerequisite: SPN 351. Covers grammatical structures of Spanish and includes a study of Spanish morphology, syntax, and lexicon. Gives special attention to analysis and correction of interference from English. Conducts discussions of specific structures in Spanish, followed by oral and written exercises, including translations. 3 Cr.

SPN 462 Spanish Language Variations in the US (A). Prerequisite: SPN 351. Provides an introduction to Spanish dialectology, including both the diachronic and synchronic description of the Spanish language. Covers the cultural, social, linguistic, and historical factors that determine language variations. 3 Cr. Spring.

SPN 463 Linguistics and Second Language Acquisition (A). Prerequisite: SPN 351. Taught in English. Offers a contrastive analysis of the language components of English and Spanish; phonetics and phonology, morphology, syntax, lexicon, and semantics. Examines sociolinguistic and psycholinguistic perspectives related to the role of language in culture, identity, and learning. Explores languages acquisition theories and their application to bilingualism and the teaching of English to speakers of other languages. 3 Cr.

SPN 460 Spanish Phonetics (A). Prerequisite: A minimum GPA of 3.0 in Spanish courses and Instructor’s permission. Content to be identified in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. Every Semester.

FCE 399 Independent Study on Foreign Culture (A). Independent study conducted in English on one aspect of a foreign culture whose language is taught in the Department of Foreign Languages and Literatures. 1-3 Cr. Every Semester.

FCE 420 Multiculturalism in the United States (A,I). Studies how race, social class and ethnicity have influenced cultural interrelations of different cultural groups within US society. Analyzes the main theories related to multiculturalism such as assimilation, amalgamation and cultural pluralism, intercultural identity, and privilege. Shows how political rights are related to those cultural aspects included in the aforementioned concepts. 3 Cr. Spring.

FCE 426 Foundations of Bilingual Education (A). Studies the history of bilingual education as well as the laws and regulations governing its development locally, nationally and internationally. Explores the various models of bilingual education and their effectiveness in reaching their goals. Presents different methodologies dealing with language acquisition theories as related to classroom practices. Examines the role of advocacy at different levels as a process for supporting the effectiveness of bilingual education programs versus English-only programs. 3 Cr. Fall.

FCE 499 Independent Study on Foreign Culture (A). Independent study conducted in English on some aspect of a foreign culture whose language is taught in the Department of Foreign Languages and Literatures. 1-3 Cr. Every Semester.

OTHER LANGUAGES

AMERICAN SIGN LANGUAGE

ASL 111 Beginning American Sign Language I (A). Develops language skills in American Sign Language (receptive, expressive, interactive) and fosters understanding and appreciation of deaf culture. Content includes: expressive skills, finger-spelling exercises, sentence formation, vocabulary, verbs, and readings on deaf culture. Explanations in English are followed by individual and pair practice in ASL. Video work is required. 3 Cr.

ASL 112 Beginning American Sign Language II (A). Prerequisite: ASL 111. Continuation of ASL 111. Develops language skills in American Sign Language (receptive, expressive, interactive) and fosters understanding and appreciation of deaf culture. Content includes expressive skills, finger-spelling exercises, sentence formation, vocabulary, verbs, and readings on deaf culture. Explanations in English are followed by individual and pair practice in ASL. Video work is required. 3 Cr.
ASL 211 Intermediate American Sign Language I (A). Emphasizes and expands on grammar, syntax, spatial referencing, classifiers and vocabulary development. Develops communicative competencies in ASL conversations beyond the basic level. Fluency and accuracy of fingerspelling will be developed as well as the use of lexicized signs. 3 Cr.

ASL 212 Intermediate American Sign Language II (A). Continues to advance ASL grammar and vocabulary. Sentence constructions will be reviewed and expanded, and classifiers as well as non-manual behaviors will be developed. Advances fluency in fingerspelling, lexicalized signs and numbering. The use of space in basic ASL discourse will be expanded. 3 Cr.

JAPANESE LANGUAGE

JPN 111 Beginning Japanese I (A). Develops language skills in listening, speaking, reading and writing as well as an understanding and appreciation of Japanese culture. Content includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs, and simple readings on Japanese culture. Succinct explanations in English are followed by group and individual practice in Japanese. 3 Cr.

JPN 112 Beginning Japanese II (A). Prerequisite: JPN 111. Continuation of JPN 111. Designed to further the development of language skills in modern Japanese as well as the understanding and appreciation of Japanese culture. Emphasis is on communication. 3 Cr.

RUSSIAN LANGUAGE

RSN 111 Beginning Russian I (A). Introductory course in Russian designed to develop language skills in Russian (listening, speaking, reading and writing) as well as an understanding and appreciation of Russian culture. Content includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs and simple readings on Russian culture. Succinct explanations in English are followed by group and individual practice in Russian. 3 Cr.

RSN 112 Beginning Russian II (A). Prerequisite: RSN 111. Continuation of RSN 111. Designed to further the development of language skills (listening, speaking, reading and writing) as well as the understanding and appreciation of Russian culture. Content includes regular and irregular verbs, vocabulary building, more complex sentences and more complex readings on Russian cultures. Succinct explanations in English are followed by group and individual practice in Russian. 3 Cr. Fall.

RSN 211 Intermediate Russian I (A). Prerequisite: RSN 112 or equivalent. Continuation of RSN 112. Emphasis is given to the development of language proficiency at the intermediate level as well as of the understanding and appreciation of Russian culture. Content includes introduction to dative, accusative, and instrumental cases and their usage in oral and written language; past and future tenses, advanced vocabulary, and sentence formation. 3 Cr. Fall.

RSN 212 Intermediate Russian II (A). Prerequisite: RSN 211 or equivalent. Continuation of RSN 211. Emphasis is given to the development of language proficiency at the intermediate level as well as understanding and appreciation of Russian culture. Content includes further practice of genitive, dative, instrumental, accusative and prepositional cases in oral and written language; verbs of motion, advanced vocabulary, and sentence formation. 3 Cr. Spring.

RSN 399 Independent Study in Russian (A). Topic mutually agreed to by faculty sponsor and student. 1-3 Cr.

STUDY ABROAD

The department sponsors semester abroad and/or summer programs in Tours, France; Cuernavaca, Mexico; and San Jose, Costa Rica. Internships are available in Costa Rica and Mexico if the student’s level of fluency is at the appropriate level. Students may also participate in study programs in various other countries. Foreign language majors are expected to participate in a study abroad program in a French- or Spanish-speaking country. Consult the Office of International Education for application procedures and information related to international programs sponsored by the College at Brockport. Programs that are not affiliated with the SUNY System require departmental approval to ensure the proper transfer of credits.

There are some courses that are designed for credit in study abroad programs in French or Spanish speaking countries only.

FRENCH COURSES

FRN 302 Advanced French Grammar (A). Designed to expand active vocabulary, including idioms, as well as modern usage as the basis for oral and written language. It examines linguistic and cultural contrasts as reflected in the language. Emphasis will be placed on correct written expression. Offered only in a study abroad context. 3 Cr.

FRN 312 French Civilization to 1945 (A). Beginning in prehistoric times and ending with World War II, students will explore artistic, social,
political, and cultural events which have produced a rich and varied French culture. Includes reading of short literary texts and use of audiovisual materials. Offered only in a study abroad context. 3 Cr.

FRN 320 Diction and Comprehension (A). Practice in hearing and producing French speech sounds. Emphasis on accuracy to produce native-like intonations of words and cadence of connected speech and listening comprehension of a variety of French accents. Offered only in a study abroad context. 3 Cr.

FRN 321 Introduction to French Literature (A). Introduction of elements of literary genres, fiction, poetry and drama used by representative writers of French literature. Presentation of films to illustrate various genres. Offered only in a study abroad context. 3 Cr.

FRN 322 French Composition (A). Provides active class discussion on a variety of topics geared to the readings in the course. Allows for practice with vocabulary, idiomatic expressions and grammatical structures. Requires weekly compositions. Offered only in a study abroad context. 3 Cr.

FRN 324 Reading French (A). Improves reading comprehension and introduces rudiments of written and oral textual analysis. Includes readings, brief at first, which will increase in length and difficulty throughout the semester. Includes short written assignments, oral presentation and a final exam. Offered only in a study abroad context. 3 Cr.

FRN 325 France Today (A). An introduction to France, its people and its institutions. Concentrates on France after World War II: the school system, political and cultural life, the economy, family life. Contrastive analysis of French and American cultures. Continued practice in oral and written French. Offered only in the study abroad context. 3 Cr.

FRN 399 Independent Study in French (A). Prerequisites: Three 300 level French courses with a minimum GPA of 3.0 in French and the instructor's permission. Content to be identified in consultation with the instructor/sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 3 Cr.

SPANISH COURSES

The following courses are Study Abroad Program equivalencies. They are for credit through programs in Spanish-Speaking countries. These courses count as electives in the Spanish major or minor in both tracks.

SPN 301 Spanish Grammar Review (A). Covers essentials of Spanish grammar through a descriptive analysis of the linguistic forms and functions of Spanish. Requires skill applications in oral practice, reading and writing. Offered only through programs in Spanish-Speaking countries. 3 Cr.

SPN 322 Spanish Conversation and Composition (A). Development of oral and written fluency and vocabulary building. Includes weekly writing assignments such as compositions, journals, etc. Requires active class discussions on a variety of topics from current events or researched themes. Offered only through programs in Spanish-speaking countries. 3 Cr.

SPN 323 Intermediate Spanish Conversation and Composition (A). Designed to help students continue developing fluency and vocabulary building. Helps students prepare for the most advanced Spanish Conversation and Composition course. Active class participation is required. Includes writing and discussion on a variety of topics from current events or researched themes in order to gain confidence in thinking, writing and speaking Spanish. Offered only through programs in Spanish-speaking countries. 3 Cr.

SPN 326 Costa Rican Culture (A). Provides an overview of political, social, economic, religious, literary and artistic life in contemporary Costa Rica. Emphasizes cultural contrasts with students' own culture. Entirely in Spanish, includes extensive practice of all language skills. Offered only in a study abroad context through programs in Spanish-speaking countries. 3 Cr.

SPN 399 Independent Study in Spanish (A). Prerequisites: Three 300 level Spanish courses with a minimum GPA of 3.0 in Spanish and the instructor's permission. Content to be identified in consultation with the instructor/sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 3 Cr.

*SPN 290 Cross Cultural Experience I Mexico
SPN 390 Cross Cultural Experience II Mexico
SPN 490 Cross Cultural Experience III Mexico

*Note Students may receive credit for only one level.
The Department of Health Science offers four academic tracks leading to the bachelor of science: (1) the professional program in health education, (2) the liberal arts program in health science*, (3) the alcohol and substance abuse studies program, and (4) health care administration.

The professional program in health education provides students with competencies for entry-level positions as health teachers in elementary and secondary schools and as health educators in various community agencies, work sites, and patient education settings. A specific set of prerequisite courses in biology, education, and psychology is required of students pursuing the professional program in health education. These courses are specified below under “Required Courses in Other Disciplines.”

The liberal arts program in health science provides students with an extensive understanding of the knowledge, values, problems, and issues related to health and wellness, disease, disability, and premature death in human populations. The liberal arts program does not require a specific set of prerequisite courses. However, students pursuing this program are encouraged to develop a basic knowledge in several of the many disciplines focusing on the human condition.

The alcohol/substance abuse studies program is designed to assist students in meeting the education and training requirements for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) issued by the New York State Office of Alcoholism and Substance Abuse Services (OASAS).

The health care administration program provides generic training (not targeted for any single position or institution) leading to any number of management-related positions in the health care field, including hospitals, nursing homes, public health institutions, insurance companies, and consulting firms. Students pursue study in a broad range of subjects emphasizing both business and health systems-related topics.

All students considering a Department of Health Science program or concentration are invited to contact the department’s undergraduate coordinator, chair or any member of the department faculty for further information and guidance. Each of the programmatic options offered by the department is presented in greater detail below.

The health science faculty has a professional responsibility to deny admission or continuation in any of its undergraduate or graduate programs to any student whose level of performance and/or personal characteristics or dispositions do not adequately meet academic, professional, or ethical standards.

*The liberal arts health science track may be pursued by students seeking certification as an elementary teacher. Childhood Education Certification requires an appropriate major in an academic area, which includes health science. Elementary education students should contact...
both their health science advisor and the Department of Education and Human Development as early as possible when planning their program.

**Professional Program in Health Education**

This program is for students who wish to enter a professional program for health educators in the Department of Health Science. Initial certification as a health teacher in grades K-12 in New York State is granted after completion of this program and of HLP 495 Practicum in School Health Education. Students enrolled in the professional program must achieve a grade of “C” or better (a grade of “C–” does not meet this requirement) in each required health science course (HLS and HLP) and each required course taken outside of the Department of Health Science for completion of this program. In addition, students must achieve a minimum 2.5 grade point average for all course work completed at The College at Brockport as a prerequisite to enrollment in any 400-level professional course (HLP).

### A. Required Health Science Liberal Arts Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 303</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HLS 313</td>
<td>Introduction to Safety</td>
<td>3</td>
</tr>
<tr>
<td>HLS 311</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLS 312</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>HLS 314</td>
<td>Family Life Science</td>
<td>3</td>
</tr>
<tr>
<td>HLS 409</td>
<td>Introduction to Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 419</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 24

### B. Required Courses in Other Disciplines (11 credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 321/322</td>
<td>Anatomy and Physiology I and II</td>
<td>8</td>
</tr>
<tr>
<td>PSH 384</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDI 413</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 14

*BIO 321 and 322 have a prerequisite requirement.
PSH 110 or 112 is a strongly recommended prerequisite for PSH 384.

### C. Required Professional Health Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLP 302</td>
<td>Foundations of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLP 491</td>
<td>Health Education Methods</td>
<td>3</td>
</tr>
<tr>
<td>HLP 492</td>
<td>Interpersonal Communication in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLP 493</td>
<td>Health Education Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HLP 485</td>
<td>Dimensions of Teaching School and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLP 486</td>
<td>Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

(Note: HLP 491, 492, 493, 495, and 496 are taken concurrently and are offered only in the fall semester. Students may enroll in these courses only after the completion of all General Education requirements and all professional program requirements specified in A, B and C above. A request for a variance from this policy must be approved by the Professional Education Program Committee and the department chair.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLP 495</td>
<td>Practicum in School Health Education</td>
<td>12</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLP 496</td>
<td>Practicum in Community Health Education</td>
<td>3-12</td>
</tr>
</tbody>
</table>

**Total:** 30-42
(Note: HLP 495 and 496 are taken only after the successful completion of all General Education and professional program requirements. A request for a variance from this policy must be approved by the Professional Education Program Committee and the department Chair. Students in the professional program must complete one, but may choose to complete both of these practica.)

Liberal Arts Major in Health Science*
The following curriculum is for liberal arts health science majors* and students who intend to enroll in the Department of Education and Human Development’s Childhood Teacher Certification programs who want to major in health science. The course of study consists of four parts: a required core, one course in the philosophies and approaches of public health, 15 credits from the content core, and a capstone experience. Students must achieve a grade of “C” or better in each health science course. (A grade of “C–” does not meet this requirement).

Part 1. Required Core
To ensure a common foundation, all majors must take the following three core courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 317</td>
<td>Introduction to Public Health</td>
</tr>
<tr>
<td></td>
<td>(pre/corequisite for content core)</td>
</tr>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology</td>
</tr>
<tr>
<td></td>
<td>(pre/corequisite for content core)</td>
</tr>
<tr>
<td>HLS 303</td>
<td>Environmental Health</td>
</tr>
</tbody>
</table>

Total: 9

Part 2. The Philosophies and Approaches of Public Health
Select One

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLP 302</td>
<td>Foundations of Health Education</td>
</tr>
<tr>
<td>HLS 489</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>HLS 450</td>
<td>Global Health</td>
</tr>
</tbody>
</table>

Total: 3

Note: Students enrolled in teacher certification programs are encouraged to take HLP 302.

Part 3.
To be certain that each student covers the breadth of health science, liberal arts majors* are required to take at least 15 credits in the content courses specified below. Select 15 credits from HLS 301, 306, 311, 312, 313, 314, 399, 402, 409, 418, 419, 423, 425, 426, 428, 445, 470, 471, 475, 490, 499, and HLS TXX or HLS UXX transferred credits.

Note: HLS 317 and HLS 488 are pre/corequisites for most content courses. HLS 488 is pre/corequisite for HLS 409. No pre/corequisite for HLS 301, 306, 311.

Total Credits: 15

Part 4. Capstone
Select One

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 495</td>
<td>Public Health Research Methods (includes 10 hours of service learning)</td>
</tr>
<tr>
<td></td>
<td>EDI/PES Student Teaching (+ 3 additional credits for Part 3)</td>
</tr>
<tr>
<td></td>
<td>Honors/Delta project (+3 additional credits from Part 3)</td>
</tr>
</tbody>
</table>

Total Credits: 3
*For those not pursuing a professional program in health education, health administration or the alcohol and substance abuse studies tracks. Students pursuing health administration or the alcohol and substance abuse studies tracks should refer to the following sections specific to these areas:

**Alcohol/Substance Abuse Studies**

The Alcohol and Substance Abuse Studies Program (ASAP) may be pursued as a track in health science, as a complete set of electives to complement another major, as a complete set of courses for a non-matriculated student, or selectively as independent electives. The ASAP are designed to partially fulfill requirements for the New York State Office of Alcoholism and Substance Abuse Services (OASAS) Credentialed Alcoholism and Substance Abuse Counselor examination. Current CASAC holders may elect to take some or all of these courses to fulfill the continuing education requirements of the credential. Students must achieve a grade of “C” or better in each health science course. (A grade of “C–” does not meet this requirement).

Students majoring in this program are required to complete the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 3

**Required for ASAP Concentration (30–36 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HLS 409</td>
<td>Introduction to Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 421</td>
<td>Group Counseling for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 422</td>
<td>Individual Treatment Planning for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 423</td>
<td>Theories of Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 424</td>
<td>Counseling Diverse Populations for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 435</td>
<td>Evaluation and Assessment of Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 445</td>
<td>Psychopharmacology of Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 455</td>
<td>Ethics in AOD</td>
<td>3</td>
</tr>
<tr>
<td>HLS 497</td>
<td>Intern Seminar for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLP 498</td>
<td>Internship for Alcohol and Other Drugs</td>
<td>6–12</td>
</tr>
</tbody>
</table>

Prerequisites: All other ASAP courses a minimum of 2.5 GPA and coordinator’s permission.

1 HLS 409 is a prerequisite or corequisite for all ASAP courses.

2 PHS 110 or PSH 112 is a prerequisite for HLS 445.

Total: 36–42

**Health Care Administration**

In keeping with the needs of the expected job positions, education is geared to both business and health science-related skills. All courses in this 30-credit program are three credits and most are offered at The College at Brockport MetroCenter in downtown Rochester, either Saturdays or evenings. (Courses marked with an asterisk below are only offered at the MetroCenter.) Courses designated with “F” or “S” are fall or spring only. Students must achieve a grade of “C” or better in each health science and required business and accounting course. (A grade of “C–” does not meet this requirement).

**Required Health Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 410*</td>
<td>Introduction to Health Care Administration (F)</td>
<td></td>
</tr>
<tr>
<td>HLS 411*</td>
<td>Management Communications (F)</td>
<td></td>
</tr>
<tr>
<td>HLS 412*</td>
<td>Health Care Administration Planning (S)</td>
<td></td>
</tr>
<tr>
<td>HLS 413*</td>
<td>Risk Management (S)</td>
<td></td>
</tr>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology (S)</td>
<td></td>
</tr>
<tr>
<td>HLS 496</td>
<td>Internship (offered spring and summer)</td>
<td></td>
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Total: 18–24
*Offered only at The College at Brockport MetroCenter.

**Required Business Courses**

<table>
<thead>
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<tbody>
<tr>
<td>ACC 280</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 365</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>Human Resource Management</td>
<td>3</td>
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**Total:** 12

**Suggested Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 317</td>
<td>Introduction to Management Information Systems</td>
</tr>
<tr>
<td>CMC 316</td>
<td>Interpersonal Communications in Business and the Professions</td>
</tr>
<tr>
<td>CMC 332</td>
<td>Public Relations Principles and Practices</td>
</tr>
<tr>
<td>ECN 333</td>
<td>Health Economics (S)</td>
</tr>
<tr>
<td>PSH 397</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>HLS 411</td>
<td>Management Communications in Health Care Administration</td>
</tr>
<tr>
<td>MTH 111 or higher</td>
<td>Prerequisite for ACC 280</td>
</tr>
<tr>
<td>BUS 317 and 365</td>
<td>Prerequisites for BUS 465</td>
</tr>
</tbody>
</table>

**Department of Health Science Courses**

**HLP 302 Foundations of Health Education (B).** Covers health education philosophy; history; present status and future projections related to the promotion of healthy lifestyles; appropriate response to human health needs; and principles of learning, goal setting, behavioral objectives, teaching methodologies, evaluation, professional ethics, and legislation. 3 Cr.

**HLP 485 Dimensions of Teaching School and Community Health (B).** Prerequisites: Completion of all required courses in General Education and in the professional program in health education, and minimum 2.5 GPA for all courses taken at The College at Brockport; taken concurrently with HLP 486, HLP 491, HLP 492 and HLP 493. Focuses on the practice of strategies and methodologies needed for effectively teaching health education in school and community settings. Includes the process of analyzing and discussing field placement experience (HLP 486) to reinforce theoretical content. Includes discussion topics, often reinforced by guest speakers with particular expertise: elements of effective instruction, classroom management, learning disabilities, controversial issues, school law, health education standards in New York state, and health education programming in community settings. 3 Cr.

**HLP 486 Field Experience (B).** Cross-listed as HLP 494. Prerequisites: Same as HLP 485; taken concurrently with HLP 485, HLP 491, HLP 492 and HLP 493. Provides a field experience in a school/community site requiring a minimum of two days per week for each six-week placement. Allows students to begin to demonstrate health education planning, teaching, and evaluation skills plus complementary responsibilities in community and school sites. 3 Cr.

**HLP 491 Methods for Health Education (B,Y).** Prerequisites: Same as HLP 485; taken concurrently with HLP 485, HLP 486, HLP 492 and HLP 493. Enables students to develop, implement, and evaluate a variety of health education programs for school, community, and work-site settings and audiences; and to utilize appropriate instructional methodologies such as discussion, lecture, problem solving, demonstration, experiment, role play, gaming, newsletter, brochure, television, radio, and computer assisted instruction. 3 Cr.

**HLP 492 Interpersonal Communication in Health Education (B).** Prerequisites: Completion of all required courses in General Education and in the professional program in health education, and minimum 2.5 GPA for all courses taken at The College at Brockport; taken concurrently with
HLP 485, HLP 486, HLP 491 and HLP 493. Enables students to learn basic communication skills and techniques applicable in school and community settings, including counseling, conflict management, small group management, and organizational communication. Teaches students problem assessment, identify and tackle problems involving potential suicide, major substance abuse, family violence, abuse, sexual abuse, or neglect. Also teaches students how to develop relationships with appropriate community referral sources and to develop sensitivity to issues involving diversity. 3 Cr. Fall.

HLP 493 Health Education Program Planning and Evaluation (B). Prerequisites: Completion of all required courses in General Education and in the professional program in health education, and minimum 2.5 GPA for all courses taken at The College at Brockport; taken concurrently with HLP 485, HLP 486, HLP 491 and HLP 492. Examines contemporary health problems in the United States and investigates the role of health education in solving these problems. Examines theories, methods, strategies, and techniques of health education program planning, implementation, and evaluation. Uses computer applications for data and information gathering and assessment, program planning, and evaluation. 3 Cr.

HLP 495 Practicum in School Health Education (B). Course fee. Prerequisites: HLP 485, HLP 486, HLP 491, HLP 492 and HLP 493 and a minimum 2.5 GPA for all courses completed at The College at Brockport. Provides students with the opportunity to use all of their knowledge, attitude, and behavior skills on a full-time basis in an elementary school site and in a secondary school site under the supervision of an elementary teacher and a health educator respectively. Also provides students with the opportunity to become proficient in delivering content related to the implementation of the three New York State Learning Standards in Health, Physical Education, and Family and Consumer Sciences. Satisfactory/Unsatisfactory grading. 1-12 Cr.

HLP 496 Practicum in Community Health Education (B). Prerequisites: HLP 485, HLP 486, HLP 491, HLP 492 and HLP 493; and minimum 2.5 GPA for all courses completed at The College at Brockport. Provides students with the opportunity to function as full-time health educators in community, hospital, or work-site settings under the supervision of a health education professional. Allows students to develop, implement, and evaluate health education programs as appropriate for the setting. Satisfactory/Unsatisfactory Grading. 1-15 Cr.

HLP 498 Internship for Alcohol and Other Drugs (B). Course fee. Prerequisites: HLS 409 or HLS 418, HLS 421, HLS 422, HLS 423, HLS 424, HLS 435, HLS 445, and HLS 455; 2.5 GPA; and program coordinator's permission. Provides an internship in an alcoholism and substance abuse treatment facility. Requires students to apply knowledge from course work in a variety of settings with people in varying stages of alcohol and substance abuse and dependence; and to gain experience in assessment, treatment planning, evaluation, making referrals, counseling, therapeutic treatment, and professional ethics. Satisfactory/Unsatisfactory Grading. 1-12 Cr.

HLS 210 First Aid and Community CPR for Athletics (A). Identifies the role of the coach/teacher responder and the Emergency Medical Service (EMS). Focuses on first aid management for life-threatening and non-life-threatening emergencies such as choking, respiratory cardiac arrest, bleeding, shock, temperature-related problems and injuries incurred during athletic activities. After successful completion, the student is eligible for American Red Cross Responding to Emergencies and Community CPR Certifications. (Required for NYS Teacher Certification in Physical Education and NYS Coaching Certification). 2 Cr.

HLS 301 Principles of Healthful Living (A). Focuses on lifestyle factors and their relationships to well-being, behaviors, and disease. Explores health content areas, defined by NYS Education Department. Includes these topics: drug use and abuse, nutrition, personal and community health, safety education (identifying dangerous environments, prevention of child abduction, fire, and arson), communication skills for productive relationships (i.e. conflict resolution), identifying and reporting suspected child abuse/maltreatment, and SAFE Schools Against Violence Education Legislation Certification. 3 Cr. Every Semester.

HLS 303 Environmental Health (A). Focuses on present and future issues regarding the people resource-pollution crises. Places specific emphasis on enhancing awareness and understanding of the environment's impact on human health. Also addresses sustainable ethics and the individual's ability to influence public policy. Examines the role of public health and education in the mitigation of environmental problems. 3 Cr. Every Semester.

HLS 306 Contemporary Issues in Health (A,D,I,Y). Provides for the identification and analysis of current critical health and health care issues in the US; focuses on ethical, legal, economic, and social implications of controversial health issues; and examines the dynamics of the American health care system from the perspective of the patient, consumer, and health care provider. 3 Cr. Every Semester.
HLS 311 Nutrition (A). Explores nutrients as they relate to digestion, transport, absorption, storage, and energy metabolism. Examines energy balance, weight management, and the physical and chemical composition of foods, including dietary adequacy and needs throughout the life cycle. Also addresses current nutritional issues and consumerism with application to personal nutritional status. 3 Cr. Every Semester.

HLS 312 Mental Health (A). Explores the concept of mental health, including various models and theories of mental health; emphasizes the importance of effective interpersonal communications, self-esteem, and the highlights practical aspects and underlying dynamics of personal growth. Studies information relevant to particular diverse groups including the elderly and handicapped, rape and suicide prevention, wife and child abuse, maltreatment and neglect. Fulfills the Child Abuse Detection Training requirement. 3 Cr. Every Semester.

HLS 313 Introduction to Safety (A). Surveys the causes of accidents in our society, how they occur, and the necessary action that has to be taken to avoid them. Devotes additional study to the impact accidents have on our economy, industry, and the psychology of accident causation. 3 Cr.

HLS 314 Family Life Science (A). Provides for the study of diverse family forms in the US today. Examines cultural and social factors affecting family life; explores how family dynamics affect the health of each individual, analyzes components of successful family life; and identifies common problems within families and strategies for their resolution. 3 Cr.

HLS 399 Independent Study in Health Science (A). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.

HLS 402 Women's Health (A, W, Y). Cross-listed as WMS 402. Provides a study of women as healthy functioning human beings. Includes lecture and discussion with guest speakers (when available) to present positive information and insights on the anatomical, physiological, mental, spiritual, and emotional aspects of contemporary women. 3 Cr.

HLS 409 Introduction to Alcohol and Other Drugs (A). Introduces students to a variety of drug problems, including alcohol and tobacco, in contemporary society. Analyzes the diverse determinants (e.g., pharmacologic, behavioral, social, economic, historic) of these problems. Discusses effective substance abuse prevention and treatment strategies. 3 Cr.

HLS 410 Introduction to Health Care Administration (A). Provides an overview of health systems in this country, including the personal health care and public health sectors. Presents critical factors in the history, organization, delivery, and financing of health services. Places emphasis on identifying and analyzing current trends in the health field and their implication for health care administrators. 3 Cr. Fall.

HLS 411 Management Communications in Health Care Administration (A, Y). Provides an overview of health care communication issues essential in performing the managerial role. Includes a wide variety of topics that will enhance skill development in the areas of interpersonal, public speaking, and persuasive communication; meeting organization and management; and business letter, memo, and policy writing. Provides instruction in the use of graphics presentation software. 3 Cr. Fall.

HLS 412 Health Care Administration Planning (A). Investigates the planning process as applied to a health care setting. Includes these topics: assessing need, analyzing quantitative and qualitative data, health care law and regulations, the budgeting process, and process and outcome evaluation. Involves applying the planning process toward the preparation of a proposal. 3 Cr. Spring.

HLS 413 Risk Management (A). Identifies the risks within health care institutions in order to protect the assets of organizations, agencies and individual providers. Risk management will be explored as part of an organizational strategic response. Areas of risk will be identified, discussed and strategies developed to eliminate, mitigate, prevent and defend against errors. Course topics will include health care operations, regulations, corporate compliance, employer risks, patient communication and financing. 3 Cr.

HLS 418 Alcohol Use and Abuse (A). Examines patterns and symptomatology of alcohol use and abuse, the Medical Model/Disease Concept of Alcoholism, the DSM IV criteria for alcohol abuse and dependency, and other various models of alcohol use and abuse, including relapse prevention strategies. Explores theories of codependency, treatment modalities and evaluation methodologies for clinical and educational interventions. Also examines the significance of alcohol and other drugs as they impact the criminal justice, traffic safety, employee wellness, and adolescent health care systems. 3 Cr.

HLS 419 Human Sexuality (A, W, Y). Cross-listed as WMS 419. Provides each student with the opportunity to gain an awareness of him/herself and others as sexual beings. Examines sexual knowledge, attitudes and behaviors throughout
HLS 426 HIV/AIDS: Issues and Implications (A,D,W,Y). Examines HIV/AIDS issues and implications facing the United States and the world today; provides an understanding of the disease, its perceived causes, pathways for transmission, and prevention strategies; and explores the development of educational strategies for schools and community agencies. 3 Cr.

HLS 428 Substance Abuse and the Criminal Justice System (A). Introduces students to the impact of alcohol and illicit substances on the criminal justice system. Discusses drug identification, administration, the psychopharmacology theories of alcohol and substance abuse, and investigation techniques. Also addresses the role of alcohol and substance abuse in the criminal justice system and law enforcement community. 3 Cr.

HLS 435 Evaluation and Assessment of Alcohol and Other Drugs (B). Prerequisites/Corequisite: HLS 418 or HLS 409 (may be taken concurrently). Covers the theory and methodology of measurement, assessment and evaluation in alcohol and substance abuse and alcoholism and dependence. Studies the more widely researched and utilized methods of assessment: clinical interviews, structured interviews, and standardized instruments. Reviews instruments used in screening, diagnosis, treatment planning and neuropsychological evaluation. Also covers documentation, report writing and the ethics of assessment. Employs extensive use of clinical materials to illustrate uses and limitations of various techniques. 3 Cr.

HLS 445 Psychopharmacology of Alcohol and Other Drugs (A). Cross-listed as PSH 445. Prerequisite/corequisite: HLS 409 or HLS 418 (may be taken concurrently). Covers the effects of alcohol, sedatives, stimulants, opiates, hallucinogens and other drugs, especially their effects on the central nervous system, behavior and mood. Relates the pharmacokinetics and pharmacodynamics to intoxication tolerance, withdrawal, abuse and dependence of each drug. Includes the learning and motivational components of drug tolerance and addiction. 3 Cr.

HLS 450 Introduction to Global Health (A, D, I, Y). Provides an introduction to the nature of global health issues focusing on factors that determine health in the major geographical regions of the world. Covers topics of child and maternal health, nutrition, epidemiology of infectious diseases such as HIV/AIDS, tuberculosis, malaria. Includes discussions about international health agencies, NGOs, successful global health interventions and the Millennium Development Goals. Students will also complete a service learning project. 3 Cr.
HLS 455 Ethics in AOD (A). Helps students develop a personal framework for ethical action and become more effective in addressing ethical issues in the field of alcohol and drug dependency counseling. Uses the ethical standards of OASAS and NAADAC to build a theoretical framework for approaching ethical dilemmas in a systematic way. Intended to deepen awareness of new and emerging ethical issues and provide the tools necessary for the entry level professional. 3 Cr. Every Semester.

HLS 470 Health Implications of Stress (A). Involves a comprehensive study of research, theory, and empirical knowledge of the psychosomatic implications of stress on health and disease. Examines the nature of stress, and the effects of stress on the human organism, including an examination of physiological, psychological, and behavioral symptoms and changes. Also examines the causes of stress during various stages of life, as well as occupational and family sources of stress; and studies and allows for the practice of behavioral interventions and specific techniques. 3 Cr.

HLS 471 Childhood and Adolescent Stress (A). Provides an overview of stress and its effects on children and adolescents in today's society; the nature, symptoms, and causes of stress in children and adolescents; positive and negative ways children and adolescents manage stress; useful techniques for controlling and reducing stress in a healthful manner; and how parents, teachers, and health professionals can help young people manage stress. 3 Cr.

HLS 475 Computer Applications in Health Education (A,Y). Provides students with an introduction to the potential issues of microcomputers in the field of health education. Covers a range of hardware and examines general and specific software applications of microcomputer technology to the practice of health education. Explores important social, educational, legal, and ethical issues related to the use of technology in health education. 3 Cr. Every Semester.

HLS 488 Applied Biostatistics and Epidemiology (A). Provides an overview of descriptive and inferential statistics using computer software. Includes topics such as hypothesis testing and interpretation of data from health science and epidemiologic research, including the calculation of rates, sampling theory, and types of studies; and allows the student to better interpret the medical literature. 3 Cr.

HLS 489 Epidemiology (A). Provides an overview of the science of epidemiology regarding the understanding and management of disease. Topics include the examination of procedures to determine the existence and management of epidemics; the study of disease causation; the tracing of disease rates and other health indices; application of research findings to interventions; and the role of epidemiology in public health. Findings from major epidemiology studies will be reviewed. Students also will complete a service learning project. 3 Cr.

HLS 490 Selected Topics in Health Science (A). To be defined by the instructor in accordance with the specific topic to be covered that semester. May be repeated, but under another topic area in health science. Additional information may be obtained from the department. 1-6 Cr. Every Semester.

HLS 495 Health Education and Promotion Research Methods (A). Explores the topic of research in health education and health promotion, including research designs. Covers topics such as how to write a proposal for a research study, including review of literature, research questions/hypotheses, analysis and interpretation of qualitative and quantitative data. Includes discussions about instrumentation, experimental research, and ethical treatment of human subjects. 3 Cr.

HLS 496 Internship in Health Care Administration (A). Course fee. Prerequisites: HLS 410, HLS 411, HLS 412, HLS 413, HLS 488, BUS 335, BUS 365 and BUS 465 and a 2.5 GPA for all courses completed at The College at Brockport. Provides an administrative field work experience at a health care setting. Allows the student to apply course work knowledge and skills to a health care administrative problem. Involves completion of a major, negotiated project at the targeted organization. 1-9 Cr.

HLS 497 Intern Seminar for Alcohol and Other Drugs (A). Prerequisites: either HLS 418 or HLS 409; HLS 421, HLS 422, HLS 423, HLS 424, HLS 435, HLS 445, and HLS 455; 2.5 GPA for all courses completed at The College at Brockport and instructor's permission. Designed to be taken concurrently with HLS 497 and HLP 498. Allows students to process their experience in the field in a clinical group supervision format. Addresses issues which present themselves within the internship setting, including situations with clients, peers, and supervisors. Covers ethics, confidentiality, and diversity issues. Satisfactory/Unsatisfactory Grading. 3 Cr.

HLS 499 Independent Study in Health Science (A). To be defined in consultation with the instructor-sponsor and procedures of the Office of Academic Advisement. 1-6 Cr. Every Semester.
DEPARTMENT OF HISTORY

133 Albert W. Brown Building
(585) 395-2377

Chair and Associate Professor: Alison M. Parker, PhD, Johns Hopkins University; Distinguished Teaching Professors: Arden Bucholz, PhD, University of Chicago; Owen S. Ireland, PhD, University of Pittsburgh; Professors: W. Bruce Leslie, PhD, Johns Hopkins University; Salahuddin Malik, PhD, McGill University; Associate Professors: John P. Daly, PhD, Rice University; Anne S. Macpherson, PhD, University of Wisconsin; Morag Martin, PhD, University of California-Irvine; Paul B. Moyer, PhD, The College of William and Mary; Kenneth P. O’Brien, PhD, Northwestern University; James Spiller, PhD, University of Wisconsin; Wanda E. Wakefield, PhD, SUNY Buffalo; Assistant Professors: Katherine Clark, PhD, Indiana University; Carl Davila, PhD, Yale University; Takashi Nishiyama, PhD, The Ohio State University; Meredith Roman, PhD, Michigan State University; Jose Torre, PhD, SUNY Binghamton.

The study of history lies at the heart of the liberal arts tradition, and has recently become an essential part of many pre-professional programs. At The College at Brockport, a student may study history as part of the General Education requirements, may encounter it as a requirement for another major, or may major in it to prepare for careers in public service, education, advertising, writing, or most positions requiring intellectual flexibility, breadth of perspective and an inquiring mind. History majors may go on to graduate school, either in history itself or in professional areas such as law or business. The Department of History at The College at Brockport offers a variety of courses designed to serve any of these ends.

I. History Major

The history major consists of 36 credits of history courses, 18 of which must be 300/400-level courses taken at The College at Brockport. Only courses in which a grade of “C” or higher is received are accepted as part of these requirements.

Students entering the College as transfers may be exempted from HST 101 and 102 if they have completed six credits in Western Civilization courses at another institution. All other requirements are the same.

A. Mandatory Core:

1. HST 101 and 102 Ancient World, Modern World 6
2. HST 211 and 212 Early America, Modern America 6
3. One course from the following list: 3
   HST 335 The Roman Empire
   HST 336 Medieval Europe
   HST 337 Early Modern Europe
   HST 346 Renaissance and Reformation
   HST 347 Europe’s Long 19th Century
   HST 349 20th Century Europe
   HST 359 European Women
4. One course from the following list:
   HST 341 Middle East Crisis
   HST 361 History of Japan
   HST 363 Islam
   HST 365 Medieval Islam
   HST 375 Colonial Latin America
   HST 376 Modern Latin America
   HST 385 Asian Civilizations to 1600
   HST 386 Asian Civilizations from 1600
   HST 434 Modern Caribbean History
   HST 438 Women and Gender in Latin-American History
   HST 460 Modern Africa
   HST 462 Business, Technology and Culture in Modern Japan
II. History Major — Adolescence Social Studies Certification Track
History majors seeking certification to teach adolescent social studies must complete the following track in the major. Students should consult the section of the catalog for Education and Human Development, Adolescent Teacher Certification, for other requirements.

A. World History

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<th>Credits</th>
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<tr>
<td>HST 101</td>
<td>Ancient World</td>
</tr>
<tr>
<td>HST 102</td>
<td>Modern World</td>
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B. American History

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HST 211</td>
<td>Early America</td>
</tr>
<tr>
<td>HST 212</td>
<td>Modern America</td>
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C. European History

(One of the following) 3

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<tbody>
<tr>
<td>HST 335</td>
<td>The Roman Empire</td>
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<td>HST 336</td>
<td>Medieval Europe</td>
</tr>
<tr>
<td>HST 337</td>
<td>Early Modern Europe</td>
</tr>
<tr>
<td>HST 346</td>
<td>Renaissance and Reformation</td>
</tr>
<tr>
<td>HST 347</td>
<td>Europe's Long 19th Century</td>
</tr>
<tr>
<td>HST 349</td>
<td>20th Century Europe</td>
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<tr>
<td>HST 359</td>
<td>European Women</td>
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D. Research Methods

HST 390 3

E. Asian History

(One of the following) 3

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<tr>
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<td>HST 385</td>
<td>Asian Civilizations to 1600</td>
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<td>HST 386</td>
<td>Asian Civilizations from 1600</td>
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<tr>
<td>HST 487</td>
<td>Asian Survey</td>
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F. Latin American History

(One of the following or HST 438 by advisement) 3

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<tr>
<td>HST 375</td>
<td>Colonial Latin America</td>
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<td>HST 376</td>
<td>Modern Latin America</td>
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G. African or Middle Eastern History

AAS 320 3

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<tbody>
<tr>
<td>HST 340</td>
<td>Pre-Colonial Africa</td>
</tr>
<tr>
<td>HST 341</td>
<td>Modern Middle East</td>
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<td>HST 460</td>
<td>Modern Africa</td>
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H. Advanced American History

HST 420 or 421
(One of the following) HST 411, 416, 417, 418, 419, 420, 421, or another approved 400 level US history course

I. Advanced Social Studies Methods

EDI 468/HST 468 Teaching Social Studies Inclusively

Total: 36

IIa. Social Science Corequisites for teacher certification (12 credits)

A. African-American Studies, Anthropology or Sociology

(One of the following)
A course on Native Americans (ANT 301 or HST 310)
A course on African-American history or society
SOC 210 Social Problems

B. Economics (one of the following)
ECN 100 Contemporary Economic Problems
ECN 202 Principles of Economics-Macro

C. Geography
ESC 102 Elements of Geography

D. Political Science
PLS 113 American Political Systems

Total: 12

History Minor

The minor requires 18 history credits, at least nine of which must be upper-division. Only courses in which students earn a grade of “C” or higher satisfy these requirements. At least half of the credits must have been completed at The College at Brockport.

Phi Alpha Theta

The Department of History is proud to sponsor a chapter of Phi Alpha Theta, the international history honor society. Juniors and seniors who achieve academic excellence are inducted into the chapter each spring.

Departmental Honors

The department of history offers majors the option of earning Departmental Honors in History.

Department of History Courses

AMS 327 Survey of American History (A,V). Not open to students who have completed HST 211 or 212 or their equivalents. Will not count toward the major in history. Focuses on a narrative of American history through key events, turning points, and controversies. Lectures examine exploration, early colonization, the American Revolution, the Civil War, industrialization, immigration, World War II, and the cultural/social revolution of the Vietnam Era. 3 Cr.

GEP 170 Modern World Civilizations (A,G,O). Presents an overview of modern world civilizations including and comparing both western civilization and non-western civilization. Focuses on key events, turning points, and controversies. Lectures examine creation of empires, religions, global economic shifts, creation of literature and art, gender, race, interaction of cultures and peoples, warfare and conquest, and globalization. Not open to students who have completed HST 101 or 102. Does not count toward the major in History. 3 Cr. Every Semester.
HST 101 Ancient World (A,G,O). *Cross-listed as HON 218.* Conveys a global and comparative perspective on major themes in human history in the pre-1500 era and situates the historical experience of the West within that framework. Explores classical traditions of the several world civilizations, the spread of world religions, construction of ancient empires and societies, and the multiple encounters among them. 3 Cr. *Every Semester.*

HST 102 Modern World (A,G,O). *Cross-listed as HON 223.* Conveys a global and comparative perspective on major themes in human history since roughly 1500 and situates the historical experience of the West within that framework. Focuses on the modern transformation of the West, its rise to global domination and the various challenges to that domination which have arisen over the past several centuries. 3 Cr. *Every Semester.*

HST 111 Introduction to Afro-American History (A,D). *Cross-listed as AAS 113.* Examines the historical experience and conditions of persons of African descent within the American historical milieu. 3 Cr. *Every Semester.*

HST 114 African-American Hist II 1865 to Present (A). This course will survey the history of African Americans from 1865 to the present, covering such themes as emancipation, reconstruction, migration, urbanization, community formation and development, the political and cultural movements of the 1960s and 1970s, affirmative action, the underclass, and the reparations debate. This course aims to make students aware of the historical conditions and development of people of African descent in the United States along with their contributions to American society. 3 Cr. *Every Semester.*

HST 211 Early America (A,V). Provides a basic narrative survey of American political, economic, social and cultural history with an emphasis on early America. Includes topics such as unity and diversity in American society, the development of common institutions and how they have affected different groups, and America’s relationship to the rest of the world. 3 Cr. *Every Semester.*

HST 212 Modern America (A,V). *Cross-listed as HON 212.* Provides a basic narrative survey of American political, economic, social and cultural history with an emphasis on modern America. Includes topics such as unity and diversity in American society, the development of common institutions and how they have affected different groups, and America’s relationship to the rest of the world. 3 Cr. *Every Semester.*

HST 220 The American Experience - Honors (A,V). *Cross-listed as HON 220.* Provides a narrative survey of American political, economic, social and cultural history. Honors course with selected topics defined by each instructor. Includes topics such as citizenship and democracy, unity and diversity in American society, gender, race and power in American politics, and US foreign policy. 3 Cr.

HST 301 Topics in American History (A). Studies selected issues and topics according to student demand and faculty interest. Defined by the instructor in accordance with the specific topic offered that semester. 3 Cr.

HST 302 History of Science and Technology in America (A,I). Examines the changing relationships among science, technology and American society as it developed from rural colony into modern, urban and industrial power. Assesses how government and private institutions influenced scientific and technological development and how that development affected the ways Americans worked, consumed, recreated, communicated, traveled and made war. 3 Cr.

HST 303 Topics in World History. Topics vary according to instructor and/or student interest. 3 Cr.

HST 304 Sport in World History (A). Introduces students to the ways in which a study of sport can help illuminate their understanding of major issues in history. Through the lens of sport they will look at issues such as nationalism, classism, racism and sexism as they have occurred around the world and across time. Reinforces what students have learned earlier in terms of how to read a monograph, how to develop a bibliography, and how to locate and abstract a scholarly article. 3 Cr.

HST 305 The American Frontier (A). Explores the American frontier (both as a place and process) between 1490 and 1890. Main themes include the frontier as a zone of intercultural contact, the impact of the frontier on the evolution of American society, the transcontinental expansion of the United States, and historians’ changing interpretations of the frontier experience. 3 Cr.

HST 310 American Indian History (A,D). Provides an overview of the history of North America’s native people from the pre-Columbian period to present day. Addresses the diversity and commonalities of Indian culture and experience, the consequences of Indian-European contact, the nature of Indian-European relations and the evolution of Indian identity. 3 Cr.

HST 313 Slavery in the Antebellum South (A,D). *Cross-listed as AAS 313.* Provides a study of some of the dynamics of slavery in the South between 1800 and 1860. Includes firsthand accounts of observers and the political, economic and racial implications of this system. Compares
the US plantation slavery to other slave systems in the Americas. Encourages students to borrow from the disciplines of anthropology, sociology, literature, and economics, as well as from political and intellectual history. 3 Cr. Fall.

HST 324 Politics in America, 1780s-1990s: Sex, Race, Culture & Party (A,W,Y). Cross-listed as WMS 324. An analytical narrative of the interaction of sex, race, ethnicity, religion, culture and political party in American domestic politics, and its relationship with the world from the Founding Fathers to the Age of Reagan, 1780s-1990s. 3 Cr.

HST 327 American Military Experience Since 1900 (A). Following a chronological format, studies the relationship of military policy to foreign policy, the issue of war and peace, the conduct of diplomacy and military operations, the impact of technology on war and politics, organizational development of the armed forces, and the constitutional structure of civil-military relationships. 3 Cr. Spring.

HST 328 Women in America (A,D,W,Y). Cross-listed as WMS 328. Focuses on cultural images of American women, such as the Victorian lady, the flapper, and Rosie the Riveter, individual as well as organized resistance to conventional definitions of womanhood; and contemporary issues, including employment, reproductive freedom, and historiographical issues in women's history. 3 Cr.

HST 334 Ancient Greece (A). Uses a variety of secondary and primary sources (Herodotus/Thucydides) to understand the history of this first great Western civilization. Concentrating on Greek cultural expressions, such as the Olympic Games, students will learn how those cultural expressions have had resonance into the modern world. 3 Cr.

HST 335 The Roman Empire (A). Investigates reasons for the fall of the Roman Republic and the establishment of the Empire. Explores Rome's imperial administration and cultural achievements, Rome's relations to Persia and the barbarian tribes, and reasons for the decline of the Roman Empire in the West but not the East. 3 Cr.

HST 336 Medieval Europe (A). Introduces the social, cultural, religious, and intellectual life of medieval Europe from the fourth to the 15th centuries. Focuses on themes such as the ideals of piety, nobility, and chivalry that shaped medieval people's lives and how these changed or stayed the same over time. 3 Cr.

HST 337 Early Modern Europe (A). Explores European history from the wars of religion, to the rise of absolutism, to the French Revolution (1550-1800). Examines women's roles in society, witchcraft, colonialism, trade, popular culture, models of kingship, the Scientific Revolution and the Enlightenment. Emphasis on reading and discussion. 3 Cr.

HST 341 Middle East Crisis: Historical Perspective (A). Explores reasons for the recurrent crises in the Middle East and their global implications, especially for the United States. Concentrates on 20th Century events which have direct consequences on events in the Middle East today. 3 Cr. Spring.

HST 343 History of the Soviet Union (A,I). Highlights the multiple legacies of the Russian Empire; examines the Russian Revolution; explores the nature of the Stalinist regime; and seeks to explain the collapse of the Soviet Union. 3 Cr.

HST 344 Sex, Sin and Sorority: Women in Early American Republic (A,W,Y). Cross-listed as WMS 344. Explores the origins of the modern American woman. Seeks to describe and explain the ways women in America transformed their reproductive, productive, political, and personal lives during the first century of The Great American Republic, c. 1776-1876. Is aimed at a general audience and has no prerequisites. Entails lectures, readings, discussion, quizzes, and essay exams. 3 Cr.

HST 346 Renaissance and Reformation (course number was changed from 446/546 in May 2002) (A). Studies the origin and nature of the Renaissance, its evolution as a distinct cultural epoch, as well as its relationship to the mass religious movement known as the Reformation. Gives attention to the fine arts, literature, politics, economies and the intellectual climate of Europe between 1300 and 1600. 3 Cr.

HST 347 19th Century Europe (A). Surveys Europe’s “long” 19th Century from 1789 to 1914. Includes the French Revolution and the Napoleonic era, industrialization, imperialism, the growth of liberal democracy, capitalism and its critics, Victorian culture, women’s suffrage. 3 Cr.

HST 349 Europe in the 20th Century (A). Surveys Europe during the 20th century. Includes the emergence of racial nationalism, two world wars, decolonization, the rise and fall of communist regimes, and the impact of migration on European societies. 3 Cr.

HST 351 Nazi Germany (A). Explores the creation and destruction of Hitler’s Germany within the context of 20th Century Europe, and the ironies and complexities of this modern human catastrophe. 3 Cr.

HST 354 American Film (A,W,Y). Cross-listed as WMS 354. Focuses on how American history has been presented on film. The course follows a chronological format and looks at important films...
about the crucial eras and events in US history, such as the Civil War, the West and the Sixties, as well as the history of film-making itself. Stresses the ideological function of films and the contrast between how historians and films present the past. 3 Cr.

HST 355 Modern War: 1740-1939 (A). Studies the wars of the American and French Revolutions, Napoleon, the American Civil War and World War I. Emphasizes the theory and practice of modern war as it relates to technology, politics and the concepts of limited and unlimited warfare. 3 Cr.

HST 356 War Since 1945 (A). Studies the most recent ideas and varieties of war, including mechanized, guerrilla, nuclear and conventional warfare. Examines the Chinese Civil War, Korean War, the Vietnam War, and the wars in the Middle East. 3 Cr.

HST 357 Modern American Dream: Economics and US Society & Culture (A,I). Examines the critical influence of economics on American society and culture since the late 19th century. Looks at the modernization of agriculture, industry, and labor, the emergence of mass consumption, the economics of foreign policy, and the influence of economics on race, gender, ethnic, and class relations during this period. In short, examines the many factors that influenced how people imagined and strived for the “American Dream” of economic success. 3 Cr.

HST 358 Family and Social Change in American History (A,D,W,Y). Cross-listed as WMS 358. Focuses on family structures and strategies, challenges to patriarchal families, and changing views of marriage and motherhood. Includes consideration of Native-American, black and immigrant experiences. Explores issues such as the women’s rights movement on families and working mothers, single parents, and alternative families. 3 Cr.

HST 359 History of European Women (A,W,Y). Cross-listed as WMS 359. Examines the history of European women since 1500, including traditional roles in political, economic, cultural and social life. Focuses on the changes over the centuries. 3 Cr. Spring.

HST 360 History of Japan (A). Studies Japanese political, economic and cultural history from the early Yamato state to the status as an economic superpower in the late 20th Century. 3 Cr. Fall.

HST 361 History of World War II (A). Explores the major theaters and home fronts of World War II Europe, North Africa, Asia and the Pacific. Views war from several perspectives: military-strategic and tactical, political, economic, ideological and social. Examines reasons for the war, and the nature of total, unlimited and national warfare. 3 Cr.

HST 363 Islam (A). Explores the personality of Mohammed; his message; the evolution of classical Islam; its spread through Asia, Africa and Europe; the socio-economic expression of the Islamic ideal and its egalitarianism; the status of women; and the breakdown of a unified Islamic state. 3 Cr. Spring.

HST 364 History of Britain (A). Studies the major political, social, economic, religious, intellectual and cultural developments in Britain from pre-Roman times to the eve of the Industrial Revolution by emphasizing dynamics of change such as ideas, personalities, and general forces. 3 Cr. Spring.

HST 365 Medieval Islamic Civilization (A). Examines the first eight centuries of the Islamic era, which saw the zenith of Islamic civilization. Primary sources (in translation) and major secondary works provide a thorough overview of medieval Islamic culture, including examples of material culture- architecture, decorative arts, cityscapes and scholarly and literary achievements (especially historians, poets, philosophers, religious scholars and the courtly milieu. 3 Cr.

HST 367 Gender in the Islamic World (A,D,I,W,Y). Cross-listed as WMS 361 and ANT 366. We explore the dynamic tension between beliefs about the nature and proper behavior of men and women, and actual practices in a variety of Islamic societies, both historically and in the contemporary world. Specific case studies and theoretical works by both Middle Eastern and Western authors highlight the challenges of studying the economic and social implications of gender in Islamic societies. 3 Cr. Spring.

HST 371 Brockport Career Exploration Course: History I (B). Cross-listed as BCE 348. Offers sophomores, juniors and seniors an opportunity for career exploration and skill development in history. 3 Cr. Every Semester.

HST 372 Brockport Career Exploration Course: History II (B). See description of HST 371. 3 Cr. Every Semester.

HST 375 Colonial Latin America (A). Covering 1450-1820, analyzes the dynamics of Spanish and Portuguese conquest in the “New World,” indigenous peoples’ active shaping of colonial rule, the importance of African slavery and race in colonial economies and societies, and the Catholic church’s regulation of gender relations. Examines regional diversity, colonialism’s enduring strengths, and the reasons for its rapid collapse in the independence wars of the 1810s. 3 Cr.

HST 376 Modern Latin America (A). Analyzes 19th- and 20th Century Latin America’s history of struggle against colonial legacies, as well as new forms of economic and military oppression
associated with dependent capitalist development. Asks students to consider the meanings of national independence in a region sharply divided by race and class, where peasants, workers and women have fought for political rights, sometimes winning revolutions, and where foreign influences limit state autonomy. 3 Cr.

HST 384 Introduction to Central Asian History (A). Introduction to the history of the Central Asian Region, including Afghanistan and Iran, from the pre-Islamic era through the Mongol and Russian conquests to the establishment of the USSR in the 20th century. 3 Cr.

HST 385 Asian Civilization I, Antiquity to 1600 AD (A). Surveys the historical development of South and East Asian civilizations with emphasis on cultures of China, India, and Japan. Topics to be explored include the origins of East and South Asian civilizations, and their influence on neighboring areas, the origins of major thought systems in the Asian civilizations, and the development of national unity before 1600 AD. 3 Cr. Fall.

HST 386 Asian Civilization II (A). This course surveys the historical development of Asian civilizations with emphasis on China, India, and Japan with some reference to Korea and Vietnam. Topics to be explored include 1) the decline of pre-European South and East Asian empires; 2) the emergence of nation-states in Asia during the 19th and 20th centuries; and 3) the involvement of the United States in the transformation. 3 Cr.

HST 388 Traditional China (A). Studies the development and continuity of Chinese history from antiquity to 1600, emphasizing the historical foundations of Chinese civilization; chronologically examines significant historical trends; and critiques the late Ch'ing period and factors leading to reform, rebellion and revolution. 3 Cr. Fall.

HST 389 Modern China (A). Studies the history of China from 1600 to the aftermath of the economic and social reforms of the late 20th Century: the issues of nationalism, militarism, war, and Marxism-Leninism; the rise of the Communist Party and the role of Mao Zedong; and salient political and socioeconomic developments since 1949. 3 Cr. Fall.

HST 390 Research Methods (A,Y). Required seminar for all history majors. Introduces student to the elements of historical methods and research, resulting in a major research paper and a formal oral presentation. Topics vary according to instructor. Best taken in junior year after having taken at least one 300-level course. 3 Cr. Every Semester.

HST 399 Independent Study in History (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of Office of Academic Advisement prior to registration. 1-3 Cr. By Arrangement.

HST 401 Topics in American History (A). Studies selected issues and topics according to student demand and faculty interest. Defined by the instructor in accordance with the specific topic offered that semester. 3 Cr.

HST 404 Topics in World History (A). Studies selected issues and topics according to student demand and faculty interest. Defined by the instructor in accordance with the specific topic offered that semester. 3 Cr.

HST 407 American Environmental History (A). Examines the changing relationship between people and the natural environment over the course of American history. Focuses on how agriculture, resource extraction, nature conservation, industrial production and urbanization and suburbanization created opportunities for and limitations on American economic and social activity. 3 Cr.

HST 408 Landmark US Supreme Court Decisions (A). Familiarizes participants with central questions brought before the US Supreme Court, and has them analyze how politics played a role in determining the outcome and enforcement of various cases 1800 to the present. 3 Cr.

HST 411 The New York Experience (A). Prerequisite: HST 211 or HST 212. Explores New York State history from the hegemony of the Iroquois to today, including New York as a microcosm of national experience, cultural pluralism, economic development and politics. 3 Cr.

HST 415 Natives and Newcomers (A). Explores the context and consequences of Indian-European contact in North America (c. 1500-1840). Topics include the nature of pre-contact Native societies; the encounter of Indian and European cosmologies, economies, and methods of warfare; and the relationship between Indian-European contact and developing constructs of race, gender, and identity. 3 Cr.

HST 416 Colonial North America (A,D). Prerequisites: HST 211 and HST 390. Examines the history of North America from the advent of European expansion to the collapse of Europe's North American empires (c. 1400-1800). Focuses on cultural encounters and exchange between Indian, European and African peoples; European methods of colonization; the struggle for imperial domination in North America; and the evolution of colonial societies with particular emphasis on Britain's North American colonies. 3 Cr.

HST 417 The American Revolution (A,D,W,Y). Prerequisites: HST 390 and HST 211. Provides a study of the socio-political dimensions of American history from the beginning of the Revolution...
through the creation of the new nation, the Constitution, and the emergence of national-level politics. 3 Cr.

HST 418 The Early Republic (A). Prerequisite: HST 211 and HST 390. Examines in-depth the young American nation from 1800 to 1848, the ages of Jefferson and Jackson. Focuses on the market revolution and the transforming social and political changes that followed in its wake and prepared the way for Civil War. 3 Cr.

HST 419 Civil War and Reconstruction (A). Cross-listed as AAS 419. Prerequisites: HST 211 and HST 390. Provides an intensive study of the Civil War era (1848-1877). Surveys the breakdown of the American institutions that led to the Civil War, followed by an examination of the War itself and its controversial aftermath in the Reconstruction era. 3 Cr.

HST 420 America from its Centennial to Pearl Harbor (A). Prerequisite: HST 212 and HST 390. Examines the period of dramatic change unleashed by America's precipitous transformation from rural, agrarian, Protestant society into an urban-industrial giant reshaped by immigration. Explores the impact of these forces on the American economy, family life, religion, politics, education and international role. Concludes with the Great Depression leading into the New Deal and WWII. 3 Cr.

HST 421 America Since 1929 (A). Prerequisite: HST 212. Uses the Depression as a watershed and then examines American society to the present. Features political change from Roosevelt to Reagan, foreign policy from Pearl Harbor to the present, and the evolution of popular culture since the 1920s. Also gives attention to economic and social developments. 3 Cr.

HST 422 History of American Education (A). Expecting education to cure social problems and shape cultural identities while promoting individual mobility and social cohesiveness, Americans have long placed education at the center of national life. Examines the evolution of American schools and educational beliefs within the context of social, cultural, political and economic change, and places American education into an international perspective. Prerequisite: HST211 or HST212. 3 Cr.

HST 424 The United States and the World (A). Bursting onto the international scene in the late 19th Century, the United States became the most influential society in history in the course of the next century. In turn, America's growing international role placed new pressures on its institutions and beliefs. Examines the dramatic trajectory through America's cultural, diplomatic, America's economic, educational and political relations with other societies as well as the implications for American Society. 3 Cr.

HST 426 American Cultural History 1865-Present (A). Prerequisite: HST 390 or instructor's permission. Examines the emergence of modern American culture between the late 19th and early 21st centuries. Focuses on how nationalism and war, race and gender, industrial production and consumption, science and technology and mass education and entertainment affected the way Americans identified themselves and made sense of their world. 3 Cr. Spring.

HST 434 Modern Caribbean History (A). Prerequisites: HST 102 and HST 212. As an advanced course, covers the French, Spanish, and British Caribbeans since the Haitian Revolution of the 1790s. Investigates how slavery and abolition, colonialism and nationalism, social and cultural movements, racism and dependency have forged this fascinating and paradoxical region. Considers questions of identity, especially for Afro-Caribbean women and men, in comparative framework. 3 Cr.

HST 438 Women and Gender in Latin American History (A). Cross-listed as WMS 438. As an advanced course, examines the diversity of Latin-American and Caribbean women's experiences from the Iberian conquest to the 20th -century. Analyzes the gender dynamics of colonial, national, dictatorial and revolutionary states, economies and cultures, and the importance of women's movements and feminism. Includes discussion of Latina history in the US and of Latin-American and Caribbean masculinity in historical perspective. 3 Cr.

HST 441 World War I (A). Explores the military aspects of the Great War (1914-18): the causes of the war, the German offensive, the Western and Eastern fronts, sea battles, technology and warfare, the entry of the United States, the disintegration of Czarist Russia, and the movements for peace. 3 Cr.

HST 442 War & Terrorism (A). Seminar discussing the meanings of and reasons for war and terror, and the linkages between them. 3 Cr.

HST 444 Medieval Women (A). Cross-listed as WMS 444. Prerequisite: HST 101 and HST 390. Studies European Middle Ages, ca. 500-1500, particularly as women experienced them. Examines the perceptions medieval society fostered about gender; analyzes factors such as social class, work and professional status, legal structures, and sexuality and compares/contrasts their effect on women's and men's lives. 3 Cr.

HST 445 The High Middle Ages (A). A Study of the European experience from the First Crusade to the Black Plague, the general crises of the mid-14-
th Century, and the new institutions of a rapidly expanding European culture. 3 Cr.

HST 447 Revolutions and Revolutionaries in the Modern World (A). Investigates the critical role revolutions and revolutionaries have played in shaping the modern world from the late 18th through the 20th century. Using a comparative framework, it interrogates definitions and theories of revolution, explores who historically is attracted to revolutions, examines the historical processes which have converged to realize revolutions, and questions the types of societies, cultures and leaders revolutions have produced. 3 Cr.

HST 448 The French Revolution (A). Considers the Revolution’s origins in the Old Regime and the Enlightenment before examining its political and cultural development as well as its immediate aftermath in the Napoleonic era and its influence on Europe in the 19th Century. 3 Cr.

HST 452 Religion in American Civilization (A). Historical analysis of the role of religious ideas and movements as they have influenced and shaped the American experience and in turn been influenced by unique features of American life. 3 Cr.

HST 453 Study Tour of Islamic Spain and Morocco (A). Open to undergraduate and graduate students in any discipline, this study-tour introduces students to the rich cultural and historical legacy of the Islamic era in Spain, through visiting sites in Islamic Spain and Morocco, along with readings, lectures, cultural events and discussion. Tour includes visits to Cordoba, Seville, Granada and Toledo, as well as Tetuan, Fez and Tangier in Morocco. 3 Cr. Summer.

HST 460 Modern Africa (A, I). Cross-listed as AAS 460. As a course in 20th Century African history, surveys major patterns of pre-colonial Africa and examines the colonial experience and African struggles for independence. Also explores the problem of “development” in post-colonial African states. 3 Cr.

HST 462 Business, Technology and Culture in Modern Japan (A). This course explores how and why Japan, a late-comer to modernization at the turn of the 20th century, emerged as an industrial power and the world’s second-richest nation after 1945. We are particularly concerned with the historical development of science, technology, and business in Japan, giving particular attention to the interplays between technology transfer, ideology, and culture. 3 Cr.

HST 467 Modern South Asia (A). Surveys the background of South-Asian nations under European colonialism and the movement to independence. Also examines the post-independence problems of the area and the contemporary impact of these nations on the world. 3 Cr.

HST 472 Jihad (A). Designed to familiarize students with the roots of the concept of Jihad in the Qur’an, Traditions and Islamic Law, as well as historical examples that illustrate the various cultural-political meanings attaching to this complex and difficult subject. 3 Cr.

HST 499 Independent Study in History (A). Arranged in consultation with the instructor-sponsor and in accordance with procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.

JOURNALISM—SEE DEPARTMENT OF COMMUNICATION
THE DEPARTMENT OF KINESIOLOGY, SPORT STUDIES, AND PHYSICAL EDUCATION

B212 Tuttle North
(585) 395-5332

Chair and Associate Professor: Susan C. Petersen, EdD, Teacher’s College, Columbia University; Distinguished Service Professors: William F. Stier, Jr., EdD, University of South Dakota; Joseph P. Winnick, EdD, Temple University; Professors: Cathy Houston-Wilson, PhD, Oregon State University; Lauren Lieberman, PhD, Oregon State University; Merrill J. Melnick, PhD, Ohio State University; Robert C. Schneider, EdD, Temple University; Francis X. Short, PED, Indiana University; Associate Professors: Heidi K. Byrne, PhD, University of Texas; Douglas Collier, PhD, Oregon State University; Luz M. Cruz, EdD, Teacher’s College, Columbia University; Timothy J. Henry, PhD, University of Pittsburgh; Alisa James, EdD, University of Massachusetts at Amherst; Francis M. Kozub, PhD, The Ohio State University; Donald Murray, MS, The College at Brockport; Danny Too, PhD, University of Illinois; Cesar R. Torres, PhD, Penn State University; Christopher Williams, PhD, Auburn University; Assistant Professors: Timothy Brusseau, EdD, University of Arizona; Rikki Cannioto, EdD, University of Kentucky; Peter Hager, PhD, University of Tennessee, Knoxville; Pamela Haibach, PhD, Penn State University; Ferman Konukman, PhD, Virginia Tech; Craig O. Mattern, PhD, The Ohio State University; Lecturers: David Berky, BS, The College at Brockport, Michele Carron, MA, The Ohio State University; Professional Staff: Lee Cohen, MS, University of Arizona; Michael Militello, MS, Indiana State University; Susan Wielgosz, MS, Indiana State University.

The Department of Kinesiology, Sport Studies, and Physical Education is home to five majors in the following areas: athletic training, exercise physiology, kinesiology, physical education teacher education, and sport management. The department also sponsors concentrations in adapted physical education, sport management, and a minor in coaching. This organizational structure represents a curricular change in the department since the last catalog, moving from a liberal arts major in physical education with four professional concentrations (athletic training, exercise physiology, teacher certification and sport management) to five stand alone majors (athletic training, exercise physiology, kinesiology, physical education teacher education and sport management.

This curricular change was prompted by shifts in the profession at large and the new organization has allowed for stronger professional preparation in each field. The Kinesiology major retains a liberal arts orientation, providing students with an opportunity to study human movement from a variety of perspectives – e.g. philosophical, sociological, scientific, etc., often in preparation for graduate study. The remaining four majors retain a professional orientation, preparing students for specific careers in athletic training, exercise physiology, teaching/coaching and sport management. While each major retains a “core” of courses, that core may differ markedly from one major to another, again helping to strengthen each major and provide the best possible preparation for all students. Each major is described in detail below.

1. Athletic Training Major

Athletic training is an allied health profession dealing with the prevention, recognition, management and rehabilitation of athletic injuries. In this role, the athletic trainer can successfully decrease injury time and promote a quick, safe return to competition. Certified Athletic Trainers (ATC’s) typically work in a variety of settings including colleges and universities, with professional teams, high schools and sports medicine clinics. Recently, the recognition and demand for ATC’s has increased greatly due to the athletic and recreational nature of our society.

The Athletic Training Major at The College at Brockport is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). Athletic training is a major within the Department of Kinesiology, Sport Studies, and Physical Education. The program is carefully designed to meet competencies identified by the National Athletic Trainers’ Association (NATA) and prepares students to successfully complete the Board Certification
The program at Brockport is supervised by Certified Athletic Trainers who have teaching and clinical responsibilities.

**Admission:** Admission into the academic portion of the athletic training major is open to any student, however, admission into the professional portion of the athletic training major is competitive and requires formal application (refer to the Athletic Training Web site for the current admission criteria). The application process occurs in the fall semester of each academic year. Students may apply to the athletic training professional portion if they are enrolled in or have completed PES 385 Basic Athletic training and BIO 221 Survey of Anatomy and Physiology with grades of “C” or better. Typically this would be during the fall semester of the sophomore year.

**The following must be completed prior to admission:**
1. Application for Admission to the professional portion of the athletic training major
2. Copies of all previous transcripts:
   - Freshmen send high school and all college transcripts
   - Transfers send all college transcripts
3. Provide two letters of recommendation from former or present supervising athletic trainer, team physician, instructor, coach, etc.
4. Must possess a current GPA of 2.5 or better on a 4.0 scale
5. Must have attained a grade of “C” or better in all courses required for athletic training
6. Documentation of fulfillment of Technical Standards for Athletic Training (includes health screening and proof of immunizations)
7. After completion of 1-7, interview with athletic training staff. During the interview the athletic training staff will be considering the following factors:
   - Motivation
   - Enthusiasm for athletic training
   - Established professional goals
   - Confidence
   - Good academic ability
   - Good study habits
   - Professional appearance
   - Reliability
   - Understanding of the time commitment to athletic training
   - Initiative

**To be retained in the professional portion of the athletic training major, students must:**
1. Complete all required course work
2. Complete required clinical experiences (five consecutive semesters). All clinical proficiencies associated with each semester of clinical experiences must be completed in order to progress to the next clinical experience course.
3. Complete required competencies and clinical proficiencies
4. Maintain a minimum grade of “C” in all courses within the curriculum
5. Comply with technical standards and immunization requirements (see Athletic Training Web site)
6. Adhere to all policies and procedures outlined in the *Athletic Training Handbook*
7. Adhere to regulations governing the practice of Athletic Training in New York State (Article 162, Section 8350)
8. Adhere to National Athletic Trainers’ Association Code of Ethics
9. Maintain certification in First Aid and CPR/AED.

Failure to comply with the above criteria will result in dismissal from the professional portion of the athletic training major.
Students who have not met admission requirements for the professional portion but would like to continue to try OR students who have failed to be retained in the professional portion of the athletic training major continue to be eligible to take courses from A, B and C below. HOWEVER, students who complete A, B, and C academic coursework but who fail to meet the requirements for admission to or be retained in the professional portion of the major will be eligible to count these courses toward other majors in the department but will NOT receive a major in AT.

A. Pre-requisites to the Athletic Training Major (7 credit)
   BIO 221 Survey of Anatomy and Physiology (4 credits)
   PES 385 Basic Athletic Training (3 credits)

B. Required General Education Courses: (3 credits)
   PSY 110 Principles of Psychology (3 credits)

C. Academic Core Requirements: (34 credits)
   BIO 321 Anatomy and Physiology I (4 credits)
   BIO 322 Anatomy and Physiology II (4 credits)
   HLS 311 Nutrition (3 credits)
   HLS 301 Principles of Health Living (3 credits)
   PES 325 Kinesiological Bases for Exercise and Sport (4 credits)
   PES 335 Physiological Bases for Exercise and Sport (4 credits)
   PES 439 Motor Learning (3 credits)
   PES 420 Biomechanics (3 credits)
   PES 430 Foundations of Sport & Exercise Psychology (3 credits)
   PSH 202 Introductory Statistics (3 credits)

D. Required Professions Courses: (22 credits)
   PEP 255 Taping for Athletic Training (1 credit)
   PES 411 Advanced Athletic Training (3 credits)
   PES 412 Athletic Injury Assessment (3 credits)
   PEP 356 Therapeutic Modalities (3 credits)
   PEP 357 Muscle Testing (3 credits)
   PEP 358 Therapeutic Exercise (3 credits)
   PEP 359 Organization and Administration of AT (3 credits)
   PEP 362 Strength and Conditioning for AT (3 credits)

Clinical Experience
The athletic training major at The College at Brockport requires that all students in the professional portion of the major complete five semesters of clinical experience under the supervision of a BOC certified athletic trainer before taking the BOC certification examination. At The College at Brockport, students are supervised by certified athletic trainers and by the team physician. Students acquire their clinical hours through PEP 471-475, Clinical Experience in Athletic Training I-V course work. These Clinical Experience classes are taken over a period of five consecutive semesters after acceptance into the professional portion of the major.

A clinical instruction fee (liability insurance) will be charged to each student enrolled in PEP471-PEP475.

E. Required Clinical Experience Courses (5 credits)
   PEP 471 Clinical Experience in Athletic Training I (1 credit)
   PEP 472 Clinical Experience in Athletic Training II (1 credit)
   PEP 473 Clinical Experience in Athletic Training III (1 credit)
   PEP 474 Clinical Experience in Athletic Training IV (1 credit)
   PEP 475 Clinical Experience in Athletic Training V (1 credit)
Certification
The Board of Certification (BOC) requires that all candidates seeking certification meet the following criteria:

1. Graduate for a CAATE accredited undergraduate athletic training program
2. Complete two years of clinical practical experience (four semesters) under the supervision of a BOC Certified Athletic Trainer
3. Possess current First Aid and CPR/AED (Professional Rescuer) Certification
4. Possess a bachelor's degree, and
5. Successfully complete the BOC examination

For the most current information on the athletic training major, please refer to the program Web site.

2. Exercise Physiology Major
The exercise physiology major is designed to prepare students for employment in the following areas:

- Cardiac and/or pulmonary rehabilitation specialist
- Personal trainer
- Corporate fitness personnel
- Strength and conditioning coach
- Sport research scientist
- Graduate study in exercise physiology, physical therapy, physician assistant school, or related areas

Professional opportunities for exercise physiologists and fitness specialists have continued to increase during the past several years. The medical community has recently accepted the vital role that exercise plays in prevention and treatment of disease. In addition, the challenges of obesity that face our nation suggest that those involved in exercise and health related undergraduate programs will likely be viewed as high priority employees.

Employment is possible in a variety of settings including hospitals, clinics, YMCA’s, health spas, athletic clubs, industry, elite sport organizations, and professional teams. Salary and level of responsibility are usually commensurate with years of experience and level of education.

Admission and Continuation:
All students can declare the intent to major in exercise physiology. However, in order to register for PES 410 (Physiology of Exercise II), students must have taken ≥ 12 credits at The College at Brockport and possess ≥ a 2.50 overall GPA and at least a “C” grade in BIO 221 and PES 335.

In order to qualify for the internship exit interview, students must get a “C” or better in all courses in the major, including pre-requisites, and have at least a 2.50 GPA in the exercise physiology major.

Exercise Physiology Major: Curriculum (66-69 credits)
A. Pre-requisite to the Exercise Physiology Major (4 credits; not part of 66-69 total)
   BIO 221  Survey of Anatomy and Physiology  4

B. Required Academic Core (57 credits):
   Credits
   PES 325  Kinesiological Bases for Exercise and Sport  4
   PES 335  Physiological Bases for Exercise and Sport  4
   PES 410  Physiology of Exercise II  3
   PES 413  Human Development and Movement  3
   PES 416  Laboratory Techniques in Exercise Physiology  3
   PES 420  Biomechanics  3
   PES 460  Ethics of Sports Contests  3
   PEP 361  Cardiac Rehabilitation: Theory and Application  3
   PEP 362  Strength and Conditioning  3
C. Required Electives (9-12 credits): select three courses

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 350 History of Sport, Play, and Exercise 3</td>
</tr>
<tr>
<td>PES 430 Foundations of Sport and Exercise Psychology 3</td>
</tr>
<tr>
<td>PES 441 Sport and Society 3</td>
</tr>
<tr>
<td>PES 445 Social Psychology of Sport 3</td>
</tr>
<tr>
<td>PES 446 Sport Spectating in the United States 3</td>
</tr>
<tr>
<td>PES 451 The Modern Olympic Games 3</td>
</tr>
</tbody>
</table>

Can take no more than one from the above elective list, if desired

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 401 Physical Activity in Adulthood 3</td>
</tr>
<tr>
<td>PES 405 Obesity and Society 3</td>
</tr>
<tr>
<td>PES 439 Motor Learning 3</td>
</tr>
<tr>
<td>PES 495 Directed Study in Exercise Physiology 3</td>
</tr>
<tr>
<td>PES 499 Independent Study in Exercise Physiology 3</td>
</tr>
</tbody>
</table>

MTH 201 Calculus I 3
PHS 201 College Physics I w/Lab 4
PHS 202 College Physics II w/Lab 4
BIO 466 General Endocrinology 3
BIO 467 Biochemistry I 4
BIO 468 Biochemistry II 4
CHM 305 Organic Chemistry I 4
CHM 306 Organic Chemistry II 4

Recommended sequence of courses:
Freshmen: BIO 221
Sophomores: PES 335, PES 325, PEP 362, CHM 205, CHM 206
Juniors: BIO 321, BIO 322, PES 420, PES 385, HLS 311, PES 413, HLS 488
Seniors: PES 410, PES 416, PEP 361, PES 460
Summer: PEP 458 (internship)

D. 3 electives from the major must also be taken over the course of the four years, along with General Education requirements.

3. Kinesiology Major (34 credits)

A. Required academic core courses (22 credits)

The kinesiology major is an undergraduate option that permits the student to individualize a course of study from several academic offerings in the Department of Kinesiology, Sport Studies, and Physical Education. The kinesiology major is intended for the student who desires greater flexibility in choosing courses related to the study of human movement and physical activity, but is not interested in a specific professional orientation. The program of study chosen can prepare the student for graduate work in a specific discipline or degree program in human movement
science (e.g. sport philosophy, history of sport, biomechanics, sport psychology, motor behavior, or other related areas). Students majoring in kinesiology are required to complete a 22-credit academic core and a 12-credit elective pool in consultation with a major advisor.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 305</td>
<td>Significance of Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PES 326</td>
<td>Kinetics of Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 335</td>
<td>Physiological Bases for Exercise and Sport</td>
<td>4</td>
</tr>
<tr>
<td>PES 349</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PES 3xx</td>
<td>Advanced Performance</td>
<td>3</td>
</tr>
<tr>
<td>PES 430</td>
<td>Foundations of Sport and Exercise Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PES 441</td>
<td>Sport in Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 22

**B. Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 3XX</td>
<td>Advanced Performance*</td>
<td>3</td>
</tr>
<tr>
<td>PES 315</td>
<td>Fitness for Healthful Living</td>
<td>3</td>
</tr>
<tr>
<td>PES 325</td>
<td>Kinesiological Bases for Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 350</td>
<td>History of Sport, Play, and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PES 360</td>
<td>Philosophy of Sport, Play, and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PES 396</td>
<td>Women in Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 399</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>PES 401</td>
<td>Physical Activity in Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>PES 405</td>
<td>Obesity in Society</td>
<td>3</td>
</tr>
<tr>
<td>PES 413</td>
<td>Human Development and Movement</td>
<td>3</td>
</tr>
<tr>
<td>PES 414</td>
<td>Assessment Physical Education and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 420</td>
<td>Biomechanical Skill Analyses</td>
<td>3</td>
</tr>
<tr>
<td>PES 445</td>
<td>Social Psychology of Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 446</td>
<td>Sport Spectating in the United States</td>
<td>3</td>
</tr>
<tr>
<td>PES 451</td>
<td>The Modern Olympic Games</td>
<td>3</td>
</tr>
<tr>
<td>PES 460</td>
<td>Ethics of Sport Contests</td>
<td>3</td>
</tr>
<tr>
<td>PES 461</td>
<td>Theories of Play</td>
<td>3</td>
</tr>
<tr>
<td>PES 490</td>
<td>Physical Education Exchange Program</td>
<td>15</td>
</tr>
<tr>
<td>PES 495</td>
<td>Topics in Physical Education</td>
<td>1-3</td>
</tr>
<tr>
<td>PES 499</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

* Maximum of one Advanced Performance course

**4. Physical Education Teacher Education (Pete) Certification Program**

The teacher education program leads to “initial certification” to teach physical education in grades PreK-12 in New York State. To obtain “professional certification” students must earn a master’s degree within five years of initial certification. This program also certifies successful candidates to coach in New York. Depending on how students meet requirements in General Education, the academic major in physical education, and in teacher certification, it may take more than 120 credits to complete this program.

The Physical Education Teacher Education Certification Program is accredited by the National Accreditation Association for Teacher Education (NCATE).

**Admission:** In order to meet New York State Department of Education standards for teacher certification programs, only a limited number of students each semester can be admitted to the
program as evidenced by enrollment in PEP 441. To be eligible for a seat in PEP 441, students must have a 2.5 The College at Brockport grade point average for at least 12 credits of work, of which no more than 30 percent of the credits are in “activity” classes.

Other Requirements:
1. Pre-acceptance requirements
   a) Completion of the required application form
   b) Payment of the College-mandated application fee
2. Field experience requirements
   a) Completion of the required application forms
3. Pre-student teaching requirements:
   a) Completion of at least 108 credits prior to student teaching
   b) Completion of all General Education requirements
   c) Completion of the foreign language requirement
   d) Completion of all physical education major requirements
   e) A minimum 2.0 GPA in the physical education major (transfer classes do not count)
   f) Completion of all teacher certification courses with a grade of “C” or better (a grade of “C” or better is required in all teacher certification methods classes, teacher certification elective pool classes, and all activity classes)
   g) Satisfactory completion of the health-related physical fitness test
   h) Completion of a student teaching application
   i) Attainment of an overall Brockport GPA of 2.5 or better

4.1. Physical Education Teacher Education Major

A. Required Academic Core Courses (28 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 305</td>
<td>Significance of Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PES 315</td>
<td>Fitness for Healthy Living</td>
<td>3</td>
</tr>
<tr>
<td>PES 3XX</td>
<td>Kinetics of Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 335</td>
<td>Physiological Bases for Exercise and Sport</td>
<td>4</td>
</tr>
<tr>
<td>PES 413</td>
<td>Human Development and Movement</td>
<td>3</td>
</tr>
<tr>
<td>PES 439</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PES 3XX</td>
<td>Advanced Performance</td>
<td>3</td>
</tr>
<tr>
<td>PES 3XX/4XX</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Credits in Academic Core:** 25

B. Required Professional Sequence (39 credits)
(Must receive a “C” or better in these classes.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 441</td>
<td>Introduction to Teaching Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 442</td>
<td>Secondary Methods in Teaching Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>PEP 444</td>
<td>Elementary Methods in Teaching Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>PEP 445</td>
<td>Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 483</td>
<td>Early Childhood Methods in Teaching Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 451</td>
<td>Teaching Culturally Diverse Students in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 310</td>
<td>Teaching Games Tactically</td>
<td>1</td>
</tr>
<tr>
<td>PEP 342</td>
<td>Elementary Physical Education Activities</td>
<td>1</td>
</tr>
<tr>
<td>PEP 443</td>
<td>Assessment for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>PEP 3XX</td>
<td>Physical Education Professional Electives</td>
<td>5</td>
</tr>
<tr>
<td>PEP 476</td>
<td>Student Teaching/Coaching Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
### Required Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 487</td>
<td>Elementary Student Teaching</td>
<td>5</td>
</tr>
<tr>
<td>PEP 488</td>
<td>Secondary Student Teaching</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Required Credits in Professional Sequence:** 42

### Required Cognate Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO 370</td>
<td>Health and Drug Education for Teacher Candidates</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Required Credits in Cognate:** 1*

* Plus a state-approved and current First Aid (including AED training) and CPR certification.

### Skill Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 201</td>
<td>Educational Dance</td>
<td>1</td>
</tr>
<tr>
<td>PEP 202</td>
<td>Adventure/Challenge Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP 203</td>
<td>Multicultural/Contemporary Activities</td>
<td>1</td>
</tr>
<tr>
<td>PEP 204</td>
<td>Track and Field/Softball</td>
<td>1</td>
</tr>
<tr>
<td>PEP 205</td>
<td>Golf/Archery</td>
<td>1</td>
</tr>
<tr>
<td>PEP 206</td>
<td>Educational Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Invasion Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 &amp; 2 (Lax/Field Hockey or Speedball/Team Handball or Soccer/Frisbee or Basketball/Football)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Net-Wall (Volley/Racquetball or Tennis/Badminton)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Aquatics Intermediate Swimming or Lifeguard training or WSI Lifeguard training &amp; WSI may be satisfied through an outside agency such as the Red Cross)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Required Credits in Skills:** 11-13

### Electives

Each student is required to select a minimum of five credits from the list of courses. The intent of these options is to offer the student opportunities to pursue special areas of interest and/or to develop new strengths in areas of limited experience. Students must receive a “C” or better on all of these courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 351</td>
<td>Coaching Sports</td>
<td>3</td>
</tr>
<tr>
<td>PEP 353</td>
<td>Administration of Intramurals</td>
<td>3</td>
</tr>
<tr>
<td>PEP 3XX</td>
<td>Coaching Clinic(s)</td>
<td>1</td>
</tr>
<tr>
<td>PEP 379</td>
<td>Athletic Training for the Teacher/Coach</td>
<td>3</td>
</tr>
<tr>
<td>PEP 400</td>
<td>Microcomputers in Sport &amp; Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 481</td>
<td>Instructional Strategies in Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 482</td>
<td>Adapted Physical Activity and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PEP 484</td>
<td>Introduction to Program Planning in Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 495</td>
<td>Topics in Physical Education</td>
<td>1-3</td>
</tr>
<tr>
<td>PEP 399</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>PEP 499</td>
<td>Independent Study</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Elective Credits:** 5
4.2. Adapted Physical Education Concentration

The concentration in adapted physical education prepares the student for a position in the field, provides a background for graduate study and offers elective opportunities for physical education majors. The concentration in adapted physical education prepares the student to work with all children in any setting.

The concentration is completed in conjunction with the physical education teacher education major and requires 12 credits of adapted physical education classes. Five of the 12 credits can be applied to the physical education major elective pool. PEP 485 can be waived if at least 50 percent of the 10-credit student teaching requirement for teacher certification involves pupils with unique physical education needs.

Admission: The adapted physical education concentration is open to any major in physical education and who has successfully completed PEP 441.

A. Requirements for the concentration
   Student must be pursuing the academic major in physical education and teacher certification program in physical education.

B. Course Prerequisites/Corequisites
   PSY 101 Principles of Psychology or Equivalent  3
   PES 445 Adapted Physical Education  3

C. Adapted Physical Education Required Courses
   PEP 481 Instructional Strategies in Adapted Physical Education  3
   PEP 482 Adapted Physical Activity and Sport  3
   PEP 484 Introduction to Program Planning in Adapted Physical Education  3
   PEP 485 Adapted Physical Education Practicum  3

5. Sport Management Major

The Department of Kinesiology, Sport Studies, and Physical Education has instituted a new major in sport management, effective the fall of 2009 in addition to its long existing sport management concentration.

The College at Brockport initiated one of the earliest undergraduate sport management programs in the world, having started its sport management program in 1972, eventually evolving into a 39-42 credit concentration. In the fall of 2009, the 45-credit major also becomes reality, offering students an interdisciplinary approach to the study of the business of sport, recreation, fitness and leisure industries.

Student pursuing a major in sport management must also complete the requirements for a minor, concentration or specialty area in another academic field. Students completing the sport management concentration must also complete a major in another academic discipline offered by the College.

The sport management faculty continues to teach a foundation of sport management principles and practices through energetic classroom experiences followed by experiential learning in the form of practica and internships that take place at actual sport, recreation and leisure type organizations. Faculty draw from personal research and past professional experiences as they incorporate “cutting edge” sport management knowledge, competencies, skills and teaching methods into the classroom. Past employment experiences in such areas as directing athletics, managing sport, recreation and leisure time businesses [profit and non-profit], as well as coaching, enable faculty to provide the sport management student with practical knowledge, experiences and the skills necessary to realize their goals as professionals in the sport world. Classroom learning experiences are best described as “active” and often times feature the solving of real world case studies and selected guest speakers presently working in the sport industry.
Students in the major will take a variety of core courses (36 credits) essential to the sport management profession/industry, in addition to 9 credits as required electives, for a total of 45 semester hours comprising the major. A further requisite of the major requires students to also complete a minor, concentration or an additional major in another academic discipline.

5.1. Sport Management Major

A. Sport Management Major Core Classes (required—36 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>PEP 360</td>
<td>Introduction to Sport Management Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisite for: PEP 460; 461; 467</td>
</tr>
<tr>
<td>3</td>
<td>PEP 460</td>
<td>Administrative Practices in Sport Management</td>
</tr>
<tr>
<td>3</td>
<td>PEP 461</td>
<td>Problems in Sport Management</td>
</tr>
<tr>
<td>3</td>
<td>PEP 351</td>
<td>Coaching Sports</td>
</tr>
<tr>
<td>3</td>
<td>PEP 353</td>
<td>Administration of Intramurals</td>
</tr>
<tr>
<td>3</td>
<td>PEP 355</td>
<td>Sport Marketing, Promotions, Public Relation &amp; Publicity</td>
</tr>
<tr>
<td>3</td>
<td>PES 350</td>
<td>History of Sport, Play and Exercise OR</td>
</tr>
<tr>
<td>3</td>
<td>PES 451</td>
<td>The Modern Olympic Games</td>
</tr>
<tr>
<td>3</td>
<td>PES 441</td>
<td>Sport and Society</td>
</tr>
<tr>
<td>3</td>
<td>PES 460</td>
<td>Ethics in Sports Contests</td>
</tr>
<tr>
<td>9</td>
<td>PEP 468</td>
<td>Internship in Sport Management</td>
</tr>
</tbody>
</table>

Total: 36

B. Kinesiology, Sport Studies, and Physical Education Electives (one class required)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PES 360</td>
<td>Philosophy of Sport</td>
</tr>
<tr>
<td>3</td>
<td>PES 430</td>
<td>Psychology of Sport</td>
</tr>
<tr>
<td>3</td>
<td>PES 445</td>
<td>Social Psychology of Sport</td>
</tr>
<tr>
<td>3</td>
<td>PES 446</td>
<td>Sports Spectating in the United States</td>
</tr>
</tbody>
</table>

Total Core Course Hours: 3

C. Electives Outside of Host Department (take two courses for maximum 6 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Approved Course Outside Department</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Approved Course Outside Department</td>
</tr>
</tbody>
</table>

Total Outside Electives – May be lower division, with prior written approval 6

Grand Total Credit Hours for Major 45

Another approved minor, major concentration or specialty area Minimum total 18

5.2. Sport Management Concentration

A. Sport Management Concentration Required Courses (15 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PEP 360</td>
<td>Introduction to Sport Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Prerequisites for PEP 460; 461; 467)</td>
</tr>
<tr>
<td>3</td>
<td>PEP 460</td>
<td>Administrative Practices in Sport Management</td>
</tr>
<tr>
<td>3</td>
<td>PEP 461</td>
<td>Problems in Sport Management</td>
</tr>
<tr>
<td>6</td>
<td>PEP 467</td>
<td>Internship in Sport Management</td>
</tr>
</tbody>
</table>

Total Core Course Hours: 15
B. Cognate Courses (12 credits) for the Sport Management concentration:
Various courses from a variety of departments – from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 285</td>
<td>Fundamental Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 317</td>
<td>Introduction to Information System</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 365</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 366</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 375</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 435</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 437</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 438</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 439</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>CMC 201</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CMC 224</td>
<td>Newswriting and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>CMC 243</td>
<td>Radio and Television Writing</td>
<td>3</td>
</tr>
<tr>
<td>CMC 312</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>CMC 316</td>
<td>Interpersonal Communication in Business and the Professions</td>
<td>3</td>
</tr>
<tr>
<td>CMC 332</td>
<td>Public Relations Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>ECN 204</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ENL 308</td>
<td>Or BUS 317</td>
<td>3</td>
</tr>
<tr>
<td>ENL 308</td>
<td>Business Writing and Computers</td>
<td>3</td>
</tr>
<tr>
<td>MTH 243</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PEP 351</td>
<td>Coaching Sports</td>
<td>3</td>
</tr>
<tr>
<td>PEP 353</td>
<td>Administration of Intramurals</td>
<td>3</td>
</tr>
<tr>
<td>PLS 300</td>
<td>Political Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSH 202</td>
<td>Introductory Statistics for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RTV 342</td>
<td>Radio and TV writing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>XXX</td>
<td>Approved computer course (with written prior permission from director of sport management)</td>
<td>3</td>
</tr>
<tr>
<td>XXX</td>
<td>Approved statistics course (with written prior permission from director of sport management)</td>
<td>3</td>
</tr>
</tbody>
</table>

Sport management concentration combined with other majors within the Department of Kinesiology, Sport Studies, and Physical Education Only:
Students must also take 12 credits in addition to major – from list provided in catalogue. [PES 350, PES 360 PES 399, PES 430, PES 441, PES 445, PES 446, PES 451, PES 460, PES 485, PES 490, PES 495, PES 499 (with approval); PLUS OTHER COURSES APPROVED BY ADVISOR IN SPORT MANAGEMENT.

Plus, Majors Outside the Physical Education Department must also complete an additional 3 credits from: PEP 351, PEP 352, PES 392, PES 396, PES 399 (with approval), PES 430, PES 441, PES 445, PES 446, PES 460, PES 485, PES 490, PES 495 (with prior approval), PES 499 (with prior approval)

Plus: Students have to earn a major in another academic discipline.

6. Minor in Coaching Athletics
The regulations of the Commissioner of Education of the New York State Department of Education require individuals who coach an interscholastic athletic team to complete an approved program for coaches prior to or within the first three years of their employment. (Valid First Aid, CPR and child abuse certificates are required for initial employment.)
The College at Brockport coaching minor, which is designed for students who are not in the physical education teacher certification program, fulfills this requirement and also provides greater depth in preparation for prospective coaches in schools, sports clubs, community programs, colleges, or other athletic organizations. Meets New York State’s requirements for coaching.

### Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 351</td>
<td>Coaching Sports</td>
<td>3</td>
</tr>
<tr>
<td>PEP 352</td>
<td>Scientific Foundations of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PEP 3XX</td>
<td>Coaching Clinics (3 required)</td>
<td>3</td>
</tr>
<tr>
<td>PEP 3XX</td>
<td>Advanced Performance</td>
<td>3</td>
</tr>
<tr>
<td>PEP 354</td>
<td>Coaching Practicum</td>
<td>4</td>
</tr>
<tr>
<td>PEP XXX</td>
<td>Elective (approved by coaching coordinator)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Core Course Hours:** 18

* Plus a state-approved child abuse class/workshop (typically two-three clock hours in length).

** Plus a state-approved and current First Aid (including AED training) and CPR certification.

### Physical Activity Major Courses

Students enrolling in beginning, intermediate and advanced activity courses may be pretested and depending on skill level encouraged to withdraw and take either a more or less advanced class. These classes are open to all students at the College.

#### Beginning-level Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 112</td>
<td>Beginning Diving</td>
<td>1</td>
</tr>
<tr>
<td>PES 114</td>
<td>Beginning Swimming</td>
<td>1</td>
</tr>
<tr>
<td>PES 121</td>
<td>Aerobic Dance</td>
<td>1</td>
</tr>
<tr>
<td>PES 122</td>
<td>Rhythmic Skills I</td>
<td>1</td>
</tr>
<tr>
<td>PES 131</td>
<td>Beginning Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>PES 141</td>
<td>Beginning Bowling (fee)</td>
<td>1</td>
</tr>
<tr>
<td>PES 142</td>
<td>Beginning Handball</td>
<td>1</td>
</tr>
<tr>
<td>PES 143</td>
<td>Beginning Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>PES 144</td>
<td>Beginning Fencing</td>
<td>1</td>
</tr>
<tr>
<td>PES 145</td>
<td>Beginning Ice Skating</td>
<td>1</td>
</tr>
<tr>
<td>PES 146</td>
<td>Beginning Judo</td>
<td>1</td>
</tr>
<tr>
<td>PES 147</td>
<td>Tae Kwon Do</td>
<td>1</td>
</tr>
<tr>
<td>PES 151</td>
<td>Beginning Archery</td>
<td>1</td>
</tr>
<tr>
<td>PES 152</td>
<td>Beginning Cycling</td>
<td>1</td>
</tr>
<tr>
<td>PES 154</td>
<td>Beginning Golf (fee)</td>
<td>1</td>
</tr>
<tr>
<td>PES 155</td>
<td>Beginning Jogging</td>
<td>1</td>
</tr>
<tr>
<td>PES 156</td>
<td>Beginning Skiing (fee)</td>
<td>1</td>
</tr>
<tr>
<td>PES 157</td>
<td>Beginning Track &amp; Field</td>
<td>1</td>
</tr>
<tr>
<td>PES 161</td>
<td>Beginning Badminton</td>
<td>1</td>
</tr>
<tr>
<td>PES 162</td>
<td>Beginning Racquetball</td>
<td>1</td>
</tr>
<tr>
<td>PES 163</td>
<td>Beginning Table Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PES 164</td>
<td>Beginning Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PES 171</td>
<td>Beginning Basketball</td>
<td>1</td>
</tr>
<tr>
<td>PES 172</td>
<td>Beginning Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>PES 181</td>
<td>Beginning Baseball</td>
<td>1</td>
</tr>
<tr>
<td>PES 183</td>
<td>Beginning Lacrosse</td>
<td>1</td>
</tr>
<tr>
<td>PES 186</td>
<td>Beginning Soccer</td>
<td>1</td>
</tr>
<tr>
<td>PES 187</td>
<td>Beginning Softball</td>
<td>1</td>
</tr>
<tr>
<td>PES 137</td>
<td>Beginning Field Hockey</td>
<td>1</td>
</tr>
</tbody>
</table>
### Intermediate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 212</td>
<td>Intermediate Diving</td>
<td>1</td>
</tr>
<tr>
<td>PES 213</td>
<td>Scuba Diving (fee)</td>
<td>2</td>
</tr>
<tr>
<td>PES 214</td>
<td>Intermediate Swimming</td>
<td>1</td>
</tr>
<tr>
<td>PES 222</td>
<td>Rhythmic Skills II</td>
<td>1</td>
</tr>
<tr>
<td>PES 231</td>
<td>Intermediate Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>PES 241</td>
<td>Intermediate Bowling (fee)</td>
<td>1</td>
</tr>
<tr>
<td>PES 243</td>
<td>Intermediate Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>PES 244</td>
<td>Intermediate Fencing</td>
<td>1</td>
</tr>
<tr>
<td>PES 245</td>
<td>Intermediate Ice Skating</td>
<td>1</td>
</tr>
<tr>
<td>PES 246</td>
<td>Intermediate Judo</td>
<td>1</td>
</tr>
<tr>
<td>PES 248</td>
<td>Intermediate Wrestling</td>
<td>1</td>
</tr>
<tr>
<td>PES 251</td>
<td>Intermediate Archery</td>
<td>1</td>
</tr>
<tr>
<td>PES 252</td>
<td>Intermediate Bicycle Touring</td>
<td>1</td>
</tr>
<tr>
<td>PES 253</td>
<td>Intermediate Climbing/Backpacking</td>
<td>2</td>
</tr>
<tr>
<td>PES 254</td>
<td>Intermediate Golf (fee)</td>
<td>1</td>
</tr>
<tr>
<td>PES 255</td>
<td>Intermediate Distance Running</td>
<td>1</td>
</tr>
<tr>
<td>PES 256</td>
<td>Intermediate Skiing (fee)</td>
<td>1</td>
</tr>
<tr>
<td>PES 257</td>
<td>Intermediate Track and Field</td>
<td>1</td>
</tr>
<tr>
<td>PES 261</td>
<td>Intermediate Badminton</td>
<td>1</td>
</tr>
<tr>
<td>PES 262</td>
<td>Intermediate Racquetball</td>
<td>1</td>
</tr>
<tr>
<td>PES 263</td>
<td>Intermediate Table Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PES 264</td>
<td>Intermediate Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PES 271</td>
<td>Intermediate Basketball</td>
<td>1</td>
</tr>
<tr>
<td>PES 272</td>
<td>Intermediate Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>PES 281</td>
<td>Intermediate Baseball</td>
<td>1</td>
</tr>
<tr>
<td>PES 282</td>
<td>Intermediate Football</td>
<td>1</td>
</tr>
<tr>
<td>PES 283</td>
<td>Intermediate Lacrosse</td>
<td>1</td>
</tr>
<tr>
<td>PES 286</td>
<td>Intermediate Soccer</td>
<td>1</td>
</tr>
<tr>
<td>PES 287</td>
<td>Intermediate Softball</td>
<td>1</td>
</tr>
<tr>
<td>PES 237</td>
<td>Intermediate Field Hockey</td>
<td>1</td>
</tr>
</tbody>
</table>

### Advanced Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES 314</td>
<td>Advanced Swimming</td>
<td>3</td>
</tr>
<tr>
<td>PES 331</td>
<td>Advanced Gymnastics</td>
<td>3</td>
</tr>
<tr>
<td>PES 343</td>
<td>Advanced Weight Training</td>
<td>3</td>
</tr>
<tr>
<td>PES 348</td>
<td>Advanced Wrestling</td>
<td>3</td>
</tr>
<tr>
<td>PES 353</td>
<td>Advanced Climbing/Backpacking</td>
<td>3</td>
</tr>
<tr>
<td>PES 354</td>
<td>Advanced Golf (fee)</td>
<td>3</td>
</tr>
<tr>
<td>PES 355</td>
<td>Advanced Distance Running</td>
<td>3</td>
</tr>
<tr>
<td>PES 356</td>
<td>Advanced Alpine Skiing (fee)</td>
<td>3</td>
</tr>
<tr>
<td>PES 357</td>
<td>Advanced Snowboarding</td>
<td>3</td>
</tr>
<tr>
<td>PES 361</td>
<td>Advanced Badminton</td>
<td>3</td>
</tr>
<tr>
<td>PES 362</td>
<td>Advanced Racquetball</td>
<td>3</td>
</tr>
<tr>
<td>PES 364</td>
<td>Advanced Tennis</td>
<td>3</td>
</tr>
<tr>
<td>PES 371</td>
<td>Advanced Basketball</td>
<td>3</td>
</tr>
<tr>
<td>PES 372</td>
<td>Advanced Volleyball</td>
<td>3</td>
</tr>
<tr>
<td>PES 373</td>
<td>Advanced Ice Hockey</td>
<td>3</td>
</tr>
<tr>
<td>PES 381</td>
<td>Advanced Baseball</td>
<td>3</td>
</tr>
<tr>
<td>PES 382</td>
<td>Advanced Football</td>
<td>3</td>
</tr>
<tr>
<td>PES 386</td>
<td>Advanced Soccer</td>
<td>3</td>
</tr>
<tr>
<td>PES 387</td>
<td>Advanced Softball</td>
<td>3</td>
</tr>
</tbody>
</table>
Athletic Elective Skill Area

Please Note: Each course in the athletic elective skill area can be taken only once per season for credit toward graduation requirements. Students must complete a full season in order to receive credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATH 200</td>
<td>Varsity Baseball (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 201</td>
<td>Varsity Basketball—Men (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 202</td>
<td>Varsity Cross Country—Men and Women (fall)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 203</td>
<td>Varsity Football (fall)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 206</td>
<td>Varsity Lacrosse</td>
<td>1</td>
</tr>
<tr>
<td>ATH 207</td>
<td>Varsity Soccer—Men (fall)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 208</td>
<td>Varsity Swimming—Men and Women (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 210</td>
<td>Varsity Track and Field—Men and Women (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 211</td>
<td>Varsity Wrestling (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 212</td>
<td>Varsity Ice Hockey (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 221</td>
<td>Varsity Basketball—Women (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 224</td>
<td>Varsity Field Hockey (fall)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 226</td>
<td>Varsity Gymnastics (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 229</td>
<td>Varsity Softball (spring)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 230</td>
<td>Varsity Tennis (fall)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 231</td>
<td>Varsity Volleyball (fall)</td>
<td>1</td>
</tr>
<tr>
<td>ATH 234</td>
<td>Varsity Soccer—Women (fall)</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Participation in a varsity sport does not satisfy the advanced performance requirements in the major.

Physical Education Professional Skill Area

Professional skill classes are open only to students who intend to pursue the physical education teacher certification curriculum. Professional skill classes place a premium on learning to teach skills associated with a specific physical activity and include development of lesson plans and practice teaching.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 201</td>
<td>Educational Dance</td>
<td>1</td>
</tr>
<tr>
<td>PEP 202</td>
<td>Adventure/Challenge Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP 203</td>
<td>Multicultural/Contemporary Activities</td>
<td>1</td>
</tr>
<tr>
<td>PEP 204</td>
<td>Track and Field/Softball</td>
<td>1</td>
</tr>
<tr>
<td>PEP 205</td>
<td>Golf/Archery</td>
<td>1</td>
</tr>
<tr>
<td>PEP 206</td>
<td>Educational Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>PEP 211</td>
<td>Lacrosse/Field Hockey</td>
<td>1</td>
</tr>
<tr>
<td>PEP 212</td>
<td>Speedball/Team Handball</td>
<td>1</td>
</tr>
<tr>
<td>PEP 213</td>
<td>Soccer/Frisbee</td>
<td>1</td>
</tr>
<tr>
<td>PEP 214</td>
<td>Basketball/Flag Football</td>
<td>1</td>
</tr>
<tr>
<td>PEP 221</td>
<td>Volleyball/Racquetball</td>
<td>1</td>
</tr>
<tr>
<td>PEP 222</td>
<td>Tennis/Badminton</td>
<td>1</td>
</tr>
</tbody>
</table>
PES 290 Ethics of Fair Play in Sport and Life (A,H). Enables students to examine and understand fair play as a moral concept, and to develop students’ abilities to ascertain the demands of fair play in sports contests and other applicable life situations. Provides for clarification and evaluation of different types of reasons for action, examination of different standards for fair action, and an opportunity to evaluate fair actions in areas of interest to students. Gives attention to the evaluation of moral maturity. 3 Cr.

PES 305 Significance of Physical Activity (A). Examines the intrinsic and extrinsic values of physical activity across the lifespan from philosophical and historical perspectives. Includes a critical analysis of the contribution physical activity makes to the liberating consequences of healthful living, personal pleasure, self-knowledge, and skill acquisition. Major societal trends impacting on physical activity and its related professions are identified and examined. 3 Cr. Every Semester.

PES 315 Physical Fitness for Healthful Living (A). Requires student to pass all components of a health-related fitness test. Emphasizes developing health-related components of physical fitness through physical activity. Allows student to gain understanding of how physical activity enhances health-related physical fitness. Includes laboratory. 3 Cr. Every Semester.

PES 325 Kinesiological Bases for Exercise and Sport (A). Prerequisites: BIO 221 or BIO 321 and BIO 322. Involves study of the anatomical bases of movement in exercise and sport and application of kinesiological principles to movement and sport-specific skills. Includes laboratory experiments to provide opportunity for the analysis of exercise and sport from both anatomical and mechanical perspectives, muscle roles, types of muscle contractions, movement sequencing, and kinesiological analyses. 4 Cr. Every Semester.

PES 326 Kinetics of Sport and Exercise (A). Prerequisite: BIO 221 or BIO 321 and 322. Studies the mechanical basis of movement in sport and exercise, with applications of kinesiological and biomechanical principles to identify critical elements for basic motor skills, and describes and demonstrates concepts and strategies related to skillful movement and physical activity. Includes description of the skeletal and neuromuscular structures of the human body, to identify how these systems contribute to skillful movements, physical activity, and fitness. 3 Cr. Every Semester.

PES 335 Physiological Basis for Exercise and Sport (A). Prerequisite: BIO 221 or both BIO 321 and BIO 322. Focuses on the physiological basis of active living. Addresses functional capacity of the human body to adjust to demands of work entailing various duration, intensities, and technical requirements. Considers all age populations, as well as both genders. Makes comparisons between sedentary and non-sedentary or trained individuals. Assesses individual limitations to performance, as well as possibilities for safely extending these limitations. Includes laboratory. 4 Cr.

PES 350 History of Sport, Play and Exercise (A). Provides a broad look at the history of physical activity from ancient to modern times, and the effects of social institutions (e.g., war, religion, politics) on the development and role of sport in the Western world. 3 Cr.

PES 358 Advanced Snowboarding (A). Advanced snowboarding is an advanced level activity course designed to improve the intermediate level snowboarder, to refine the advanced snowboarder, and to explore the extremes of snowboarding. Skill related topics include advanced skills in body position, stability and board control to effectively and efficiently perform on increasingly varied, faster, and steeper terrains. Additional topics include history, safety, etiquette, technique, biomechanics, physiology, and limitations. 3 Cr.

PES 360 Philosophy of Sport (A). Examines fundamental issues in sport from a philosophical perspective. Focuses on the theoretical frameworks through which these issues can be understood. Emphasizes the practical import that different theories of sport have and institutional decision-making and practices. Examines the philosophical underpinnings of the experience of sport participation. 3 Cr.

PES 385 Basic Athletic Training (A). Prerequisite: BIO 221 (may be taken concurrently). Focuses on the fundamental knowledge of sports injuries and their care. Introduces and explains various techniques in treatment, prevention and rehabilitation of sports injuries. 3 Cr. Every Semester.

PES 391 Stress and Tension (A,I). Thoroughly evaluates concepts of stress and tension in terms of their philosophic bases (mind-oriented, body-oriented or interactional models), and supported by evolutionary explanations of physical, mental and cultural phenomena contributing to a variety of stress and tension-related disorders. Critically evaluates contemporary approaches in therapy designed to impact upon stress and tension, enabling the student to construct a personal coping strategy. 3 Cr.
PES 396 Women in Sport (A,I,W,Y). Cross-listed as WMS 396. Examines the historical, contemporary and future perspectives of women in sport. Reviews insights from history, psychology and sociology related to women in sport, as well as athletes' perceptions of their performance. Focuses on information and issues which are fundamental to understanding women's participation in sport. 3 Cr. Every Semester.

PES 399 Independent Study (A). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.

PES 401 Physical Activity in Adulthood (A,I). Focuses on how people age physically and how physical activity affects various aspects of life. Covers influences on physical activity and the quality of life from youth to older adulthood. Course is beneficial to a wide range of disciplines, including physical education, exercise physiology, cardiac rehabilitation, physical therapy, athletic training, health promotion, counseling psychology, gerontology, etc. 3 Cr. Summer.

PES 405 Obesity in Society (A,I). Provides an interdisciplinary overview of the causes, treatment and prevention of obesity/overweight among children, adolescents and adults in the United States. The complex interaction between psychological, sociological, biological, physiological and environmental factors will be explored. The effectiveness of individual, community and school-based obesity prevention programs will be discussed, as well as safe and appropriate methods of weight loss. Exercise, physical activity and dietary guidelines for Americans will be examined. 3 Cr.

PES 410 Physiology of Exercise II (A). Prerequisite: PES 335 and PEP 362. Examines the physiologically related effects of sport activities on the body's systems, including fatigue, strength, flexibility; physiological responses of the body before, during, and after training, scientific research in exercise physiology; and the use of lab equipment for sport physiology. 3 Cr. Every Semester > credits at College at Brockport with > 2.75 overall GPA. 3 Cr. Spring.

PES 411 Advanced Athletic Training (A). Prerequisite: PES 385. Covers muscles, tendons, and ligaments, and the injury mechanism involved in given injuries for each major articulation of the body; inflammatory responses and wound healing; the effects of locally applied heat and cold on each; prevention, care and reconditioning techniques for sport injuries; and methods used during each phase of injury conditioning-reconditioning. 3 Cr. Every Semester.

PES 412 Athletic Injury Assessment (A). Prerequisite: PES 411. Focuses on various anatomical/physiological systems of the human body as they relate to athletic injury. Emphasizes identifying anatomical structures and landmarks in the human body, as well as recognizing and assessing injuries occurring during athletic participation. 3 Cr. Spring.

PES 413 Human Development and Movement (A). Focuses on the relationship between physical activity and selected aspects of physiological, psychological, intellectual and social growth and development. Investigates atypical, as well as typical, human conditions influencing movement. 3 Cr. Every Semester.

PES 416 Laboratory Techniques in Exercise Physiology (A). Prerequisites: PES 335, HLS 488, Corequisite: PES 410. Cross-listed as BIO 416. Complements the theoretical preparation of students in exercise physiology. Provides experience in the use of equipment in the exercise physiology laboratory. Gives students the opportunity to develop and complete a research project, including the analysis and interpretation of data. 3 Cr. Spring.

PES 420 Biomechanics (A). Corequisite: PES 325. Focuses on the observation, analysis, and description of movement skills. Includes quantitative and qualitative analyses; descriptive systems; the applications of basic laws and principles of physics; and applications to basic movements, sport training, and technique 3 Cr.

PES 430 Foundations of Sport and Exercise Psychology (A). Examines psychological concepts, research, and theories in relation to sport and exercise participation. Studies individual and environmental factors affecting the performance and experience of athletes and exercisers. Familiarizes students with aspects of psychological skills training (goal setting, self-confidence, arousal regulation, imagery and concentration), as well as knowledge concerning how motivation, cognition and affect influence psychological well-being in sport and exercise setting. 3 Cr. Spring.

PES 439 Motor Learning (A). Focuses on learning of motor tasks with a problem-based approach. Emphasis is placed on relevant concepts in motor learning and how to apply these concepts to teaching, coaching, and rehabilitation settings. Students will apply motor learning concepts and principles to motor skills and learn how to schedule practice that will optimize performance for a diverse group of learners based upon the classification of the motor skill and other factors. 3 Cr. Every Semester.

PES 441 Sport and Society (A). An introductory survey course which investigates the linkage between sport and society from a sociological...
Provides the entry-level ath
The
Provides several opportunities for physi
Improves life
To be defined
spend one or more semesters studying in Canada
cal education majors of at least junior status to
(A).
PES 490 Physical Education Exchange Program
contexts.
frameworks to ethical problems arising in sport
ethical frameworks and the application of these
porary sport. Emphasizes the understanding of
critical analysis of ethical dilemmas in contem
ethical theories relate to problems facing sport
PES 460 Ethics of Sports (A).
with the Olympic Games.
(A).
and current and past problems
commercialism, gigantism, boycotts) associated
Movement by studying its history, the philosophy
on the Olympic Movement as an evolving cultural
Games from an interdisciplinary approach. Focuses
importance of sport spectatorship in society;
psychology of sport fandom, sports spectating
and experiential perspectives, e.g. patterns of sport
enon of sports spectatorship/sport fanship in
American society; discussion of issues pertaining
to sports spectating from theoretical, empirical
and experiential perspectives, e.g. patterns of sport
spectatorship, the “business” of sports spectating,
psychology of sport fandom, sports spectating
as popular culture, spectator violence, and the
importance of sport spectatorship in society;
opportunities for student-initiated field research
projects. 3 Cr. Fall.
PES 446 Sports Spectating in the United States
(A). An interdisciplinary study of the phenom-
енon of sports spectatorship/sport fandom in
American society; discussion of issues pertaining
to sports spectating from theoretical, empirical
and experiential perspectives, e.g. patterns of sport
spectatorship, the “business” of sports spectating,
psychology of sport fandom, sports spectating
as popular culture, spectator violence, and the
importance of sport spectatorship in society;
opportunities for student-initiated field research
projects. 3 Cr. Fall.
PES 451 The Modern Olympic Games (A).
Ex-
amines the development of the Modern Olympic
Games from an interdisciplinary approach. Focuses
on the Olympic Movement as an evolving cultural
phenomenon in which local as well as global so-
cial, economic and political forces are contested.
Addresses the dynamic character of the Olympic
Movement by studying its history, the philosophy
of Olympism, and current and past problems
(commercialism, gigantism, boycotts) associated
with the Olympic Games. 3 Cr. Spring.
PES 460 Ethics of Sports (A). Examines how basic
ethical theories relate to problems facing sport
communities and professionals today. Provides
critical analysis of ethical dilemmas in contem-
porary sport. Emphasizes the understanding of
ethical frameworks and the application of these
frameworks to ethical problems arising in sport
contexts. 3 Cr. Every Semester.
PES 490 Physical Education Exchange Program
(A). Provides several opportunities for physi-
cal education majors of at least junior status to
spend one or more semesters studying in Canada
(Dalhousie University), or at one of several over-
seas locations, e.g., Chelsea School of Human
Movement (England), Dunfermline College of
Physical Education (Scotland), University of Ulster
(Northern Ireland), College of Winneba (Ghana),
or Zinman College of Physical Education (Israel).
15 Cr. Every Semester.
PES 495 Problems in Physical Education (A).
To be defined by the instructor in accordance
with the specific topic to be covered that semester.
May be repeated, but under another topic area in
physical education. Additional information may
be obtained from the department. 1-3 Cr.
PES 499 Independent Study (A). To be defined
in consultation with the instructor-sponsor and
in accordance with the procedures of the Office
of Academic Advisement prior to registration. 1-6
Cr. Every Semester.
PEP 255 Taping for Athletic Training (B).
Prerequisite: PES 385, Acceptance into the Athletic
Training Program. Provides the entry-level ath-
letic training student with knowledge of supplies
utilized for taping and strapping in athletics; and
provides instruction in functional application of
taping and wrapping in order to prevent/reduce
athletic injury. 1 Cr.
PEP 276 Softball Officiating (B). Spring. 1 Cr.
PEP 277 Volleyball Officiating (B). Fall. 1 Cr.
PEP 278 Basketball Officiating (B). Fall. 1 Cr.
PEP 279 Football Officiating (B). Spring. 1 Cr.
PEP 281 Water Safety Instructor (B). Provides for
the analysis and correction of skills, sound teaching
progressions, and learning proper techniques of
swimming and life-saving skills. Successful comple-
tion results in Red Cross FIT (Fundamentals of
Instructor Training) Certification. 2 Cr. Fall.
PEP 282 Lifeguard Training (B). Improves life
guarding skills necessary to save one's own life or
the lives of others in the event of an emergency,
in accordance with American Red Cross require-
ments. Includes certification in CPR and AED
training. 2 Cr. Spring.
PEP 283 Adapted Aquatics. Prerequisite: PES 214
or equivalent. Prepares students to teach aquatics
to learners with disabilities. Students should have
a minimum intermediate swimming ability. 2 Cr.
Every Semester.
PEP 310 Teaching Games Tactically (B). Students
will participate in and practice teaching games
based on the teaching games tactically curriculum
model, as well as participate in other activities
taught with this model. In addition, students will
be able to model teaching modified lessons with
this teaching model. 1 Cr. Every Semester.
PEP 342 Elementary Activities (B). Prerequisite: PEP 441. Designed to provide the activity base for teaching elementary physical education. Students will be exposed to a variety of movement activities that are developmentally appropriate for primary and intermediate level children. Students will receive a solid foundation in the skills theme approach to teaching physical education to elementary school children. 1 Cr. Every Semester.

PEP 350 Scientific Foundations of Coaching (B). Prerequisite: PES 411, PEP 356, PEP 357. Provides intensive experience in athletic training in a seminar format. Examines athletic training room techniques, the design of a training room facility budget, equipment and supplies. 3 Cr. Fall.

PEP 351 Coaching Sports (B). Covers the rules, duties, legal aspects and administrative methods of coaching an athletic team, and the philosophies, methods and strategies involved in coaching. 3 Cr. Every Semester.

PEP 352 Therapeutic Exercise (B). Prerequisite: PES 385. Emphasizes the use and knowledge of various therapeutic modalities used in athletic training. Stresses a working knowledge of each modality as well as its practical application. 3 Cr. Every Semester.

PEP 353 Administration of Intramurals (B). Prerequisite: PES 385, PES 411, PEP 356, PEP 357. Covers the philosophy of intramural sport organization and administration of an intramural activity, administrative problems, and current trends in intramural programming. Meets New York State requirements for Health Sciences Applied to Coaching. 3 Cr.

PEP 354 Coaching Practicum (B). Course Fee. Prerequisites: PEP 350 and PEP 351. Requires students to perform as members of a coaching staff for one season; also requires goal setting and planning communication. Meets NYS requirements for Philosophy, Principles, and Organization of Athletics. 3 Cr. Every Semester.

PEP 355 Administration of Intramurals (B). Prerequisite: PES 385. Emphasizes the use and knowledge of various therapeutic modalities used in athletic training. Stresses a working knowledge of each modality as well as its practical application. 3 Cr. Every Semester.

PEP 356 Therapeutic Modalities (B). Prerequisite: PES 385. Emphasizes the use and knowledge of various therapeutic modalities used in athletic training. Stresses a working knowledge of each modality as well as its practical application. 3 Cr. Every Semester.

PEP 357 Muscle Testing (B). Prerequisites: PES 385 and PES 411. Develops knowledge of muscle testing and joint stress testing in relation to athletic injuries. Provides experience in the athletic training room and working with athletic teams. 3 Cr. Spring.

PEP 358 Therapeutic Exercise (B). Prerequisites: PES 411, PES 412, PEP 356 and PEP 357. Provides extensive experience with an athletic team, including applying techniques related to preventive, protection and emergency care measures. 3 Cr.

PEP 359 Organization and Administration Athletic Training (B). Prerequisites: PES 385, PES 411, PES 412, PEP 356, PEP 357. Provides intensive experience in athletic training in a seminar format. Examines athletic training room techniques, the design of a training room facility budget, equipment and supplies. 3 Cr. Fall.

PEP 360 Introduction to Sport Management Theory (B). Examines the implications of management theory for sport organizations, and management considerations in retail, manufacturing, professional sports, sport services and athletic settings. 3 Cr. Fall.

PEP 361 Cardiac Rehabilitation: Theory and Applications (B). Prerequisite: PES 335. Examines the physiological responses to exercise, graded exercise testing, and exercise prescription for disease prevention and rehabilitation. Populations studied include those with cardiovascular, pulmonary, and/or metabolic disorders. Provides experience in exercise testing, programming, and the interpretation of electrocardiograms. 3 Cr. Spring.

PEP 362 Strength and Conditioning for Athletic Training (B). Prerequisites: PES 411, PEP 357, PEP 358. Explores muscle physiology, the body’s response to exercise, and proper techniques for functional conditioning. Emphasis is on multi-joint exercises and sport-specific exercise prescription. Also investigates the relationship between nutrition and performance enhancement. 3 Cr. Every Semester.

PEP 379 Athletic Training for the Teacher/Coach (B). Focuses on the fundamental knowledge of athletic injuries; their prevention and care. Introduces and explains various techniques in prevention and care of injuries, strength and conditioning, pre-in-off-season training, nutrition, taping and wound care. 3 Cr. Every Semester.

PEP 381 Coaching Basketball (B). Expouses students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 382 Coaching Football (B). Expouses students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 383 Coaching Gymnastics (B). Expouses students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 384 Coaching Soccer (B). Expouses students to sport-specific aspects of coaching, including
PEP 385 Coaching Softball (B). Exposes students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 386 Coaching Swimming (B). Exposes students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 387 Coaching Volleyball (B). Exposes students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 388 Coaching Wrestling (B). Exposes students to sport-specific aspects of coaching, including instructional techniques, strategies, conditioning, organizational techniques and safety considerations, as appropriate. I think this should work nicely for the course descriptions. 1 Cr.

PEP 399 Independent Study (B). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. Every Semester.

PEP 400 Computer Applications to Physical Education and Sport (B). Offers students a hands-on introduction to the use of computers in sport performance analysis, individual sport-related hypertext application programs, brochures and flyers, hypertext sport information links, and studying sport sites on the Internet. 3 Cr.

PEP 441 Introduction to Teaching Physical Education (B). Corequisite: PEP 451. Course fee. Focuses on factors which influence the development of a K-12 curriculum. Allows students to examine various curriculum models. Provides opportunities for observing and learning about school. Examines variables associated with the teaching and learning process. Includes the use of observation instruments for systematic development of teaching skills. Includes laboratory/clinical field experiences. 3 Cr.

PEP 442 Secondary Methods and Instruction (B). Prerequisites: PEP 441, PES 413 (may be taken concurrently). Designed to help students develop their knowledge of content, planning, organization, trends and teaching methods appropriate for physical education at the secondary level. Laboratory experiences both on campus and in secondary schools provide students with an opportunity to put theory into practice. Requires a field experience. 4 Cr. Every Semester.

PEP 443 Assessment for Teachers. Prerequisite: PEP 441. Explores assessment theory and techniques used today by physical education teachers in PK-12 educational settings. Focus is on creating developmentally appropriate assessments in the psychomotor, cognitive and affective domains. Students will have the opportunity to observe and analyze performance using assessment instruments. In addition, emphasis will be placed on using assessment to align instruction and provide feedback to learners, as well as how to interpret assessment data to inform instruction. Creation of and practical application of assessments to align instruction will be emphasized. 3 Cr. Every Semester.

PEP 444 Elementary Methods and Instruction (B). Prerequisite: PEP 441. Allows students to acquire the skills and knowledge for a fundamental foundation necessary for sequencing and teaching physical education activities in the elementary school setting. Requires a field experience. 4 Cr.

PEP 445 Adapted Physical Education (B). Prerequisite: PEP 441. Develops knowledge of current concepts and trends in adapted physical education and students; ability to assess, plan, and implement a physical education program to meet the unique needs of individuals with disabilities. 3 Cr. Every Semester.

PEP 451 Teaching Culturally Diverse Students in Physical Education (B). Corequisite: PEP 441. Helps future physical education teachers develop an awareness, understanding, and appreciation of diversity in our society, its impact on our educational system, and more specifically, in physical education settings. Consequently, students will be able to develop pedagogical strategies to facilitate the teaching-learning process and ensure success for all students as culturally responsive physical educators. 3 Cr. Every Semester.

PEP 458 Internship in Exercise Physiology (B). Course fee. Prerequisites: grade of "C" or better in all courses in the exercise physiology major, a 2.75 major GPA, successful completion of the exit interview. Provides an off-campus, supervised, practical experience in an area of student interest, such as personal training, corporate fitness, strength and conditioning, cardiac rehabilitation, or research. 3 Cr. Every Semester.

PEP 460 Administrative Practices in Sport Management (B). Prerequisite: PEP 360. Covers the management functions involved in amateur, business, services, educational and professional sports organizations. Includes topics such as busi-
ness procedures, legal and financial responsibilities, management of sporting events, health aspects, staff requirements and relationships, public relations, players recruiting and eligibility, employee relationships, and leadership techniques. 3 Cr. Spring.

PEP 461 Problems in Sports Management (B). Prerequisite: PEP 460. Considers current problems in sport management in a seminar format. Requires solution of practical problems, and visits to sport facilities to consider management problems. 3 Cr. Every Semester.

PEP 467 Internship in Sport Management (B). Course fee. Prerequisites: PEP 360, PEP 460 and PEP 461. Provides entry-level experience in a selected sport organization, including participation in its day-to-day duties and observation of higher level management operations. 6 Cr. Every Semester.

PEP 468 Internship in Sport Management (B). Course fee. Prerequisites: PEP 360, PEP 460 and PEP 461. Provides entry-level experience in a selected sport organization, including participation in its day-to-day duties and observation of higher level management operations. 9 Cr.

PEP 471 Clinical Experience in Athletic Training I (B). Course fee. Prerequisite: PES 385. Provides initial athletic training clinical experience. Focuses on the application of basic psychomotor skills involved in the prevention, management, and rehabilitation of athletic injuries and the daily operation of the athletic training room. 1 Cr. Fall.

PEP 472 Clinical Experience in Athletic Training II (B). Course fee. Prerequisites: PES 385, PES 411 and PEP 471. Provides intermediate level athletic training clinical experience. Focuses on evaluation and management of athletic injuries as well as performing daily practice and game coverage for athletic teams. 1 Cr. Spring.

PEP 473 Clinical Experience in Athletic Training III (B). Course fee. Prerequisites: PES 385, PES 411, PES 412, PEP 471 and PEP 472. Provides advanced-level athletic training clinical experience. Focuses on evaluation and management of athletic injuries as well as the application of therapeutic modalities and therapeutic exercise in the rehabilitation of athletic injuries. In addition, includes daily practice and game coverage. 1 Cr. Fall.

PEP 474 Clinical Experience in Athletic Training IV (B). Course fee. Prerequisites: PES 411, PES 412, PEP 471, PEP 472 and PEP 473. Provides advanced-level athletic training clinical experience. Focuses on organization and administrative aspects of athletic training, as well as interaction with other allied health personnel. Begins focus toward NATA certification exam. 1 Cr. Spring.

PEP 475 Clinical Experience in Athletic Training (B). Prerequisite: PEP 474. Provides advanced level athletic training clinical experience. Focuses on fulfilling clinical proficiencies in athletic training as well as preparing the athletic training student for the NATABOC certification exam. Includes on-campus and off-campus clinical sites which provide exposure to upper extremity, lower extremity, equipment intensive, and general medical experiences. 1 Cr. Spring.

PEP 476 Seminar in Student Teaching/Coaching (B). Provides the opportunity to discuss issues and problems which arise in student teaching. Also provides for coaching competencies to be met in the student teaching practicum, including such topics as planning, assessment and evaluation in a coaching environment. 2 Cr. Every Semester.

PEP 481 Instructional Strategies in Adapted Physical Education (B). Corequisite: PEP 445. Studies instructional strategies in adapted physical education. Emphasizes instruction for students with intellectual disabilities, learning disabilities, and/or behavioral/emotional disabilities. 3 Cr. Fall.

PEP 482 Adapted Physical Activity and Sport (B). Corequisite: PEP 445. Covers the effects of physical and sensory disabilities on the physical/motor performance of children and youth, and emphasizes the effects of spinal cord injuries, cerebral palsy, and auditory and visual impairments. Discusses the implications of the selection and adaptation of appropriate activities in physical education and sport. 3 Cr. Fall.

PEP 483 Early Childhood Physical Education (B). Prerequisites: PEP 441, PES 413. Involves teaching physical education to children ages birth through 5 with and without disabilities. Emphasizes developmentally appropriate practices for providing motor programs to young children. Incorporates a 15-hour field experience to supplement lectures and discussion. 3 Cr. Every Semester.

PEP 484 Introduction to Program Planning in Adapted Physical Education (B). Prerequisite: PEP 445 or permission of the instructor. Prepares students to develop a school district or agency plan for the provision of adapted physical education including consulting. The plan is built upon a selected definition and orientation to adapted physical education, legal influences, and forces impacting upon curriculum. 3 Cr. Spring.

PEP 485 Adapted Physical Education Practicum (B). Prerequisite: PEP 445. Students are required to meet established course competencies and teach a minimum of 120 clock hours. At least 70 clock hours must be under the supervision of a supervisor and/or sponsor-teacher in a structured physical
PEP 489 Adapted Physical Activity Practica: Low Incidence. Prerequisite: PEP 445. This course provides a seminar and practicum related to teaching physical education to individuals with low incidence disabilities. Practical experience includes planning, implementing, and evaluating motor programs for individuals with low incidence disabilities. Sites for practical and field experience are selected on the basis of interests and needs of students and required course objectives and outcomes. 3 Cr. Every Semester.

PEP 499 Independent Study (B). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.

LAW – SEE DEPARTMENT OF POLITICAL SCIENCE
An in-depth understanding of mathematics is of great importance to many careers in our technologically complex society. Moreover, the study of mathematics promotes analytical and critical thinking skills, and therefore is a valuable part of any program of study. The major and minor programs in mathematics are designed to provide the knowledge and skills necessary to pursue graduate study or to support career goals in a range of professions. Recent graduates who have majored in mathematics have found rewarding careers in business, teaching, computing, government, law, engineering, actuarial science and medicine. A major or minor in mathematics is a natural adjunct to the study of physics, chemistry, biology, earth science, business, economics, computer science, computational science, or the social sciences.

The department offers a major in mathematics, a minor in mathematics, and a minor in mathematics/statistics. In addition, it supports a double major in mathematics and computer science. To complete a major in mathematics, students take 10 required courses that provide a thorough foundation in several central areas of mathematics, a computer science course that emphasizes the design of algorithms, and a minimum of three advanced courses chosen to give special depth in at least one area. The two minor programs require students to take six mathematics courses that coherently complement their particular major. It is expected that the program will soon feature several specialized tracks and minors (in actuarial science, for example). Please consult the current Math Major Handbook for the most current information.

Because of the sequential nature of the study of mathematics, students should meet with the department’s advisement coordinator as soon as possible to declare a major or minor, be assigned a departmental advisor, and plan an academic program.

Please note that the information in this document is subject to change. For the latest information on our program and our courses, please contact the department.

Major in Mathematics (46 credits)

Students must complete a minimum of 42 credits in mathematics and four credits in computer science, as follows:

1. Required courses (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 201, 202, 203</td>
<td>Calculus I, II, III</td>
<td>12</td>
</tr>
<tr>
<td>MTH 255</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MTH 281</td>
<td>Discrete Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 324</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 346</td>
<td>Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 425</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 457</td>
<td>Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MTH 432</td>
<td>College Geometry (a)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Topology (a)</td>
<td></td>
</tr>
</tbody>
</table>

(a) One of MTH 430 or MTH 461 is required.

2. Computer science course

Students must complete one of the following computer science courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 101</td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>CSCI 102</td>
<td>Computer Science I</td>
</tr>
</tbody>
</table>

Students must also complete a 3-credit course in computer science or mathematics beyond the major.

3. Advanced courses

Students must complete a minimum of three advanced courses chosen to give special depth in at least one area. These courses must be numbered MTH 300 or above.
2. Elective courses (9 credits)

Nine credits in mathematics, by advisement, from courses numbered MTH 400 or higher. CSC 483 may be substituted for one of these math courses.

3. Program corequisite (computer science course):
CSC 203   Fundamentals of Computer Science I  4

Total: 46

Notes:

a) Students pursuing adolescence education certification are required by the New York State Department of Education to complete a geometry course, thus such students are recommended to select the option MTH 432 College Geometry.

b) At least three 400-level MTH courses must be taken at The College at Brockport, including at least one of the following: MTH 425, 446, or 457.

c) Students receiving elementary certification may substitute MTH 314 for one of the mathematics electives.

d) If a student wishes to fill some requirement of the major through coursework at an institution other than The College at Brockport, then the student must first obtain the approval of the department chairperson.

Students who have successfully completed a calculus course in high school may qualify for college credit for MTH 201. Qualifying students must contact the department before they register for their first calculus course at the College.

More details concerning the mathematics major, including sample programs of study and information on advisement for majors, student awards, computing facilities, library holdings, the Mathematics Club, and the Student Chapter of the Mathematical Association of America, can be found in the Mathematics Major Handbook or on the department Web site. Copies of the handbook are available in the department office.

Minor in Mathematics

Students must complete a minimum of six courses in mathematics, as follows:

1. Required courses: MTH 201 Calculus I and MTH 202 Calculus II.

2. Elective courses: Four courses in mathematics, chosen from MTH 203, MTH 255, MTH 243 or higher. Students must choose these electives only after consultation with their mathematics department advisor.

Note: At least nine credits toward the minor must be completed at The College at Brockport. If a student wishes to fill some of the requirements of the minor through coursework at an institution other than the College, then the student must first obtain the approval of the department chairperson.

Minor in Mathematics/Statistics

Students must complete either sequence A or B below.

<table>
<thead>
<tr>
<th>Sequence A</th>
<th>Sequence B</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 201   Calculus I</td>
<td>MTH 201   Calculus I</td>
</tr>
<tr>
<td>MTH 202   Calculus II</td>
<td>MTH 202   Calculus II</td>
</tr>
<tr>
<td>MTH 203   Calculus III</td>
<td>MTH 281   Discrete Mathematics I</td>
</tr>
<tr>
<td>MTH 281   Discrete Mathematics I</td>
<td>MTH 346   Probability and Statistics I</td>
</tr>
<tr>
<td>MTH 346   Probability and Statistics I</td>
<td>MTH 441   Statistical Methods I</td>
</tr>
<tr>
<td>MTH 446   Probability and Statistics II</td>
<td>MTH 442   Statistical Methods II</td>
</tr>
</tbody>
</table>
Notes:
a) MTH 281 Discrete Mathematics I can be replaced with MTH 245 Finite Mathematics.
b) At least nine credits toward the minor must be completed at The College at Brockport.
c) If a student wishes to fill some of the requirements of the minor through coursework at an institution other than the College, then the student must first obtain the approval of the department chairperson.

Certification in Mathematics
Students who wish to teach mathematics can pursue a program at The College at Brockport that leads to provisional certification. The program requires completion of a major in mathematics, and a prescribed group of professional courses offered chiefly by the Department of Education and Human Development. Students seeking certification should contact the Department of Education and Human Development as soon as possible.

Mathematics Courses

MTH 110 Introduction to Mathematics (A). (Placement for students with weak backgrounds in mathematics. Closed to students who have passed MTH 111 or 121 or higher or any statistics course.) Places major emphasis on algebraic skills, basic operations on signed numbers (decimal and fractional forms): percents; techniques for solving linear and quadratic equations and systems of equations using two variables; algebraic operations on polynomials, roots and radicals. 3 Cr. Every Semester.

MTH 111 College Algebra (A). Prerequisite: Two years of good high school mathematics, with a sufficiently high score on the Regents Math AR Exam. Closed to students who have completed more than three years of high school mathematics or MTH 122 or a calculus course. Covers algebra at the intermediate level, including operations on polynomials and algebraic fractions, solution of first- and second-degree equations, graphs of functions, logarithms and exponential functions. 3 Cr. Every Semester.

MTH 112 College Mathematics (A). Prerequisite: MTH 111 (Placement for most students with good high school mathematics background. Meets Brockport General Education Mathematics course requirement.) Develops college-level skills in algebra, geometry, data analysis, and quantitative reasoning. Practice with linear and non-linear equations, geometric problem-solving, probability, algorithms, tabular and graphic techniques, modeling real world problems. Must pass final comprehensive examination to pass course. 3 Cr. Every Semester.

MTH 122 Pre-Calculus (A). Prerequisite: Any of the following: MTH 111, MTH 112, MTH 121, or a sufficiently high score on the Regents Math B exam or on the SAT. (Closed to students who have credit for MTH 201.) Designed to prepare students for the study of calculus. Covers algebraic, exponential, logarithmic, and trigonometric functions. 3 Cr.

MTH 201 Calculus I (A). Prerequisite: MTH 122 or a sufficiently high score on the Regents Math B exam. Covers limits and continuity; derivatives and integrals of algebraic, trigonometric, exponential, and logarithmic functions; and applications of the derivative. 4 Cr.

MTH 202 Calculus II (A). Prerequisite: MTH 201 or one year of high school calculus with an appropriate AP test score. Covers techniques and applications of integration, approximation methods, Taylor polynomials, improper integrals and L'Hospital's rule, and an introduction to infinite series. 4 Cr.

MTH 203 Calculus III (A). Prerequisite: MTH 202 or two years of high school calculus with an appropriate AP test score. Covers polar coordinates, vectors and 3-space, functions of several variables, applications of partial derivatives, and multiple integrals. 4 Cr.

MTH 221 Calculus for Business, Social and Life Sciences I (A). Prerequisite: MTH 111 or MTH 121 or Regents Math above Math AR. Closed to students who have completed MTH 201 with a grade of “C” or better. Provides an introduction to calculus, with an emphasis on its applications to business and the behavioral sciences. Covers derivatives of functions of one and several variables, applied maximization and minimization problems, exponential growth and decay models, the natural logarithm function, and an introduction to integration. 3 Cr.

MTH 243 Elementary Statistics (A). Closed to students who have received academic credit for ECN 204, PSH 202, PLS 300, SOC 200, or transfer credit for an elementary statistics course at another institution. Covers the use and limitations of various statistical concepts, including frequency distributions, measures of central tendency and of variation, use of normal curve and t-tables, sampling, estimation, tests of significance for means, and correlation. 3 Cr. Every Semester.
MTH 245 Finite Mathematics (A). Prerequisite: MTH 111 or MTH 121 or a sufficiently high score on the Regents Math B exam. Closed to students who have successfully completed MTH 281. Covers linear equations, matrix algebra, linear programming, and probability theory. Uses these concepts to build mathematical models to solve problems arising in various disciplines. 3 Cr.

MTH 255 Differential Equations (A). Prerequisite: MTH 202. Covers first order differential equations and applications, second order and higher order linear differential equations, series solutions about ordinary points and the Laplace Transform. 3 Cr.

MTH 281 Discrete Mathematics I (A). Prerequisite: MTH 122 or a sufficiently high score on the Regents Math B exam. Provides an introduction to discrete mathematics. Includes these topics: propositional and predicate logic, sets, functions, matrix algebra, algorithms, valid arguments, direct and indirect proofs, mathematical induction, permutations and combinations, and discrete probability. 3 Cr.

MTH 313 Mathematics for Elementary Teachers I (A). Prerequisite: Any mathematics course that satisfies the College’s General Education requirement in College Mathematics. Open only students seeking elementary teaching certification. Includes: sets, relations, number systems, elementary number theory, algebra, and mathematical systems. Uses a problem-solving approach where appropriate. 3 Cr.

MTH 314 Mathematics for Elementary Teachers II (A). Prerequisite: MTH 313 or any MTH course numbered 201 or higher. Covers various aspects of geometry, including area, volume, coordinate and transformational geometry, probability and statistics. Emphasizes problem solving and the instructional use of calculators and computers. 3 Cr.

MTH 324 Linear Algebra (A). Prerequisite: MTH 202 and MTH 281. Covers matrices, determinants, vector spaces and subspaces, dimension, linear transformations and Euclidean vector spaces. 3 Cr. Every Semester.

MTH 346 Probability and Statistics I (A). Prerequisites: MTH 202 and either MTH 245 or MTH 281. Covers random variables and vectors, moments and moment generating functions, discrete and continuous probability distributions, and sampling distributions. 3 Cr.

MTH 363 Financial Mathematics (A). Prerequisite: MTH 202. Provides fundamental concepts of financial mathematics and prepares students for EXAM FM (Financial Mathematics) of the Society of Actuaries. Students will learn about inflation, rate of interest, stocks, bonds, and other financial instruments. 3 Cr. Spring.

MTH 399 Independent Study in Mathematics (A). To be defined in consultation with the instructor sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.

MTH 405 Mathematical Problem Solving (A). Prerequisite: MTH 202, MTH 281, and instructor’s permission. Develops problem-solving ability in mathematics. Includes how to get started, methods of proof, devising a strategy, and “looking back.” Places strong emphasis on critical reasoning and clarity of written expression. 3 Cr.

MTH 412 History of Mathematics (A,Y). Prerequisite: MTH 202 and either MTH 245 or MTH 281. Covers the history and development of mathematical ideas from primitive origins to the present. Includes topics such as arithmetic, number theory, geometries, algebra, calculus, and selected advanced topics. 3 Cr. Spring.

MTH 420 Mathematics for Adolescence Teachers (A). Prerequisite: MTH 432. Analyzes the adolescence mathematics curriculum (grades 5-12) from an advanced prospective. Topics include algebra, geometry, data analysis, statistics, trigonometry, discrete mathematics, and calculus. Students will examine their own understanding of these topics as well as examine the theoretical underpinning of each. 3 Cr.

MTH 421 Number Theory (A). Prerequisites: MTH 202 and MTH 281. Topics include but are not limited to: mathematical induction, divisibility, primes, arithmetic functions, congruencies, modular arithmetic, Diophantine problems and the distribution of primes. 3 Cr.

MTH 425 Modern Algebra (A). Prerequisites: MTH 203 and MTH 324. Provides a study of algebraic systems, with special attention to groups and their classification properties. Emphasizes theory and proofs, but clarifies the ideas by means of specific examples involving modular arithmetic, real and complex numbers, permutations, and matrices. Requires extensive writing. 3 Cr. Every Semester.

MTH 426 Modern Algebra II (A). Prerequisite: MTH 425. Covers topics such as rings, ideals, fields and further group theory. Course requires extensive proof writing. 3 Cr.

MTH 429 Topics in Algebra (A). Prerequisite: Instructor’s permission. Addresses specific topics in abstract algebra not covered in other courses. A list of topics to be covered will be announced before course is offered. 3 Cr.

MTH 430 Topology (A). Prerequisite: MTH 281. Provides a study of topologies on various spaces.
Emphasizes theory, abstraction, proof techniques and clarifies these by means of many specific examples. Bridges topics such as geometry, analysis and algebra. Topics include, but are not limited to set theory, continuous functions, connectedness, compactness, and separation. 3 Cr.

MTH 432 College Geometry (A). Prerequisite: MTH 324. Provides a study of geometry from the synthetic, analytic, transformational, and vector viewpoints. Includes these topics: axiomatic systems, finite geometries, absolute geometry, Euclidean geometry, non-Euclidean geometries, geometric transformations, and projective geometry. Requires extensive writing. 3 Cr.

MTH 439 Topics in Geometry (A). Prerequisite: Instructor’s permission. Addresses specific topics in geometry and topology not covered in other courses. A list of topics to be covered will be announced before course is offered. 3 Cr.

MTH 441 Statistical Methods I (A). Prerequisite: MTH 243 or MTH 346. Covers estimation, hypothesis testing, simple regression, categorical data, and non-parametric methods. Uses statistical analysis software. 3 Cr.

MTH 442 Statistical Methods II (A). Prerequisite: MTH 441 or instructor’s permission. Covers one and two-way analysis of variance, multiple regression, experimental design and linear models. Uses statistical analysis software. 3 Cr.

MTH 443 Sampling Methods II (A). Prerequisite: MTH 442 or equivalent elementary statistics course. Introduces the concepts and techniques in statistical sampling having applications to sample surveys used in a variety of disciplines. Covers the estimation of means, totals and proportions, calculation of variance of estimates and sample size determinations when using simple random sampling, stratified sampling, cluster sampling and systematic sampling methods. 3 Cr.

MTH 446 Probability and Statistics II (A). Prerequisites: MTH 203 and MTH 346. Covers the Central Limit Theorem, maximum likelihood estimation, unbiased and sufficient statistics, minimum variance, confidence intervals, Neyman–Pearson Lemma, power calculations, and likelihood ratio tests. 3 Cr.

MTH 449 Topics in Applied Mathematics (A). Prerequisite: Instructor’s permission. Addresses specific topics in probability, statistics, applied analysis, and numerical methods not covered in other courses. A list of topics to be covered will be announced before course is offered. 3 Cr.

MTH 453 Actuarial Problem Solving (A). Prerequisite: MTH 346 or instructor’s permission. Introduces students to Actuarial Science, emphasizes the development of strong problem solving skills in preparation for the Exam P (Probability) of the Society of Actuaries. 3 Cr.

MTH 456 Advanced Differential Equations (A). Prerequisites: MTH 255, MTH 324 or some exposure to matrix theory. Covers series solutions about singular points, systems of linear first-order differential equations, plane autonomous systems, Fourier series, Sturm–Liouville problems, partial differential equations of physics including the heat, wave and Laplace equation. 3 Cr.

MTH 457 Real Analysis (A). Prerequisite: MTH 203 and MTH 324. Provides a study of functions of a real variable. Emphasizes theory, proof techniques, and writing skills. Includes: real numbers, denseness of the rational numbers, convergence of sequences of real numbers, Cauchy sequences, Bolzano–Weierstrass theorem, continuous functions, uniform continuity, differentiable functions, and integrable functions. Enhances understanding of the topics through a series of required writing tasks. 3 Cr.

MTH 459 Topics in Analysis (A). Prerequisite: Instructor’s permission. Addresses specific topics in real and complex analysis not covered in other courses. A list of topics to be covered will be announced before course is offered. 3 Cr.

MTH 461 Deterministic Mathematical Models (A,Y). Prerequisite: either MTH 245 or MTH 281 or instructor’s permission. Teaches applied mathematics techniques to be used in engineering, business, finance and other management fields. Topics covered include linear programming, sensitivity analysis, the simplex method, shortest path method, integer linear programming and network models. 3 Cr.

MTH 462 Stochastic Mathematical Models (A,Y). Prerequisite: MTH 346. Teaches applied mathematics techniques to be used in engineering, business, finance and other management fields. Topics covered include project scheduling, decision theory, simulation, risk analysis, multicriteria decision problems, inventory and queuing models, forecasting, dynamic programming and Markov analysis. 3 Cr.

MTH 463 Graph Theory (A). Prerequisite: MTH 324 or instructor’s permission. An introduction to graph theory, including distance concepts, symmetry and structure, trees and connectivity, Eulerian and Hamiltonian Graphs, planar graphs and embeddings, and applications of graphs. 3 Cr.

MTH 465 Combinatorics (A). Prerequisite: MTH 324. An introduction to combinatorics, including basic counting techniques involving permutations, combinations, compositions, and partitions; binomial coefficients; the twelve-fold way; recursions and generating functions. Other topics may
include a more advanced study of permutations, sequences in combinatorics, magic squares, the probabilistic method, etc. 3 Cr. Spring.

**MTH 471 Numerical Analysis I (A).** *Prerequisites:* MTH 203. Provides a survey of methods used to numerically approximate the solutions of a variety of mathematical problems. Covers the generation and propagation of round-off errors, convergence criteria, and efficiency of computation. Includes: roots of non-linear equations, systems of linear or non-linear equations, polynomial approximations, and an introduction to numerical differentiation and integration. Mathematical software, such as MAPLE, will be used. 3 Cr.

**MTH 481 Discrete Mathematics II (A).** *Prerequisites:* MTH 201 and MTH 281. A second course in discrete mathematics. Includes: study of algorithms, recurrence relations, inclusion-exclusion principle, partial order and equivalence relations, graph theory, and trees. 3 Cr. Every Semester.

**MTH 492 Mathematics Internship (A).** Allows for a supervised experience in applying mathematical skills and techniques in a practical work environment. Requires projects that may include applications in business, the social sciences, or physical sciences. A maximum of three credits can be applied toward the mathematics major. 1-6 Cr.

**MTH 499 Independent Study in Mathematics (A).** To be defined in consultation with the instructor/sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.
Additional military training available through participation in the program includes Airborne School, Air Assault School, Northern Warfare School, Army Nurse Training, etc. Other typical activities include marksmanship, land navigation, water operations, survival strategies, force-on-force exercises, rappelling, leadership reaction/confidence/obstacle courses, military formals, and a battle staff ride. Merit-based scholarships are available to interested and qualified students on a competitive basis. Scholarships pay for full tuition and academic fees (or room and board up to $5,000 per semester), plus a flat rate for textbooks valued at $600 each semester.

The department offers minors under two options.

**Option 1—Academic Minor in Military Science and US Army Officer’s Commission**

(a) **Lower Division Course Prerequisites for the minor:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSC 101</td>
<td>Leadership and Personal Development</td>
<td>2</td>
</tr>
<tr>
<td>MSC 102</td>
<td>Foundations in Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MSC 201</td>
<td>Innovative Tactical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MSC 202</td>
<td>Leadership in Changing Environments</td>
<td>3</td>
</tr>
<tr>
<td>MSC 310</td>
<td>Survey of American Military History</td>
<td>3</td>
</tr>
<tr>
<td>HST 327</td>
<td>American Military Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

(b) **Elective Courses:**

- Two approved three-credit liberal arts core courses with grades of “C” or better

Total: 22

**Option 2—US Army Commissioning Program**

(a) **Prerequisites:**

- Written permission from the Department of Military Science chair
- Intent to contract with US Army

Lower Division Course Credit (see Note 1 for alternatives)

(b) **Required Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSC 103/104</td>
<td>Military Fitness and Conditioning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Contracted cadets are required to take MSC 103 (fall) or</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MS 104 (spring) each semester enrolled; each session earns</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1 credit</strong></td>
<td></td>
</tr>
<tr>
<td>MSC 301</td>
<td>Adaptive Team Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MSC 302</td>
<td>Leadership Development and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MSC 401</td>
<td>Developing Adaptive Leaders</td>
<td>4</td>
</tr>
<tr>
<td>MSC 402</td>
<td>Leadership in a Complex World</td>
<td>4</td>
</tr>
<tr>
<td>MSC 310</td>
<td>Survey of American Military History</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 24

(c) **Notes:**

1. There are four alternatives for receiving Lower Division course credit.
   1) Successfully complete MS 101, MS 102, MS 201, and MS 202.
   OR
   2) Successfully complete a five-week summer training program (Leadership Training Course), conducted off campus; all expenses paid by the Department of Military Science.
   OR
   3) Prior military service participation (honorable), which includes the successful completion of military basic training.
   OR
4) Completion of a special accelerated “compression” program of study.

2. Applicants for commissioning will complete the Leadership Development Advance Course (off-campus) following their junior year.

**Military Science Courses**

**MSC 101 Leadership and Personal Development (A)**. Introduces students to the personal challenges and competencies critical for effective leadership. Students learn how personal development of life skills such as goal setting, time management, physical fitness and stress management relate to leadership, officership and the Army profession. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Classes meet for one hour of classroom instruction and two hours of leadership lab per week. Students incur no military obligation. Meets GEP 100 requirement. See Option 1 Academic Minor MSC 101. 2 Cr.

**MSC 102 Foundations in Leadership (B)**. Provides an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Explores dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on and interactive exercises. Classes meet for one hour of classroom instruction and two hours of leadership lab per week. Students incur no military obligation. 2 Cr.

**MSC 103 Military Fitness and Conditioning (B)**. Provides skills necessary to develop a balanced military-type fitness program for a group while maintaining focus on the individual’s needs and progression. Also provides an understanding of the whole-body fitness and conditioning principals used by the Army. Helps students develop skills necessary to plan, implement, evaluate and manage a military fitness program. Students incur no military obligation. 1 Cr. Fall.

**MSC 104 Military Conditioning Lab (B)**. Provides hands-on application of the Army whole body fitness concept. This progressive program enhances strength, flexibility and endurance. Requires participation in group organization activities, cardiovascular training, muscle strengthening exercises and agility events contained in Army Field Manual 21-20. Includes monthly fitness tests to measure individual progression. Students incur no military obligation. 1 Cr. Spring.

**MSC 201 Innovative Tactical Leadership (B)**. Explores dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Students practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises. Focuses on the continued development of the knowledge of leadership values and attributes, through an understanding of rank, uniform, customs and courtesies. Classes meet for two hours of classroom instruction and two hours of leadership lab per week. Students incur no military obligation. 3 Cr.

**MSC 202 Leadership in Changing Environments (B)**. Examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Develops greater self-awareness as students practice communication and team-building skills. Contemporary Operating Environment case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Classes meet for two hours of classroom instruction and two hours of leadership lab per week. Students incur no military obligation. 3 Cr.

**MSC 203 Leaders’ Training Course (B)**. Provides practical leadership for students with little or no military experience in a four-phased course. Phases 1 and 2 focus on individual skill and confidence building exercises used to create a foundation for later learning. Phase 3 utilizes physical and mental obstacles to challenge students and evaluate their leadership potential. Phase 4 provides each student with personal feedback from their team of instructors. 4 Cr. Summer.

**MSC 301 Adaptive Team Leadership (B)**. **Pre-requisite: MSC 202.** Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical-thinking skills. Cadets receive systematic and specific feedback on their
leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities. Classes meet for three hours of classroom instruction and two hours of leadership lab per week. 1-4 Cr.

**MSC 302 Leader Development and Assessment (B).** Prerequisite: MSC 301. Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development Assessment Course (LDAC). Cadets are expected to apply basic principles to Army training, and motivation to troop-leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency of operation orders. Classes meet for three hours of classroom instruction and two hours of leadership lab per week. 1-4 Cr.

**MSC 303 Leadership Development and Assessment Course (B).** Formalized evaluation of leader behavior during an intense, five-week training program with emphasis on proficiency in military skill, teamwork and leadership. Students are stressed in a time-constrained environment to accomplish complex tasks while leading a small team of students and managing scarce resources. At the conclusion of each evaluated task, and in summation at the completion of the course, each student receives personalized performance counseling. 6 Cr. Summer.

**MSC 310 Survey of American Military History (A).** Does not count toward the major in history or fulfillment of General Education requirements for history. Focuses on a narrative of American military history following a chronological format. Emphasizes the application of American military combat power in regards to governmental decisions, and domestic and foreign relationships concerning the United States. Class discussions and course work also cover the impact of technology on war, civil and political-military relationships, growth and the overall organization of the American armed forces and impact of its use on United States and world history. 3 Cr. Every Semester.

**MSC 401 Developing Adaptive Leaders (B).** Prerequisites: MSC 301; MSC 302 and one of HST 327, HST 355, HST 356, HST 362, HST 417 or HST 419. Develops cadet proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare cadets for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train and develop subordinates. Classes meet for three hours of classroom instruction and two hours of leadership lab per week. 1-4 Cr.

**MSC 402 Leadership in a Complex World (B).** Prerequisites: MSC 401, MSC 301 and MSC 302. Explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-governmental organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios and “What Now, Lieutenant?” exercises are used to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Classes meet for three hours of classroom instruction and two hours of leadership lab per week. 1-4 Cr.

**Other Military Training - United States Air Force ROTC**

Air Force ROTC is available to all full-time students through cross-registration with Rochester Institute of Technology (RIT). Details concerning Air Force ROTC classes and scholarships may be obtained by calling RIT at (585) 475-5196.
Music Course Offerings

1101 Tower Fine Arts Building
(585) 395-2496

Associate Professor: William Hullfish, Jr., EdD, SUNY Buffalo; Assistant Professor: Natalie Sarrazin, PhD, University of Maryland; Lecturers: Elizabeth Banner, MALS, The College at Brockport; Carol Brown, MM, Arizona State University; Mark A. Olivieri, PhD, University of Buffalo; Lara Sipols, MM, Mannes College of Music; Herbert Wise, PhD, Eastman School of Music.

The College offers classes in applied music, music theory, music history and music appreciation, both to fulfill a music minor and general education requirements. Interested students may participate in musical ensembles.

A unique collaboration has been developed with Rochester Philharmonic Orchestra, which includes RPO performances on the College at Brockport campus; an RPO member teaching a music course on campus and invited musicians presenting lecture-demonstrations. Music courses also serve as a component of the arts for children program. Music classes and the music minor are offered by the Department of Theatre.

Requirements for Music Minor:
For admission to the music minor program, students must pass a pretest or successfully complete MUS 105 Introduction to Music.

Music Minor

<table>
<thead>
<tr>
<th>Theory Courses (6 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 305 Theory I (3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 306 Theory II (3)</td>
<td></td>
</tr>
</tbody>
</table>

Music History (6 credits):

Required:

| MUS 112 World Music (3)   | 6       |
| MUS 210 Music Appreciation (3) |

Choose 3 credits from:

| DNS 232 African Music and Drumming (3) |
| MUS 413 American Music (3)             |
| MUS 414 American Musical Theatre (3)   |
| MUS 485 American Folk Music (3)        |
| MUS 399 Independent Study (1-3) on music history topic |
| MUS 499 Advanced Independent Study (1-3) on music history topic |

Applied Music (4 credits):

| MUS 135 Class Piano I (2)   |
| MUS 139 Class Voice I (2)   |
| MUS 235 Class Piano II (2)   |
| MUS 335 Advanced Piano Class (2) |
| MUS 339 Class Voice II (2)   |
| MUS 399 Independent Study (2) applied music with approved private instructor |
| MUS 499 Advanced Independent Study (2) applied music with approved private instructor |

Ensemble (2 credits)*:

| MUS 320 Brockport Chorus (1) |
| MUS 322 Gospel Choir (1)    |
| MUS 323 Xylophone Ensemble (1) |
Music 325

MUS 323 Recorder Ensemble (1)
MUS 323 Instrumental Ensemble (1)
MUS 399 Independent Study (1)

with approved instrumental ensemble

Total credits required for music minor: 18

* Music minors must participate in an ensemble for a minimum of two semesters. Maximum amount of credit for ensemble participation is two credits. Students may take ensemble for no credit.

Interdisciplinary Arts for Children: Music Speciality

Students seeking an interdisciplinary major in arts for children with a specialty in music are required to complete a 48 credit program consisting of (1) two interdisciplinary courses, IAC 280 Introduction to Related Arts for Children, and IAC 491 Seminar in Arts for Children; (2) a music specialty of 21 credits; and (3) a 21-credit block consisting of two courses in each of the other three arts and one approved elective. Students wishing a major in interdisciplinary arts for children with a music specialty must pass the entrance audition — performance in voice or an instrument at NYSSMA level IV or above. A minimum grade of “C” must be maintained in all required courses.

For detailed information and a comprehensive listing of courses required in this specialty area, refer to the section Arts for Children - Interdisciplinary Major in this catalog.

Department of Music Courses

MUS 100 Fundamentals of Music for Dance (A).
Provides a study of rhythm and elements of music. Explores the significance of “time” in movements and its importance to rhythmic phrasing in music and dance. 2 Cr.

MUS 105 Introduction to Music (A,P).
Open to all students. Required of Arts for Children majors. No musical background required. Covers music fundamentals, such as reading music in treble and bass clefs, keyboard, scales, intervals, and chords. Also includes a performance component in which students learn to perform rhythm patterns and play the recorder. 3 Cr. Every Semester.

MUS 112 World Music (A,F,O).
Examines the universal principles that connect music around the world. Includes the music of India, Africa, Japan, South America, the United States and Europe. Includes a unit on the contribution of women composers. 3 Cr. Every Semester.

MUS 135 Class Piano I (B).
Provides students an opportunity to continue the skills developed in Class Piano I. Emphasis will be on further mastery of the keyboard through increased technical abilities such as sight-reading, improvisation and harmonization. By the end of the course students will be able to play all major scales and minor scales on white keys, 2 octaves, hands together and all

MUS 201 Computers and Music (A).
Provides an introduction to computer basics and hands-on experience with music software. Explores computers as used by musicians and artists. Emphasizes sound analysis and digital music production. Surveys electronic and computer music. 3 Cr. Every Semester.

MUS 210 Music Appreciation With the RPO (A,F).
Open to all students; no musical background required. Explores the inner world of orchestral music contra-bassoon; 3 Bs of classical music; contemporary composers; and the influence of changing historical, social, and artistic trends on the orchestra. Studies the use of Howard Gardner’s Theory of Multiple Intelligences in learning music. Examines the influence of other cultures upon Western music. Helps students to become educated and discriminating listeners through guided listening and required attendance at Rochester Philharmonic Orchestra concerts. 3 Cr. Every Semester.

MUS 235 Class Piano II (A).
Provides students an opportunity to continue the skills developed in Class Piano I. Emphasis will be on further mastery of the keyboard through increased technical abilities such as sight-reading, improvisation and harmonization. By the end of the course students will be able to play all major scales and minor scales on white keys, 2 octaves, hands together and all
white key major and minor arpeggios. Repertoire will focus on pieces by great masters at the late elementary or early intermediate levels and will stress hand independence, a broader choice of articulation, a wider dynamic range, scale passages, chords in root and inverted position and 7th chords. 2 Cr. Fall.

MUS 278 Afro-American Music and Culture (A). Cross listed as AAS 278. Provides a basic history of African-American music and related aspects of theatre, dance, and literature from the 17th century to the present. 3 Cr. Fall.

MUS 300 Music for Dance (A). Emphasizes the correlation between rhythm and dynamics in music and movement, and rhythmic notation in relation to dance. Studies musical techniques needed to provide percussion accompaniment for dance movement. Provides some analysis of simple musical forms, and an introduction to music resources for the dance. 3 Cr.

MUS 305 Music Theory I (A). Music Theory I has written exercises in the basic harmonic system, melodic principles of part-writing, the chorale and four-part writing in root position and in inversions, secondary dominants and modulation. It also contains exercises in rhythmic, melodic, and simple harmonic ear-training. 3 Cr. Fall.

MUS 306 Music Theory II (A). Music Theory II is a continuation of Music Theory I and begins with exercises in chromatic harmonic, including secondary dominants, jazz and popular harmony, modulation and beginning counterpoint. Students will use computer notation software (Sibelius) in completing assignments for the course. Advanced ear-training in rhythmic, melodic, and harmonic dictation is included. 3 Cr. Spring.

MUS 320 Brockport Chorus (B). Includes performance of standard choral works from many styles and periods. 1 Cr.

MUS 321 Vocal and Instrumental Jazz Ensemble (B). Includes performance of instrumental and vocal jazz. Provides an instruction in improvisation, stylistic elements, and historical background. 1 Cr.

MUS 322 Gospel Music I (B). Cross-listed as AAS 322. Provides a basic history of black American gospel music and its relationship to contemporary music form; and includes performances of Gospel Music. 1 Cr.

MUS 323 Instrumental Ensemble (A). Instrumental ensemble acts as a blanket course for small chamber ensembles (e.g. recorder ensemble, saxophone quartet, etc.) and large ensembles such as a community band, community jazz ensemble, Brockport Symphony Orchestra, etc. 1 Cr. Every Semester.

MUS 335 Advanced Piano Class (B). Allows development of more advanced skills in piano performance techniques, including pedaling, phrases and fingering, and study of polyphonic and homophonic styles. 2 Cr. Fall.

MUS 339 Class Voice II (A). Studies standard vocal repertoire, improvement of technical vocal problems through performance, and stage awareness. 2 Cr. Every Semester.

MUS 399 Independent Study in Music (A). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.

MUS 401 The Films and Film Music of India (A). Uses film to examine the culture and music of India. Introduces Indian films, popular music genres, and use of melodrama and emotion in narrative development and as an expression of the Indian psyche. Adopts critical approaches for looking at the representation of India through cinema, music, and constructions of mainstream and marginalized identities (gender, caste, religion), narrative formulas, song picturizations, theatrical characterizations, and spectacle. 3 Cr. Spring.

MUS 413 American Music (A). Provides a study of representative music styles and idioms of North America from Colonial times to the present; analysis of visual and aural, structural and stylistic characteristics of the music; and recognition of important composers and musicians who contributed to the development of American music. 3 Cr.

MUS 414 American Musical Theatre (A). Surveys the American musical theatre, including Broadway shows, through investigation of its form. Provides analyses, discussions, viewing and research of selected works to serve as a basis for a more aware listening technique. 3 Cr.

MUS 420 Music Literature for Dance (A). Prerequisites: MUS 300. Provides a study of musical literature with particular reference to interrelationships between dance and music; a historical survey; selection of music for dance; and Western classical, jazz, and world music resources. 3 Cr.

MUS 455 Music Resources for Dance (A). Prerequisite: MUS 300. Explores music materials and resources for use in choreography; techniques of taping and creating taped collages for production; and concerns for original scores. Analyzes musical forms and rhythmic structure; and historical styles of music. 3 Cr.

MUS 485 American Roots Music (A). Takes a performance approach to the history, styles, and repertoire of North-American folk music. Allows students to learn approximately 100 folk songs, covering all geographic regions, from performances
Nursing 327
by the instructor, guest artists, members of the class, films, and recordings. Especially recommended for arts for children, recreation and leisure, education, and music education majors. 3 Cr.

MUS 487 Music and the Child (A). Prerequisite: MUS 105. Covers current approaches in using music with children and ways in which music can contribute to the total growth of the child. Explores existing vocal and instrumental materials suitable for children, creating original songs, rhythmic games, and sound stories. 3 Cr. Spring.

MUS 499 Independent Study in Music (A). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.

DEPARTMENT OF NURSING
B361 Tuttle North
(585) 395-2355

Chair and Associate Professor: Linda Snell, DNS, SUNY Buffalo; Associate Professors: Margie Lovett-Scott, EdD, SUNY Buffalo; Kathleen Peterson-Sweeney, PhD, University of Rochester; Assistant Professors: Zara R. Brenner, MS, University of Rochester; Tamala David, PhD, University of Rochester; Susan Glose, PhD, University of Rochester; Elizabeth Heavey, PhD, SUNY Buffalo; Mary Kozub, PhD, Indiana University; Nancy Iafrati, MS, St. John Fisher College; Patricia Lee Sharkey, MS, SUNY Buffalo; Joanne Stevens, PhD, University of Rochester; Lecturers: Connie Lawrence, MS, The College at Brockport; Pamela Reamer, MS, The College at Brockport; Jennifer Elseta Reid, MS, Nazareth College; Marcia Wieczorek, BSN, The College at Brockport.

Philosophy
The curriculum of the Department of Nursing is derived from the program's mission, purpose, objectives and organizing framework. The philosophy describes the faculty's beliefs concerning the purpose of nursing, the focus of baccalaureate nursing education, and the expectations for program graduates.

The philosophy of the Department of Nursing states that:

The faculty of the Department of Nursing at The College at Brockport believes that education is a lifelong process which fosters the cultural, psychosocial and intellectual development of the individual. The faculty fully support the Mission of the College, recognizing that students bring to the educational setting a diversity of abilities, motivations, experiences and cultures. Accordingly, opportunities are provided, which allow each individual to build on past knowledge and experience and to develop within the educational philosophy of the State University of New York.

Nursing is a profession, science and art with the primary purpose of facilitating clients (individuals, families and communities) to retain, attain and maintain an optimal level of wellness through purposeful interventions. The faculty believe that clients are a composite of physiological, psychological, developmental, sociocultural and spiritual dimensions. Professional nurses utilize the nursing process to manage care of clients throughout the life cycle. Nurses work independently and in collaboration with other health professionals.

Nursing education utilizes knowledge drawn from nursing, the liberal arts, sciences and humanities. Nursing curricula emphasize the development of concepts and skills that are essential to nursing practice, leadership and research, and foster the development of critical thinking. Students are active, responsible participants in the learning process.

The faculty believe that baccalaureate education serves as the foundation for graduate study and continuing professional and personal growth.
Baccalaureate Nursing Program

*Please note that the Department of Nursing has two separate nursing programs – one program for undergraduate students who are studying to become nurses, and one program for registered nurses working towards a baccalaureate degree in nursing. Admission requirements, prerequisite course requirements, course schedules and some course requirements are different for the two programs. If you are already a registered nurse, please review the section later in this catalog specifically for registered nurses. For all prospective students, there is more detailed information on our Department of Nursing Web site.

Nursing is one of the most rewarding and challenging health care professions. The baccalaureate nursing program at The College at Brockport prepares our graduates to use the nursing process and interpersonal/critical thinking skills to provide health care to clients, families and groups of all ages and in all settings. The program also prepares the graduate to interpret and promote professional nursing and to accept responsibility for personal and professional growth.

The nursing program is accredited by the Commission on Collegiate Nursing Education and the New York State Department of Education. The College is a member of the American Association of Colleges of Nursing. The Program is designed to help students become scientifically and humanistically prepared to become professional nurses, and it provides a foundation for graduate study in nursing.

Beginning practitioners are most frequently employed in either hospital or community settings. Hospitals offer challenging opportunities for the baccalaureate graduate as do long-term health care facilities. In the community, nurses are employed by public health departments, health maintenance organizations, community and migrant health centers, outpatient clinics, physician’s offices, voluntary health organizations and hospices. Increasingly, nurses have opportunities to participate in entrepreneurial endeavors as independent health care providers. The armed services also offer excellent career opportunities for graduates.

The nursing curriculum involves classroom, field and clinical experience in nursing theory and practice. The curriculum uses a variety of teaching modalities. Students are expected to assume an active role in the learning process and are responsible for achieving learning outcomes. The focus on learner responsibility lays the foundation for the graduate’s assuming accountability for professional practice and continued individual growth.

For students preparing for licensure as a nurse: Achievement of a grade of 75 or better in all nursing courses is required for continued progression through the nursing program. Successful completion of the following courses is required for graduation:

- NUR 321 Introduction to Pharmacology
- NUR 328 Medication Administration and Techniques
- NUR 342 Foundations for Professional Practice for Nursing
- NUR 343 Foundations for Professional Practice for Nursing Clinical
- NUR 344 Health Assessment
- NUR 345 Health Assessment Laboratory
- NUR 346 Adult Response to Health Stressors I
- NUR 347 Adult Response to Health Stressors I Clinical
- NUR 348 Childbearing Family and Women’s Health
- NUR 349 Childbearing Family and Women’s Health Clinical
- NUR 350 Adult Response to Health Stressors II
- NUR 351 Adult Response to Health Stressors II Clinical
- NUR 440 Psychiatric/Mental Health Nursing
- NUR 441 Psychiatric/Mental Health Nursing Clinical
- NUR 442 Critical Care Nursing
- NUR 443 Critical Care Nursing Clinical
- NUR 444 Community Health Nursing
- NUR 445 Community Health Nursing Clinical
- NUR 446 Child and Adolescent Responses to Health Stressors
NUR 447  Child and Adolescent Responses to Health Stressors Clinical
NUR 451  Contemporary Issues in Nursing Leadership and Management
NUR 478  Problem Solving in Nursing
NUR 479  Problem Solving in Nursing
NUR 495  Senior Nursing Seminar
PRO 310  Research: Process and Critique

Curriculum and program requirements are subject to change as necessary. Students should consult the department Web site for current information.

Clinical experiences provide students with an opportunity to apply theory in the following areas of nursing: adult health, mental health, child health, maternal child health, critical care, and community health. Clinical experiences involve either day or evening hours, depending on the agency and the specialty area. In addition to keeping Tuesdays and Thursdays free of all other commitments, students may need to adjust their schedules to accommodate clinical class schedules.

Requirements for a Bachelor of Science in Nursing
To qualify for the degree of Bachelor of Science in Nursing, students must complete all nursing course requirements, and achieve and maintain a cumulative grade of 75 in each nursing course. Students are also responsible for meeting the General Education requirements of the College. All degree requirements must be completed within five years after beginning the clinical component of the major.

Admission to the Program
Admission policies provide an opportunity for a baccalaureate education in nursing to qualified students in each of three groups: 1) students enrolled in this College, 2) transfer students from other colleges and universities, and 3) registered nurses. The Department of Nursing is limited in the number of students it can accept for clinical placement. Affiliating agencies require strict faculty-student ratios. Admission criteria are subject to change and extenuating circumstances require departmental review of written requests. Consult the Department of Nursing Web site for current information.

Minimum Criteria for Admission:
1) a cumulative college grade point average of 2.75 by the end of fall semester of sophomore year;
2) junior status with a minimum of 54 non-nursing liberal arts credits;
3) current CPR (Basic Life Support for the Professional Rescuer) certification through the American Red Cross or Health Provider course through the Heart Association);
4) satisfactory professional references, personal statement and health form;
5) completion of an application to the Department of Nursing during the applicant’s sophomore year and acceptance by The College at Brockport. (Please note, these are two separate applications.) Refer to the Department of Nursing Web site for the deadline date for the Nursing application.
6) achievement of a “C” or better in all nursing prerequisites; and
7) completion of all but two prerequisites by May of the year the student plans to start the nursing program. The maximum number of prerequisite courses that can be taken in the summer is two.

The College at Brockport Students—Freshmen
Admission to nursing is competitive. There is no guarantee of admission to the nursing program. There is a separate application process for nursing and this must be submitted during the applicant’s sophomore year. Students must have a 2.75 GPA by the end of the fall semester of their sophomore year to be considered for admission to the nursing program and maintain this average as they continue to complete their course work. Admission GPA’s will be calculated
including all previous coursework completed at other institutions and coursework completed at this institution. Please note that the deadlines mentioned above are strict deadlines. If you miss a deadline your application will be delayed for another year. Refer to the Department of Nursing Web site for the exact date the application is due.

Students must document successful completion of all admission criteria in their application. All applications are reviewed by the Admissions Committee early in the spring semester and students will then be notified about acceptance into the nursing program.

**Transfers**

Students who have been accepted to the College as a transfer must apply directly to the Department of Nursing for admission to the nursing program. All admission criteria must be met before acceptance into the Program can be granted. Acceptance into the program is on a space-available basis. There is no guarantee of admission to the nursing program. Please note that the deadlines mentioned above are strict deadlines. If you miss a deadline your application will be delayed for another year. Refer to the Department of Nursing Web site for the exact date the application is due.

**Required Prerequisite Courses**

All students must complete the following courses (or their equivalent) prior to admission to the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology I, II</td>
<td>6–8</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry (not a preparatory course)</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Development Assessment or Psychology (must cover entire lifespan from birth to death)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25–27</td>
</tr>
</tbody>
</table>

Prerequisite and corequisite requirements may undergo change. Contact the Department of Nursing for current information.

**Student Health Requirements**

Because of the special demands of the nursing program and the need to protect patients and students, junior and senior students in the nursing program are required to have a physical examination and prescribed lab tests prior to the start of the school year. The health form may be obtained from the Office of Undergraduate Admissions or the Department of Nursing. A current, complete health form including the prescribed lab tests must be on file in the Department of Nursing by the date specified in the admission letter in order for the student to participate in clinical learning experiences. Nursing students are required to discuss with their nursing faculty advisors any health factors that may affect their capacity to perform as professional nurses. (Note: New York State Department of Health and individual health care agencies also require additional protective measures prior to caring for patients. Presently, health care agencies require a positive rubella titer, a tine test or PPD, and Hepatitis B vaccination or its declination.)

**Transportation**

The majority of the clinical facilities are located in Rochester, 16 miles east of The College at Brockport campus. Transportation to and from clinical sites is the student’s responsibility. Students entering senior year must have a valid NYS driver’s license and have access to their own car. It is not possible for students to share rides with other nursing students to all clinical sites.

**Uniforms**

Uniforms must be purchased before the beginning of the junior year. Students accepted into the program are advised concerning arrangements for fittings and costs.
Requirements for RN Licensure
Graduates of this nursing program meet the education requirements for admittance to the RN licensure exam; however, there is a requirement that the applicant be of “good moral character,” and a fee must be paid for the test. On the application for the test, the applicant is required to truthfully answer the following questions:

- Have you ever been convicted of a crime (felony or misdemeanor) in any state or country?
- Are charges pending against you for a crime (felony or misdemeanor) in any state or country?
- Have you ever been found guilty of professional misconduct, unprofessional conduct or negligence in any state or country?
- Are charges pending against you for professional misconduct, unprofessional conduct or negligence in any state or country?

If the answer to any of the questions is yes, the applicant must offer full explanation and establish his/her good moral character with the State Education Department.

Any student charged with or convicted of a crime (felony or misdemeanor) before or after admittance to the nursing major must discuss their situation individually (and confidentially) with the chair of the Department of Nursing to assess the impact of this on the student’s eventual ability to be licensed as a RN. The chair will assist the student in the proper procedure to report his/her situation to the New York State Department of Education. The Department of Nursing takes no responsibility for lack of employability of program graduates.

In addition, some clinical agencies affiliated with the Department of Nursing may require background checks on nursing students before allowing them to participate in clinical activities. Agency requirements concerning the results of background checks are not under the control of the Department of Nursing and may be subject to change without notice.

If the result of a background check blocks a student from participation at certain clinical sites, the student may be unable to successfully complete clinical course requirements of the Department of Nursing. Inability to successfully complete the clinical course requirements will result in failure of the clinical course and requires dismissal from the nursing program.

Registered Nurses – RN to BSN Fast-Track Program
The College at Brockport offers a specially designed program to assist the working RN in completion of a baccalaureate degree in nursing. Classes are held on campus and/or at local health care institutions one evening/week.

Registered nurses should apply to the College for admission and then apply directly to the Department of Nursing for admission to the nursing program. Admission is on a space-available basis. RN students should note that a maximum of 64 credits may be transferred from the associate’s degree level.

For further information concerning opportunities for transfer credit and credit by exam, please see our Department web page or contact the Department of Nursing. Diploma graduates, please make an appointment to discuss your individual situation.

Achievement of a grade of 75 or better in all nursing courses is required for continued progress through the nursing program. If you graduated from an accredited Community College School of Nursing you will receive 30 credits of nursing credits towards completion of the 54 nursing credits required for graduation from The College at Brockport with a BSN. Successful completion of the following courses (plus College General Education course requirements) is required for graduation from the RN to BSN program:
NUR 321  Introduction to Pharmacology
NUR 344  Health Assessment
NUR 345  Health Assessment Clinical
NUR 451  Contemporary Issues in Nursing Leadership and Management
NUR 471  Community Based Epidemiology
NUR 472  Community Based Epidemiology Clinical
NUR 473  Nursing Seminar I
NUR 475  Nursing Seminar II
PRO 310  Research: Process and Critique
PRO 407  Transcultural Issues in Health Care (or documented equivalent course)

Curriculum and program requirements are subject to change as necessary. Students should consult the department Web site for current information.

Admission to the RN to BSN Program
Admission criteria are subject to change and extenuating circumstances require departmental review of written requests. Consult the Department Web site for the most current information.

Admissions requirements for the RN to BSN program include the following:
Graduate of an accredited associate degree or diploma program.
Current New York State licensure.
Currently employed as a registered nurse.
Current CPR certification at the BLS for Professional Rescuer (Red Cross) or Health Provider (AHA) level.
A cumulative grade point average of at least 2.5.
Successful completion of nursing prerequisites with a minimum grade of “C” (2.0) in each course.
Submission of an acceptable application (ie. satisfactory references and health form).
Interview with program director.

RN to BSN Required Prerequisite Courses
All students must complete the following courses (or their equivalent) prior to enrolling in Community Based Epidemiology and Seminar courses:

<table>
<thead>
<tr>
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<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>Psychology (must cover entire lifespan from birth to death)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 29–31

Prerequisite and corequisite requirements may undergo change. Consult the Department of Nursing Web site for current information.
NUR 258 Statistics for Nurses RN to BSN (A). Prepares the professional nurse for the selection and application of statistical analysis techniques and the evaluation of the results derived from this analysis. Students will learn various entry level statistical techniques and analyze them within published clinical research. Designed for the adult learner and involves extensive independent learning and mastery of material. A minimum grade of “C” is required. 3 Cr. Fall.

NUR 321 Introduction to Pharmacology (A). Presents drugs used therapeutically and their mechanisms of actions. Emphasizes classes of drugs, the major drugs in each class, and how they are used to promote client stability. Considers important side effects and drug interactions relevant to the role of the nurse in client care. 3 Cr. Spring.

NUR 328 Medication Administration and Techniques (B). Provides guided learning experiences designed to develop the skills necessary for safe administration of medications. Open to pre-nursing sophomores with faculty permission only. 1 Cr. Fall.

NUR 342 Foundations for Professional Practice for Nursing (B). Corequisite: NUR 343 (must be taken concurrently). Presents both the skills and theoretical basis for professional practice in nursing with an emphasis on a systems approach. Introduces the components and use of the nursing process and basic nursing techniques. 3 Cr. Fall.

NUR 343 Foundations for Professional Practice for Nursing Clinical (B). Corequisite: NUR 342 (must be taken concurrently). Course fee. Presents both the skills and theoretical basis for professional practice in nursing with an emphasis on a systems approach. Introduces the components and use of the nursing process and basic nursing techniques. 1 Cr. Fall.

NUR 344 Health Assessment (B). Corequisite: NUR 345 (may be taken concurrently). Bridges the gap between the basic sciences and their application in assessing the client. Includes history taking and systematic assessment of the person. 1 Cr. Fall.

NUR 345 Health Assessment Clinical (B). Corequisite: NUR 344 (must be taken concurrently). Examination skills and techniques are practiced in a lab setting. 1 Cr. Fall.

NUR 346 Adult Response to Health Stressors I (B). Corequisite: NUR 347 (must be taken concurrently). Examines the response of adult clients to stressors affecting essential body systems. The course emphasizes primary and secondary preventions for clients experiencing major health problems in the US today. 3 Cr. Fall.

NUR 347 Adult Response to Health Stressors I Clinical (B). NUR 346 must be taken concurrently. Course fee. Application of the nursing process in a clinical setting to assist clients in strengthening their flexible lines of defense and to diminish the impact of stressors on core stability. 2 Cr. Fall.

NUR 348 Childbearing Family and Women’s Health (B). Corequisite: NUR 349 (must be taken concurrently). Examines the responses of families to expected and high-risk obstetrical and neonatal stressors, and complications that occur during the prenatal, intrapartum and post-partum periods. Also examines stressors inherent in women’s health care such as gynecological health concerns. 3 Cr. Spring.

NUR 349 Childbearing Family and Women’s Health Clinical (B). Corequisite: NUR 348 (must be taken concurrently). Course fee. Utilizes the nursing process and provides an opportunity for implementation of nursing care in a variety of obstetrical and women’s health care clinical settings. 3 Cr. Spring.

NUR 350 Adult Response to Health Stressors II (B). Corequisite: NUR 351 (must be taken concurrently). Examines more complex adult client responses to stressors affecting body systems, including musculoskeletal, respiratory, gastrointestinal, renal and neurologic function. Emphasis is placed on methods that strengthen the lines of defense/resistance. 3 Cr. Spring.

NUR 351 Adult Response to Health Stressors II Clinical (B). Corequisite: NUR 350 (must be taken concurrently). Course fee. Clinical experiences emphasize methods that strengthen the lines of defense/resistance in clients from diverse backgrounds. 3 Cr. Spring.

NUR 440 Psychiatric - Mental Health Nursing (B). Corequisite: NUR 441 (must be taken concurrently). Examines the use of the nursing process in situations that require complex interpersonal skills. Focuses on the use of these skills in promoting the ability of clients to respond to stressors. Includes the provision of primary, secondary and tertiary interventions with clients who are experiencing violence, sexual dysfunction, crisis, and the major mental illnesses. 3 Cr. Every Semester.

NUR 441 Psychiatric - Mental Health Nursing Clinical (B). Corequisite: NUR 440 (must be taken concurrently). Course fee. Clinical application of the concepts of mental health nursing. 3 Cr. Every Semester.

NUR 442 Critical Care Nursing (B). Corequisite: NUR 443 (must be taken concurrently). Course fee.
Implements secondary and tertiary preventions for the critically ill client. Includes topics such as health problems seen in emergency departments, intensive care units, burn centers and trauma units. 3 Cr. Every Semester.

NUR 443 Critical Care Clinical (B). Corequisite: NUR 442 (must be taken concurrently). Course fee. Provides opportunities for implementing secondary and tertiary preventions for the critically ill client. 3 Cr. Every Semester.

NUR 444 Community Health Nursing (B). Corequisite: NUR 445 (must be taken concurrently). Examines the provision of primary, secondary and tertiary preventions within the home health care and public health domain. Utilizes the nursing process to promote optimal client stability. 2 Cr. Every Semester.

NUR 445 Community Health Nursing Clinical (B). Corequisite: NUR 444 (must be taken concurrently). Provides an opportunity for implementation of the nursing process in home and community settings. 2 Cr. Every Semester.

NUR 446 Child and Adolescent Responses to Health Stressors (B), NUR 447 (must be taken concurrently). Examines the multiple stressors in the critically and chronically ill child and adolescent and their effects on the child, family and community. Examines the nursing process to promote optimal stability. 3 Cr. Every Semester.

NUR 447 Child and Adolescent Responses to Health Stressors Clinical (B). Corequisite: NUR 446 (must be taken concurrently). Course fee. Utilizes the nursing process in clinical settings to promote optimal stability of children and adolescents experiencing stressors. 2 Cr. Every Semester.

NUR 451 Contemporary Issues in Nursing Leadership and Management (A,I,W,Y). Examines leadership and management in nursing and involvement of this role in contemporary issues in nursing. Topics include: leadership and management roles, power in nursing, career choices, legal and ethical issues in nursing, controversial topics in health care, nursing educational issues, politics and gender. 3 Cr. Every Semester.

NUR 471 Community Based Epidemiology (B). Explores the various roles filled by community health nurses and the public health system. Entry-level epidemiology will be applied to appropriate clinical settings. Offers opportunities to develop public health awareness in an area of individual interest. Includes multiple independent learning projects. 3 Cr. Every Semester.

NUR 472 Community Based Epidemiology Clinical (B). Provides the RN-BSN student with clinical experiences in a variety of community settings. 2 Cr. Every Semester.

NUR 473 Nursing Seminar I (B). Examines the role of the baccalaureate educated RN and promotes professional development. Beginning skills to produce a final project related to clinical practice will be developed. Professional presentation and communication skills will be explored. 3 Cr. Spring.

NUR 475 Nursing Seminar II (B). Explore professional development of the baccalaureate prepared nurse in-depth. A professional portfolio will be completed, along with a final evidence-based practice project related to clinical practice. 3 Cr. Spring.

NUR 478 Problem Solving in Nursing I (B). Focuses on problem solving and decision making in nursing. Emphasizes synthesis of knowledge as it applies to the care of clients with multiple needs. Examines test-taking skills, relaxation and stress management techniques. 1 Cr. Fall.

NUR 479 Problem Solving in Nursing II (B). Focuses on problem solving and decision making in nursing. Builds on skills learned in NUR 478. 1 Cr. Spring.

NUR 495 Senior Nursing Seminar (B). Both NUR 464 and NUR 467 must be taken concurrently. Concentrated clinical course that includes 128 hours with an experienced RN from a local hospital or agency. This course provides the student with the opportunity to choose a select setting of their interest in order to further develop their clinical experience and assist in the transition to professional practice. 3 Cr. Every Semester.
DEPARTMENT OF PHILOSOPHY

101 Hartwell
(585) 395-2420

Professor and Chair: Georges Dicker, PhD, University of Wisconsin; Professor: Harold Greenstein, PhD, New York University; Associate Professor: Gordon Barnes, PhD, University of Wisconsin; Assistant Professor: Julie Ponesse, PhD, University of Western Ontario; Visiting Assistant Professors: Alex Krantz, ABD, Syracuse University; Joseph Paterno, PhD, SUNY University at Buffalo; Lecturer: Yvgenia Skorobogatov-Gray, PhD, Binghamton University (SUNY).

The Department of Philosophy promotes the ideals of impartiality, intellectual rigor and clarity of thought. Its curriculum is designed to contribute to the enrichment and refinement of students’ analytical, conceptual and communication abilities. The study of philosophy develops rational self-consciousness and cultivates habits of critical thought. Examining the best writings in the history of philosophy provides a broader perspective from which to view one’s place in nature, the world and society.

The study of philosophy is excellent preparation not only for a career as an academic philosopher, but also for careers in all fields that require clear, analytical thinking, writing, and speaking, including teaching and education, government, the ministry, business and management, publishing, and many other fields. Philosophy is also an excellent major for pre-law students.

Major in Philosophy

Philosophy majors must earn a minimum of 30 credits in philosophy, 18 of which must come from six required courses, and at least 15 of which must come from upper-division courses.

Specifically, the program requirements are as follows:

I. Six required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 102</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHL 205</td>
<td>Modern Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHL 304</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 305</td>
<td>History of Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 396</td>
<td>Seminar on Philosophical Problems</td>
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</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 491</td>
<td>Seminar on Individual Philosophers</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Elective courses

Four PHL courses, at least two of which must be upper-division courses

Total: 30

Minor in Philosophy

Philosophy minors must complete 18 credits in philosophy, at least nine of which must come from upper-division courses.

Transfer credit is reviewed by the department chair on a course-by-course basis.
PHL 101 Introduction to Philosophy (A,G). Cross-listed as HON 211. Provides a general introduction to the study of philosophy, including discussion of major problems of philosophy, based on the writings of historical and contemporary thinkers. 3 Cr. Every Semester.

PHL 102 Introduction to Ethics (A,G). Provides for the study of major ethical systems in Western philosophy, including their intuitive, authoritarian, deontological, utilitarian, pragmatic or other justifications, through study of selected works of the chief moral philosophers. 3 Cr.

PHL 103 Introduction to Philosophy of Religion (A,G). Examines basic issues such as arguments for the existence of God, the coherence of the concept of God, the problem of evil, the relation between faith and reason, and the evidence of religious experience and miracles. 3 Cr.

PHL 104 Critical Thinking (A,D,H). Provides a study of the kinds of fallacious reasoning and arguments found in editorials, political statements, advertising, philosophical works, textbooks and statistics. Focuses on the functions of language, the construction of valid arguments, the avoidance of fallacy, and the relationships among opinion, belief, evidence and fact. 3 Cr.

PHL 202 Logic (A,H). Provides a study of deductive and inductive processes of reasoning, including the relation of logic to scientific inquiry and method, and the identification of fallacies in reasoning and discourse. 3 Cr.

PHL 205 Modern logic (A). Uses the mechanism of an artificial language to provide a systematic study of deductive reasoning. Students will learn to translate English sentences into an artificial language and construct formal proofs of validity for deductive arguments. Covers classical sentential logic. Other topics that might be introduced include: predicate logic, identity, and modal logic. 3 Cr. Fall.

PHL 207 Asian Wisdom (A,O). Explores the history and content of the ancient philosophical traditions of India, China and Japan. Our task will be both to outline and interpret the philosophical approaches of the Eastern schools of thought and to become aware of the connections and disparities between the latter and the Western philosophical narratives. 3 Cr.

PHL 208 Tai Chi and Chinese Culture (A,D,O). Teaches Tai Chi in the context of, including biases against, Chinese culture (philosophy, medical theory, art, calligraphy). 3 Cr.

PHL 304 Ancient Philosophy (A). Provides a critical analysis of the central ideas of the ancient Greek philosophers, especially those of Plato and Aristotle. 3 Cr. Fall.

PHL 305 History of Modern Philosophy (A). Provides a systematic study of the views of major modern philosophers such as Descartes, Spinoza, Leibniz, Locke, Hume and Kant. 3 Cr. Spring.

PHL 308 The Arts in Society (A,I). Considers various issues concerning the arts and human values by examining the main arguments on all sides, and the philosophical underpinnings of those arguments. Includes issues such as moral criticism of the arts, censorship versus free expression, decisions about public art, government support of the arts, and the role of criticism. 3 Cr.

PHL 321 Medical Ethics (A,I). Using case studies, examines some of the complex ethical issues in medicine today: abortion on demand; euthanasia for defective newborns and for the terminally ill; medical experimentation and informed consent; psychosurgery and behavior control; genetic counseling and research; and allocation of medical resources. 3 Cr. Spring.

PHL 322 Intermediate Logic (A). Covers translation of English into propositional and quantified forms; construction and analyses of well-formed arguments using propositional and quantified calculi; and symbolization of relational expressions and their use in argument forms for understanding the nature of deductive systems. 3 Cr.

PHL 323 Human Knowledge (A). Offers a careful consideration of competing answers to basic philosophical questions such as: What is truth? What is the difference between belief and knowledge? Is knowledge based on reason or experience? How much force do skeptical arguments regarding sense perception, reason, memory and induction have? 3 Cr.

PHL 326 Political Philosophy (A,D,I,W). Studies major political theories in Western tradition, and critically examines such salient questions as: Why should some people have political power over others? Why should people obey any government? What are the alternatives, if any, to a political society? 3 Cr.

PHL 332 Death and Dying (A,I). Critically examines competing answers to controversial philosophical issues surrounding death and dying. Includes topics such as defining death, the morality and rationality of suicide, euthanasia, ethical problems of pain alleviation, and the rights of the terminally ill. 3 Cr.
PHL 333 God, Self and World (A). Provides an introduction to certain basic metaphysical problems, such as the existence of God, freedom vs. determinism, the mind/body problem, personal identity, the problem of immortality, substance, universals, primary and secondary qualities. 3 Cr.

PHL 335 Feminism and Philosophy (A,D,I,W). Cross-listed as WMS 335. Feminist theory and philosophy converge on some basic questions of enduring importance: questions concerning, e.g., personhood, knowledge and reality. Explores some varieties of feminism, such as liberal, radical, multicultural, postmodern and cyberfeminism. Investigates how these feminisms engage issues of contemporary moment, such as work equity, sexuality, pornography and technology, and examines the philosophical significance of these engagements. 3 Cr.

PHL 342 Business Ethics (A,D,I). Studies ethical issues arising in business practice. Considers, for example, corporate responsibility, the nature of meaningful work, the morality of the marketplace, and competition. 3 Cr. Every Semester.

PHL 352 Dimensions of Mind (A). Studies the nature of the mind from various philosophical perspectives. Considers phenomena such as consciousness, volition, intentionality, motivation and emotion. 3 Cr. Spring.

PHL 391 Tai Chi and Chinese Culture (A). An examination of the theory and practice of Tai Chi, with special focus on its integration with Chinese philosophy, culture and art. 3 Cr.

PHL 396 Seminar on Philosophical Problems (A). Studies specific philosophical problems and issues (e.g. justice, freedom, skepticism, etc.). Subject matter varies as topics change. 3 Cr. Spring.

PHL 397 Abortion Controversy (A,I). Explores the moral issues involved in the controversy about anti-abortion and pro-choice stands on legalized abortion. Emphasis is placed on relevant moral principles and arguments with a consideration of the anthropological, psychological, medical, legal and social policy issues related to this controversy. 3 Cr.

PHL 414 Plato and Aristotle (A). Examines selected dialogues of Plato and the thought of Aristotle as found in his major works. 3 Cr.

PHL 428 Philosophy of Art (A). Critically examines competing answers to selected central questions in the philosophy of art using contemporary as well as historical writings. 3 Cr.

PHL 439 Practicum in Teaching Philosophy (A). Allows students to assist philosophy faculty in lower-division courses. Their specific duties are determined by the supervising faculty member(s). Not repeatable for multiple credit for assisting with the same course. Graded exclusively on a Satisfactory/Unsatisfactory basis. 3 Cr.

PHL 491 Seminar on Individual Philosophers (A). Provides an in-depth study of the writings of one or two major philosophers, such as Descartes, Hume, Kant, Dewey, Sartre and Rawls. Content varies with appropriate subtitles provided. May be repeated as subtitle varies. 3 Cr. Fall.

THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORT - SEE DEPARTMENT OF KINESIOLOGY, SPORT STUDIES, AND PHYSICAL EDUCATION
Physics

Department of Physics
125 Smith Hall
(585) 395-2182

Professor and Chair: Stanley F. Radford, PhD, Wayne State University; Associate Professor: Mohammed Z. Tahar, PhD, Boston University; Assistant Professors: H. Trevor Johnson-Steigelman, PhD, University of Wisconsin-Milwaukee; Eric M. Monier, PhD, University of Pittsburgh.

Physics is the study of the physical properties of the universe and of the fundamental properties and interactions of matter and energy. Physics has applications in every field of pure and applied science, such as engineering, optics, materials science, space science, and medicine. A degree in physics is excellent preparation for:

• Graduate study in physics, astronomy, mathematics, or engineering; leading to a career in university and college teaching and research, or a leadership position in industrial or government research projects;
• Teaching at the middle and high school levels;
• Employment as an engineer or technician in an industry, government, or university laboratory;
• Professional school in law, medicine, or business.

Physics Major
Students majoring in physics must take the physics courses listed below and supporting courses in mathematics, chemistry, and computational science. These courses will prepare students to attend graduate school in physics or a related field; work as technicians or engineers in academia, industry, or government.

In addition to the physics major, the department also offers a minor in physics.

Certification for Secondary Teaching in Physics
The Department of Physics, in conjunction with the Department of Education and Human Development, offers a program that leads to Initial Teacher Certification in Adolescent Inclusive Education with Middle Childhood Extension (Grades 5 - 12). Students pursuing certification must satisfy course work outside the department in addition to satisfying the requirements for the physics major. For a complete listing of the requirements for teacher certification consult the Department of Education and Human Development section of this catalog.

Mathematical Preparation
Students planning to major in physics should have completed algebra, geometry, trigonometry, and pre-calculus in high school. Calculus is good preparation, but can be taken in the freshman year at Brockport. Students who are unable to take Calculus I (MTH 201) in their first semester will be unable to complete a degree in physics in four years without summer study.

While at The College at Brockport, students majoring in physics must complete courses in calculus and differential equations. Students who plan to go on to graduate study in physics or engineering should take additional mathematics courses with guidance from their advisors.

Requirements for a Major in Physics

Physics Core:  

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHS 235 Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHS 240 Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>
Year 2
PHS 307  Physics III  3
PHS 325  Intermediate Physics Laboratory  2
PHS 328  Modern Physics  3
PHS 332  Mathematical Methods of Physics  3

Year 3
PHS 345  Advanced Physics Laboratory I  1
PHS 350  Advanced Physics Laboratory II  1
PHS 353  Classical Mechanics  3
PHS 361  Special Topics in Physics  3
PHS 368  Electricity and Magnetism  3

Year 4
PHS 403  Physics Project Seminar I  1
PHS 404  Physics Project Seminar II  1
PHS 411  Quantum Mechanics  3
PHS 426  Advanced Theoretical Physics  3

Total Physics courses: 38

Supporting Courses:
MTH 201-202-203  Calculus I-II-III  12
MTH 255  Ordinary Differential Equations  3
CHM 205-206  College Chemistry I-II  8
CPS 201  Computational Tools I  3
CPS 202  Computational Tools II  3
OR
CSC 203  Fundamentals of Computer Science I  4

Total Supporting courses: 29/30

Total credits for the physics major: 67/68

Students planning to attend graduate school should take MTH 324 Linear Algebra and 456 Advanced Differential Equations.

The requirement for the minor in physics is the completion of Years 1 and 2 of the physics major courses listed above.

The physics major can be completed in four years. To make normal progress toward this goal, students should have completed the following courses by the end of the sophomore year: Years 1 and 2 of the physics major courses, MTH 201, 202, 203, 255, and CHM 205 and 206.

Transfer students with a two-year degree from a community college wishing to major in physics will most likely have to take PHS 307, 325, and 332, since these courses are usually not offered at community colleges. In addition, it would be beneficial for transfer students to have had a course in differential equations. The physics major can still be completed in two years. It is important that transfer students meet with a physics advisor before they register for their first semester courses. At this meeting their two-year schedule of courses can be established.

Teacher certification can be completed in five years. Students wishing to pursue this option should have completed Years 1 and 2 of the physics major courses by the end of the sophomore year. Students should meet with an advisor in the first semester to plan courses for the five years, including one semester entirely devoted to student teacher practicum. In addition to the requirements for the physics major, students must also meet the requirements of the Department of Education and Human Development.
Transfer students pursuing teacher certification can expect to spend at least three years at The College at Brockport. Students in this category should have completed the same courses as those listed above. Transfer students interested in teacher certification should seek advisement prior to registering for their first semester of Brockport courses.

Department of Physics Courses

PHS 101 The Physics in Toys (A,N). Explores the theoretical bases and general principles of classical physics, mechanics, electricity, magnetism and optics at an introductory college level. Presents important physical principles in these areas. Employs extensive demonstrations using a large collection of machines and toys. Three hours of lecture/demonstration per week. 3 Cr. Every Semester.

PHS 205 Introduction to Physics I (with lab) (A,L). Prerequisite: MTH122. Algebra-based introductory physics. Covers the fundamental principles of mechanics. Covers linear, rotational and oscillatory motion including kinematics, Newton's Laws, and energy and momentum and their conservation laws. Experiments explore the topics covered in the lectures. Closed to anyone who has successfully completed PHS 235. Three hours of lecture and three hours of lab per week. May not be applied to major or minor programs in physics. 4 Cr. Fall.

PHS 210 Introduction to Physics II (A,L). Prerequisite: PHS 205 or 235. Algebra-based introductory physics. Covers sound, thermodynamics, electricity and magnetism, light, and modern physics. Experiments explore the topics covered in the lectures. Closed to anyone who has successfully completed PHS 240. Three hours of lecture and three hours of lab per week. May not be applied to major or minor programs in Physics. 4 Cr. Fall.

PHS 235 Physics I (A,L). Corequisite: MTH 201. Calculus-based introductory physics. Introduces the fundamentals of mechanics from kinematics to Newton's Laws, energy, momentum and their conservation laws, rotational and harmonic motions, then statics and equilibrium. Experiments explore the topics covered in the lectures. Three hours of lecture and three hours of lab per week. 3 Cr. Fall.

PHS 240 Physics II (A). Prerequisite: PHS 235; Corequisite: MTH 202. Calculus-based introductory physics. Introduces fluids, waves and wave propagation, thermodynamics, kinetic theory of gases, and the first and second law of thermodynamics, and the fundamentals of electricity and magnetism, including fields and potentials to electric circuits, and Maxwell's equations. Experiments explore the topics covered in the lectures. Three hours of lecture and three hours of lab per week. 4 Cr. Spring.

PHS 325 Intermediate Physics Laboratory (A). Corequisite: PHS 307. Students perform experiments with mechanical and electrical oscillators, Fourier series, statistical mechanics, and the wave properties of sound and light. Introduces methods of data analysis, such as curve fitting and error propagation. One hour of lecture and three hours of lab per week. 2 Cr. Fall.

PHS 328 Modern Physics (A). Prerequisite: PHS 307. Provides an introduction to the theory of special relativity, quantum physics, atomic and nuclear physics, and elementary particle physics. Three hours of lecture per week. 3 Cr. Spring.

PHS 332 Mathematical Methods of Physics (A). Prerequisite: PHS 307; Corequisite: MTH 255. Presents a survey of mathematical methods used in the physical sciences. Includes topics such as vector analysis, linear algebra, differential equations, complex numbers, partial differentiation, vector operators, multiple integrals, and Fourier series. Three hours of lecture per week. 3 Cr. Spring.

PHS 345 Advanced Physics Laboratory I (A). Prerequisites: MTH 203, PHS 325, and CHM 205. Covers the statistical treatment of data, propagation of errors, graphs, and report writing. Requires students to conduct experiments using modern physical measurement techniques, produce written scientific reports, and make oral presentations describing and analyzing the methods and their results. Three hours of lab per week. 1 Cr. Fall.

PHS 350 Advanced Physics Laboratory II (A). Prerequisite: PHS 345; Corequisite CHM 206. Students conduct experiments using modern physical measurement techniques, produce written scientific reports, and make oral presentations describing their methods and analyzing their results. Three hours of lab per week. 1 Cr. Spring.

PHS 353 Classical Mechanics (A). Prerequisite: PHS 332. Covers the theory of mechanical systems, including Newton's Laws, conservation principles, the Lagrangian and Hamiltonian formulations, and their applications. Three hours of lecture per week. 3 Cr. Fall.
PHS 361 Special Topics in Physics (A). Prerequisite: PHS 328 and PHS 332, or permission of instructor. Provides an intermediate-level introduction to selected areas of physics. Possible topics include Condensed Matter Physics, Astrophysics, and others. May be taken only once for major credit. Three hours of lecture per week. 3 Cr. Fall.

PHS 368 Electricity and Magnetism (A). Prerequisite: PHS 332. Covers the theory of electromagnetic fields using vector calculus. Includes electrostatic and magnetic fields in vacuum and in matter, time-varying fields, magnetic induction, Maxwell’s Equations and the propagation of electromagnetic waves. May include applications to radiation fields, waveguides, and superconductors. Three hours of lecture per week. 3 Cr. Spring.

PHS 399 Independent Study in Physics (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Three hours per week per credit.

PHS 403 Physics Project Seminar I (A). Prerequisite: senior status and permission of instructor. In-depth investigation of an individual topic in physics with agreement of a faculty mentor. Includes topic and project development and investigation as well as attendance at seminars. One hour of seminar/discussion per week. 1 Cr. Fall.

PHS 404 Physics Project Seminar II (A). Prerequisite: PHS 403. Continuation of PHS 403. Student research culminates in preparation and presentation of a public lecture and poster. Attendance at seminars is also required. One hour of seminar/discussion per week. 1 Cr. Spring.

PHS 411 Quantum Mechanics (A). Prerequisites: PHS 328 and PHS 332. Provides a rigorous introduction to quantum mechanics. Topics include the Schrödinger equation with various potentials, hydrogen-like atoms, spin, and approximation methods. Three hours of lecture per week. 3 Cr. Fall.

PHS 426 Advanced Theoretical Physics (A). Prerequisites: PHS 353, PHS 368, and PHS 411. Explores topics in classical mechanics, electrodynamics, and quantum mechanics beyond those covered in prior classes. Three hours of lecture per week. 3 Cr. Spring.

PHS 499 Independent Study in Physics (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. Three hours per week per credit. 1-6 Cr.

ASTRONOMY COURSES

AST 203 Introduction to Astronomy (A,N). Prerequisite: MTH 112. An introduction to what we have learned about the solar system, stars, galaxies, and the Universe, as well as what is yet to be discovered. Special topics may include black holes, relativity, dark matter, and extraterrestrial life. Three hours of lecture per week. 3 Cr. Every Semester.

AST 205 Introduction to Astronomy (with Lab) (A,L). Prerequisite: MTH 112. An introduction to what we have learned about the solar system, stars, galaxies, and the Universe, as well as what is yet to be discovered. Special topics may include black holes, relativity, dark matter, and extraterrestrial life. Lab section provides for observation, both with the unaided eye and telescopes, and will use the College planetarium to illustrate some concepts. Three hours of lecture and three hours of lab per week. 4 Cr. Every Semester.

AST 399 Independent Study in Astronomy (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. Three hours per week per credit. 1-6 Cr.

AST 499 Independent Study in Astronomy (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. By Arrangement.
Political Science Major

Political science is the study of the state and of power relations within and among states, as they are and as they ought to be. It seeks a better understanding of political and governmental behavior and institutions in order to enable society to use its collective resources more effectively for the general welfare. The principal sub-fields in The College at Brockport Department of Political Science and International Studies are political philosophy, American politics and government, comparative government and politics, and international relations.

Political science is a liberal arts discipline, therefore, The College at Brockport Department of Political Science and International Studies emphasizes its contributions to the general intellectual development of students. Its subject matter is essential for informed, effective citizenship and is especially pertinent for those entering the fields of law, government service, politics, journalism, and social and global studies.

The department administers several student award funds for the Brockport College Foundation, including the James A. Schiller Memorial Award, given to an incoming student who has demonstrated an interest in practical politics or public service, intends to major in political science, and plans a career in politics or public service; the Harold Rakov Memorial Award, intended for an upper-division political science major and which is awarded on the basis of academic performance; and the Paul Hanks Memorial Award, presented to a pre-law student.

Service Courses in Political Science

The Department of Political Science and International Studies offers courses to meet a variety of student educational needs and graduation requirements. These include:

I. General Education

A. Social Sciences Knowledge Area Courses:
   PLS 111 International Relations
   PLS 112 Comparative Politics
   PLS 113 American Politics

B. Humanities Knowledge Area Courses:
   PLS 203 Political Thought
C. Comparative Perspective Courses:
PLS 112 Comparative Politics

D. Contemporary Issues Courses:
PLS 314 Issues in American Politics
PLS 338 Global Issues
PLS 357 Origins of Current Issues
PLS 362 Women in Western Political Thought
PLS 435 Legal Rights of the Disadvantaged

E. Perspectives on Women Courses:
PLS 313 Gender Politics
PLS 362 Women in Western Political Thought
PLS 435 Legal Rights of the Disadvantaged

II. Corequisites for other majors: Some political science courses are corequisite requirements for academic majors offered by other departments, such as the Department of Criminal Justice.

III. Free electives: Political science courses may be used as free electives to satisfy intellectual curiosity or to complement other aspects of a student's program.

IV. Overseas academic programs: The department participates in The College at Brockport social science programs in London and Paris. The College at Brockport is home of the most comprehensive overseas education program in the SUNY system; more students study abroad through The College at Brockport than through any other SUNY overseas program.

V. Academic internship programs: The department operates the SUNY Washington Program, the premier internship program in Washington, DC. It also participates in the Public Service Internship Program, which introduces students to New York State government. In addition, the department offers internships in campaigns, county and local governments, political parties and law offices.

Major in Political Science
The following requirements were effective fall 2002: Students who declared their major prior to fall 2002 and have taken and completed either PLS 300 Political Statistics or PLS 302 Political Analysis (or both) do not need to take PLS 303 Political Science Methods.

The political science academic major program requires a total of 36 credits, distributed as follows:

A. 15 credits in the following required courses: Credits
   PLS 111 International Relations 3
   PLS 112 Comparative Politics 3
   PLS 113 American Politics 3
   PLS 203 Political Thought 3
   PLS 303 Political Science Methods 3

   Total: 15

B. Twelve credits in upper-division courses (300/400 level), including at least one course from each of the four sub-fields: American politics, political philosophy, international relations and comparative politics.


Comparative Politics Courses: PLS 305, 337, 340, 342, 343, 346, 348, 364, 367*, 383, 447, 448, 470, 475*

International Relations Courses: PLS 304, 333, 338, 339, 410, 444, 445, 475*
Political Philosophy Courses: PLS 313*, 353, 354, 357, 362

* Course is eligible to be applied as upper-division requirement in more than one sub-field. Appropriate sub-field to be determined by course instructor.

C. Nine additional credits in PLS electives.

Every political science major must have a faculty advisor who must be consulted at least once each semester.

**Minor in Political Science**

The political science academic minor program requires 18 credits in political science courses, including two of the four required lower-division courses for majors, and 12 additional credits in upper-division political science courses. Every political science minor must have a faculty advisor who must be consulted at least once each semester.

**Pre-law Preparation**

Students preparing to enter law school may do so through any of The College at Brockport’s many academic major programs, provided their undergraduate program is broad and liberal in the classic sense. More important than specific subject matter, according to law educators, is the development of skills and habits conducive to legal reasoning. Special advisement for students preparing for law school is available through Brockport’s Pre-law Advisement Committee. Contact the Department of Political Science and International Studies, Albert W. Brown Building, (585) 395-2584.

**Combined Political Science/Master of Public Administration (MPA).**

The Combined Political Science/Master of Public Administration Program allows a limited number of qualified political science majors to complete their combined bachelor’s degree and master’s in public administration degree in five years. Students must have met the College’s admission criteria and been admitted to the undergraduate Political Science Program at The College at Brockport to be eligible for the combined program. Students must have at least a cumulative 3.0 or better GPA through the end of their sophomore year and may apply to the Combined Program in the first semester of their junior year. A cumulative 3.0 or better GPA through the student’s senior year must be maintained in order to remain eligible for the Combined Program. The BS degree is awarded at the end of the senior year, and the MPA is awarded at the end of the fifth year upon successful completion of the MPA course requirements.

For more information about the MPA program, please consult the Department of Public Administration Web page at [www.brockport.edu/pubadmin](http://www.brockport.edu/pubadmin).

**Department of Political Science Courses**

**PLS 111 International Relations (A,O,S).** Introduces students to the basic issues and theories relating to the two competing trends of conflict and cooperation in world affairs and examines the political, economic, historical, and social forces which foster international conflict and cooperation and factors which lead to change in the international system. 3 Cr.

**PLS 112 Comparative Politics (A,D,S,W,Y).** Examines the government and politics of selected foreign countries. Both industrialized and developing countries will be studied. 3 Cr.

**PLS 113 American Politics (A,D,S).** Assesses and describes the organization and interaction of the components of American national government. Covers topics such as elections, Congress, the presidency, courts and the US Constitution. 3 Cr.

**PLS 203 Political Thought (A,G).** Studies the works of major political philosophers, including Plato, Aristotle, Machiavelli, Hobbes, Locke, and J.S. Mill. 3 Cr. Every Semester.

**PLS 303 Political Science Research Methods (A).** Introduces students to the research methods and techniques used in the discipline of political science. Covers elementary statistics and other approaches to political analysis including content analysis, experiments and survey research techniques. 3 Cr.
PLS 304 International Relations Simulation (A). Consists of student preparation for and participation in simulations of parts of the decision making process of various Great Powers. 3 Cr.

PLS 305 The Politics of European Integration (A). An examination of the largest transnational regional experiment in European and world history. Prepares students for participation in simulation of decision-making process of the European Union. Simulation alternates annually between SUNY campuses and a European university. 3 Cr.

PLS 309 Campaigns and Elections (A). This course explores the election campaigns in the United States, with some attention to campaigns overseas. While campaigns at all levels (federal, state and local) will be discussed, the focus will be on federal elections. Topics include campaign financing, voting behavior, campaign strategies and the use of media in elections. 3 Cr.

PLS 311 Parties and Elections (A). This course examines the nature, environment, and development of political parties and interest groups. Students will explore several facets of parties such as party identification and voting; activists, organization, and party activities in government; what the parties represent; and party reform. Students will then look at the nature of organized interests, single-issue politics and social movements, and, finally, the future of parties and interest groups. 3 Cr.

PLS 312 Introduction to Public Administration (A). Covers public management, inter-governmental relations, budgeting and finance, public personnel, program evaluation, and research. 3 Cr.

PLS 313 Gender Politics (A,I,W,Y). Cross-listed as WMS 313. Explores, from a feminist perspective, the socio-political barriers that have made women the “majority minority” or “silenced majority.” Includes barriers such as discriminatory legislation, political folkways, sex gender roles, and myths that have created and perpetuated a male-dominated society. 3 Cr.

PLS 314 Issues in American Politics and Government (A,J). Covers a selection of contemporary issues of concern to our nation. May include topics such as lobbying and democracy, the power of the president, the death penalty and school prayer. 3 Cr.

PLS 316 Congressional Politics (A). Analyzes elections to and decision making in Congress. Emphasizes factors influencing legislative behavior and the interaction of Congress with other governmental and non-governmental units, such as the media and interest groups. 3 Cr.

PLS 317 American Presidency (A). Explores the historical roots of the modern presidency. Emphasizes interaction of the presidency with other governmental and non-governmental units such as Congress, the media, the bureaucracy and public opinion. Explores the evolution of the modern presidential campaign. 3 Cr.

PLS 318 State and Local Government (A). This course introduces students to the study of state and local government and politics by examining the social, economic, and cultural context in which the politics occur. Topics include the study of federalism, the role of the media and the effects of public opinion on state and local politics. 3 Cr.

PLS 319 Urban Politics (A). Covers the politics and governments of America’s cities. 3 Cr.

PLS 320 Introduction to Law and Legal Process (A). Covers the judicial process, including its structure and organization, and the political dimensions of judicial decision making. 3 Cr.

PLS 324 Constitutional Law I (A). Covers the practices, customs and traditions of the Supreme Court. Focuses on the founding of the Constitution and the early cases decided by the Court. Includes topics such as judicial review, federalism, presidential and congressional power, the Commerce Clause, and nationalization of the Bill of Rights. 3 Cr.

PLS 326 Constitutional Law II (A). Surveys 20th Century Supreme Court civil rights and civil liberties cases. Includes topics such as freedom of speech, press, religion, due process rights, equal protection, voting rights and rights of women and minorities. 3 Cr.

PLS 333 American Foreign Policy (A). Prerequisite: PLS 111. Examines contemporary challenges confronting American foreign policy, including such topics as historic approaches and debates in U.S. foreign policy, the process by which U.S. foreign policy is made (and the various institutional and political factors shaping that policy), and the U.S.'s role in the world. 3 Cr.

PLS 337 Politics of Nonviolent Struggle (A). Nonviolent resistance ended imperial rule in India, challenged Nazi occupation in Europe, established a civil rights regime in the United States, and dismantled dictatorships from Chile to Czechoslovakia and South Africa to Serbia. This course will draw on a range of political theory and case studies to examine issues related to the legitimacy of using nonviolent means instead of force to achieve political and social objectives. 3 Cr.

PLS 338 Global Issues (A,I,W,Y). Covers a wide range of socio-political issues in contemporary international studies, such as the role of power, international conflict and security, globalization, international economics, natural resources, the environment, and culture, as well as important geographic regions of the world, the relations
among various international actors, and major
topical issues of conflict and cooperation in
international affairs. 3 Cr.

PLS 339 The Morality of War (A). Prerequisites: 
PLS 111 or PLS 112. Examines the use of force
from both historical and contemporary perspec-
tives. 3 Cr.

PLS 340 European Political Systems (A). Pro-
vides an intensive, in-depth study of the politics
and governments of selected western European
countries, especially Great Britain, France and
Germany. 3 Cr.

PLS 342 Latin American Politics (A). Covers
the major forces in Latin-American domestic and
international politics and US-Latin-American
relations. 3 Cr.

PLS 343 Canadian Politics and Society (A).
Explores Canada's geography, history, demography
and culture; federal and provincial institutions,
est., the Prime Minister, House of Commons,
parties; and governmental policy on language and
international affairs. 3 Cr.

PLS 346 Russian and Eastern European Poli-
tics (A). Explores the political institutions of the
former Soviet Union and its neighbors, with an
emphasis on challenges to democratic transition.
3 Cr.

PLS 348 Asian Politics (A). Prerequisite: PLS
112. Examines some of the important theoretical
and historical questions and events challenging
those who study Asian politics as the world enters
a new millennium. China and Japan will be the
two primary nations under examination although
examples will be taken from all over Asia and the
world. 3 Cr.

PLS 353 American Political Thought (A). Ex-
ploring the founding roots of Federalism and Anti-
Federalism via early puritan writings, the founding
documents, Federalist and Anti-Federalist papers
and the personal writings of several Founding
Fathers. 3 Cr.

PLS 354 Politics and Literature (A). This course
examines political themes through various means
and literary genres. Ten works of history and fic-
tion will be read, spanning from the ancient Greek
world to the 21st century. 3 Cr.

PLS 357 Origins of Current Issues (A,I). Ex-
amines the philosophical origins underlying today's
political ideologies and issues. The ideologies
and issues examined will vary from semester to
semester. 3 Cr.

PLS 359 Political Behavior (A). Prerequisite: 
PLS 113. The study of political behavior focuses
on the actions of-as opposed to the institutional
constraints on-individuals, small groups, and large
organizations as they interact with the political
world through activities such as voting, joining
parties and interest groups, protesting government
actions, and consuming mass media. The course
evaluates behavior from a variety of perspectives
such as the psychological, economic, sociological,
and political. 3 Cr.

PLS 360 Comparative Public Opinion (A). This
course examines public opinion in democratic
societies. Students will first explore fundamental
concepts such as attitudes in the mass media and
political elites, the impact of public opinion on
political representation and policymaking, and
an introduction to opinion formation and survey
methodology. Then students will investigate public
opinion across a number of countries and regions
such as Europe, Latin America, and Asia. 3 Cr.

PLS 361 Public Opinion (A). How do we
develop our political ideas? How do these ideas
relate to our personalities? In what ways does
public opinion shape the decision-making process
of our government? Allows students to acquire
and apply research skills to find answers to these
questions. 3 Cr.

PLS 362 Women in Western Political Thought
(A,D,I,W,Y). Cross-listed as WMS 362. Covers
major theories of sexual politics, which include
Freud's theory of femininity, reform liberalism,
socialist theory, and the theory of radical femi-
nism. 3 Cr.

PLS 367 Press and Politics (A,I). A survey and
analysis of the involvement of the press in the
political process. The interaction of the press
with political and governmental institutions will
be examined and consideration given to the po-
litical orientation of the press, restraints upon its
performance, and the role of the press in shaping
domestic and foreign policy decisions. The result
of this examination will be evaluated in the context
of selected foreign press systems. 3 Cr.

PLS 383 Mid-East in World Politics (A). Provides
an overview of the politics of the modern Middle
East, focusing on a variety of issues, including
historical background, role of Islam, involvement
of outside powers, formation of modern states,
Arab-Israeli conflict, and the role of oil. 3 Cr.

PLS 392 Topics in Political Science (A). Covers
selected topics focusing on contemporary political
issues and problems. May be repeated as topics
change. 3 Cr.

PLS 395 Perspectives on American Democ-
rapy (A). In this course, students will learn about
various disciplinary perspectives on American
democracy from members of the The College at
Brockport faculty. Students will actively use this
knowledge to interpret and critique current issues
and events throughout the semester. Students will also select at least one disciplinary perspective for a research project that will be designed to bridge the gap between academia and the world outside its walls. 3 Cr.

PLS 399 Independent Study (A). Defined in consultation with the instructor-sponsor and the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. Every Semester.

PLS 401 Local Government Internship (A). Enables students to serve as interns in town, city or county government, engaging in such activities as research, constituent service, and planning. Provides placements in administrative agencies, as well as local legislative bodies. 1-6 Cr. Every Semester.

PLS 402 Legal Internship (A). Provides an experiential learning opportunity. Places student interns in either a public or private law office, undertaking paraprofessional responsibilities. 3-6 Cr. Summer.

PLS 403 Introduction to Legal Studies (A). Introduction to Legal Studies is designed to help prepare students for law school. Students will receive a general understanding of the legal system and be introduced to basic legal principles in substantive areas like civil procedure, due process, contracts, torts, legal remedies, etc. 3 Cr.

PLS 410 International Political Economy (A). Prerequisite: PLS 111. Explores the political forces behind global economic relations. Includes key topics such as international trade and monetary relations, the impact of the international system on domestic politics, and the relationship between rich and poor countries. Also includes these specific issues: the importance of the World Trade Organization, regional trade blocs, and the political influence of multi-national corporations. 3 Cr.

PLS 412 Public Policy: Values, Means, Methods (A). The course is designed to be an introduction to public policy studies in general and to provide the student with an understanding of the values, means and methods used in formulating, analyzing and implementing public policy. 3 Cr.

PLS 420 Civil Liberties, Civil Rights and the Constitution (A). Examines public policy and constitutional rights, focusing on controversial constitutional issues such as affirmative action, capital punishment, adoption, and free press/fair trial. Utilizes a seminar format to discuss issues. 3 Cr.

PLS 425 Law and Social Problems (A,D,I). The purpose of this course is to understand and critically evaluate various current legal issues. The focus will be on learning to succinctly think about and opine on issues from legal, social, political, economic, moral, religious and national vs. international perspectives. 3 Cr.

PLS 435 Legal Rights of the Disadvantaged (A,D,I,W,Y). Cross-listed as AAS 435, WMS 435. An issue-oriented course. Provides an understanding of how the US legal system can improve the status of disadvantaged blacks, Hispanics, women, prisoners, the poor, students, Native Americans, homosexuals, and those with mental and physical disabilities. 3 Cr.

PLS 440 Politics and Diversity (A,D,I). Define and examine concepts of multi-culturalism and examine different national approaches to the issue. Impart awareness of diversity’s meaning and implication and an appreciation of the connections between politics and diversity. 3 Cr.

PLS 444 National Security (A). Prerequisite: PLS 111. Examines the nature of threats to U.S. national security and a variety of strategies for addressing problems related to protecting American lives, property, and interests from organized political violence, including a wide range of topics, such as war, military intervention, WMD proliferation, modern terrorism, and specific global and regional security issues. 3 Cr.

PLS 445 International Law and Organization (A). Introduction to modern public international law and to major international organizations such as the United Nations and associated bodies as well as major regional organizations. 3 Cr.

PLS 447 Russia in Transition (A). The course will focus on current issues relevant to the transition of the former Soviet Union to a democratic form of government and a market economy. 3 Cr.

PLS 470 Nationalism (A). Cross-listed as INS 470. Examines the post-World War II force of nationalism as a driving force in the international system, with special attention to the post-Cold War period. Includes topics such as ethnic nationalism and regional conflicts, multinational states, and multistate nations. 3 Cr.

PLS 475 Political Geography (A). Cross-listed as INS 475. Covers key aspects of geopolitics as it affects foreign policy and international politics in the post-World War II period. Examines topics such as resources, environment and human geography, as well as issues associated with the study of geography-politics relationships, gateway states, shatterbelts, heartland concept, and trade ties. 3 Cr.

PLS 490 Moot Court Seminar (A). Students analyze and discuss the issues and problems of a specific case. They prepare a written brief and present an oral argument related to the case. 3 Cr.
Political Science and International Studies

PLS 491 Advanced Moot Court Competition (A). Intense critical review of facts as applicable case law, statistics and materials are utilized by the students to write a “Supreme Court” brief. Students are responsible for reading a significant amount of legal materials whereupon they shall then argue a position by writing the brief. Students shall also argue their position in an interstate competition against other students. This shall occur before a “panel of judges.” 3 Cr.

PLS 492 Albany Internship (A). Enables selected students to serve as interns at the New York Assembly or Senate, or a state agency in Albany. Provides an experiential learning opportunity. 1-12 Cr. Every Semester.

PLS 493 Albany Internship Seminar (A). Enables selected students to serve as interns at the New York State Assembly or Senate, or a state agency in Albany. Conducted on site in Albany. 1-6 Cr. Every Semester.

PLS 495 496 Internship in National Politics I and II (Washington Program) (A). Enables selected students to serve as interns in an executive branch, Congressional office/committee, judicial office, political party organization, or a politicized private organization in Washington. Requires a major research project. 6 Cr.


PLS 499 Independent Study (A). Defined in consultation with the instructor-sponsor and the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.

International Studies Major

International studies is an interdisciplinary major that provides students with a broadly based course of study, focusing on the driving forces in world affairs today. As a sole major, international studies is an excellent preparation for careers in government, international business and public service. As a second major, it complements study in many fields because it centers on the international domain within which a wide range of careers operates.

At The College at Brockport, we firmly believe that an international studies degree is an education in the future of our nation and the world because an international studies student will be versed not only in the subject areas studied, but will also be trained analytically in problem identification and problem solving where international matters are concerned. Toward this end, international studies students will speak and write at least one foreign language, will have experienced one of Brockport’s many outstanding study-abroad opportunities, and will be computer literate. Given the rise in global interdependence in communications, transportation, trade, financial transactions, and a host of other activities, a degree in international studies is a passport to the emerging challenges of the 21st Century.

The College at Brockport also offers interdisciplinary programs in international business, Asian studies and Latin American studies, as well as programs overseas that can be integrated into the international studies major. (See the department chair for further information.)

The Curriculum

The international studies major requires 15 credits of foundation course work, six intermediate level credits, and 15 credits of upper-division course work in one of six thematic or functional tracks and a foreign language requirement.

Foundation Courses—Select five courses for a total of 15 credits

*(Delta College Equivalents)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 111</td>
<td>International Relations (Required)</td>
</tr>
<tr>
<td>PLS 112</td>
<td>Comparative Politics (Required)</td>
</tr>
<tr>
<td>AAS 104</td>
<td>Institutional Racism</td>
</tr>
</tbody>
</table>
Political Science and International Studies

ANT 100  Introduction to Cultural Anthropology (DCC 215 or 315)
ARH 202  Survey of World Art II: Renaissance to Modern (*DCC 210 or 310)
BUS 345  International Business Environment
ECN 202  Principles of Economics-Macro
ENL 164  Literature, Arts and Culture II (*DCC 210 or 310)
ENL 165  International Fiction
ESC 102  Elements of Geography
HST 102  The World and the West: The Modern Era (*DCC 215 or 315)
PLS 333  American Foreign Policy

Note: The following Delta College courses have been determined to fulfill INS Core requirements:

ANT 100 = DCC 215 or DCC 315
ARH 202 = DCC 210 or DCC 310
CMC 418 = DCC 220 or DCC 320
ENL 164 or ENL 165 = DCC 210 or DCC 310
HST 102 = DCC 215 or DCC 315

Intermediate Level Courses–Select two of five courses for a total of six credits.

CMC 418  Intercultural Communication
CRJ 451  International Criminal Justice
PLS 338  Global Issues
PLS 444  National Security
SOC 306  Development and Globalization

Upper Division Courses–Select five courses for a total of 15 credits
Electives may not duplicate foundation or intermediate-level courses.

I. Thematic Tracks

A. Developing Societies

AAS/DNS 330  African Dance II
AAS 360  Africa Today
AAS/ENL 367  African Novel
AAS/HST 460  Modern Africa
ANT 317  Culture and AIDS
ANT 332  China in Transition
ANT 405  Applied Anthropology
DNS 200  Traditional Dance Styles
ESC 432  Tropical Meteorology
ENL 366  Arabic Culture and the West
ENL 367  African Novel Development
ENL 474  Caribbean Literature
ENL 475  Post-Colonial Literature
FCE/WMS 375  Latin American Women
HST 361  History of Japan
HST 363  Islam
HST 376  Modern Latin America
HST 388  Traditional China
HST 434  Modern Caribbean
HST 438  Women and Gender in Latin American History
HST 467  Modern South Asia
HST 487  Asian Survey
PLS 342  Latin American Politics
PLS 348  Politics of the Far East
B. Former and Current Communist Societies

ANT 317  Culture and AIDS  
ANT 332  China in Transition  
HST 343  History of the Soviet Union  
HST 388  Traditional China  
HST 389  Modern China  
HST 487  Asian Survey  
PLS 304  International Relations Simulation  
PLS 305  Politics of European Integration  
PLS 346  Russian and East European Politics  
PLS 348  Politics of the Far East  
PLS 447  Russia in Transition  
PLS 475  Political Geography  

C. Advanced Industrial Societies

ANT 317  Culture and AIDS  
ANT 405  Applied Anthropology  
ENL 355  Classical Mythology  
HST 337  Early Modern Europe  
HST 347  Europe's Long 19th Century  
HST 351  Nazi Germany  
HST 359  European Women  
HST 361  History of Japan  
HST 364  History of Britain  
HST 449  20th Century Europe  
PLS 304  International Relations Simulation  
PLS 305  Politics of European Integration  
PLS 339  The Morality of War  
PLS 340  European Political Systems  
PLS 343  Canadian Politics and Society  
PLS 410  International Political Economy  
PLS 444  National Security  

D. Multi-regional Track
Concentration of three courses in one of the above areas
Two courses from two other areas

II. Functional Tracks

A. International Environmental Issues

ANT 310  World Health Crisis  
ANT 315  The Migration Experience  
ANT 321  Culture Change  
BUS 345  International Business Environment  
CHM 372  Environmental Issues  
ESC 364  Water Resources Issues  
ESC 432  Tropical Meteorology  
PLS 475  Political Geography  

B. International Business Track

Students must have taken ECN 202 from among the core INS courses to qualify for this track.
Students should be aware of business/economics departmental prerequisites, which are strictly enforced. Students must choose five classes from among the following:
BUS 335    Principles of Marketing
BUS 345*  International Business Environment
BUS 433    International Marketing
BUS 445    International Financial Management
ECN 443    International Economics
PLS 410    International Political Economy

*Indicates a foundation or intermediate-level course that is also available as an upper-level course option. Students cannot use these courses to fulfill both requirements.

Foreign Language Requirement
Students are required to demonstrate an intermediate level mastery of any foreign language offered at the College at Brockport. Students may either successfully complete an appropriate qualifying exam or complete the language level through 212 level.

Study Abroad
Students are expected to study abroad and participate in an international internship while fulfilling the INS major requirements. Overseas programs may take the form of traditional studies or an internship program. Study abroad is possible through Brockport in England, France, Canada, Ghana, Jamaica, Japan, Greece, New Zealand, Jordan, Mexico, the Czech Republic and Russia. Internships are available with many organizations and businesses, including the British Parliament and Amnesty International’s home office in England, as well as many more in Scotland, Mexico and Costa Rica. Most study-abroad programs and internships count toward completion of the major.

Closer to home, students may also take part in the Washington Program Internship/Study Program. Work opportunities include the State Department, Amnesty International, Greenpeace, the World Bank, congressional committees on international affairs, and the World Health Organization. Contact The Office of International Education, Morgan III, (585) 395-2119, for more information on study abroad and international internships.

International Organization Simulations
The College at Brockport takes part in model European Union simulations. This acquaints students with the operations of international politics and the workings of influential organizations.

Delta College Global Studies Track
The international studies major may be elected by Delta College students pursuing Option II. (See Delta College entry for details).

International Studies Minor
Students choosing to minor in international studies must complete four courses (12 credits) from the following list. PLS 111 International Relations and PLS 112 Comparative Politics are required amongst those four courses. Two additional courses (6 credits) at an upper division level (300–400) are also required.

ANT 100    Introduction to Cultural Anthropology
ENL 164    Introduction to World Literature
ENL 165    International Fiction
CMC 418    Cross-cultural Communication
ESC 102    Elements of Geography
HST 102    The Modern World
PLS/INS 475 Political Geography
PLS 333    American Foreign Policy
ECN 202    Principles of Economics-Macro
SOC 306    Social Changes in the Third World
For appropriate electives, consult departmental listings or see department chair.

**INTERNATIONAL STUDIES COURSES**

**INS 470 Nationalism.** Cross-listed as PLS 470. Examines the post-World War II force of nationalism as a driving force in the international system, with special attention to the post Cold War period. Includes topics such as ethnic nationalism and regional conflicts, multinational states and multistate nations. 3 Cr.

**INS 475 Political Geography (A).** Covers key aspects of geopolitics as it affects foreign policy and international politics in the post-World War II period. Examines topics such as resources, environment and human geography, as well as issues associated with the study of geography-politics relationships: gate-way states; shatterbelts; heartland concept; and trade ties. 3 Cr.

**PRE-PROFESSIONAL HEALTH PROGRAM**

The goal of the Pre-professional Health Program at Brockport is to help students prepare for successful admission to graduate study leading to doctoral level degrees in medicine, dentistry, veterinary medicine, podiatric medicine, optometry, physical therapy, or pharmacy, and to master’s level degrees as physician assistant and other allied health professions. Students may choose an academic major in any area; the choice should be in a field about which they are passionate and in which they will excel. Regardless of the major, students as undergraduates must build a strong knowledge base in the sciences. Specific course requirements will vary with the field and with individual graduate programs. The following courses are necessary to meet admission requirements and to demonstrate solid knowledge base on the admissions tests for medicine, dentistry, veterinary medicine and most other health fields. Subsets of these courses are required for physical therapy and pharmacy.

- **BIO 201** Biology I
- **BIO 202** Biology II
- **BIO 301** Cell Biology
- **BIO 302** Genetics
- **CHM 205** College Chemistry I
- **CHM 206** College Chemistry II
- **CHM 305** Organic Chemistry I
- **CHM 306** Organic Chemistry II
- **ENL 112** College composition
- **ENL 305** Advanced Composition
- **MTH 201** Calculus I
- **MTH 202** Calculus II
- **MTH 202** Calculus II
- **PHS 235** Physics I
- **PHS 240** Physics II

- **a** Health professional schools may not require advanced biology courses, but in the past Brockport students who have not completed more advanced than BIO 201 and BIO 202 have not fared well on the biological sciences section of the admissions tests.

- **b** Most health professional schools require six credits of writing courses; another writing intensive course may satisfy this requirement. Some admissions tests require a writing sample completed during the test.

- **c** Not all health professional schools require calculus, but most science majors do, and by including these courses students keep open the option of eligibility for admission at all health professional schools.

- **d** Not all health professional schools require calculus-based physics (algebra-based physics may meet requirement), but by choosing calculus-based physics students keep open the option of eligibility for admission at all medical schools.
We recommend that the admissions test be taken only after the completion of all the biology, chemistry, and physics courses.

The Pre-professional Health Program offers students pursuing these post-baccalaureate programs advice and assistance through formal meetings, one-on-one counseling, suggestions for completing related experience and activities critical to successful candidacy and not related to course work, and preparation of personal statements that are critical parts of applications for admission. When requested, the program will prepare a committee evaluation in support of a student’s application, based on transcripts, admissions test scores, evaluations submitted from science faculty, mentoring health professionals, and other knowledgeable persons, the application itself, and a formal interview with the applicant. Current committee members are drawn from the departments of biological sciences, chemistry and physics. Students are advised to contact the program director when they first enroll, or as soon as they decide to pursue one of these health professions.

PROFESSIONS

INTERDISCIPLINARY COURSES

This section includes courses whose interdisciplinary content is applicable to students in the major programs of several academic departments. For information, contact the listed course instructors or the Office of the Dean of the School of Health and Human Performance. 215 Albert W. Brown Building. (585) 395-2350.

Professions Courses

PRO 204 Developmental Assessment (A). Cross-listed as NUR 304. Investigates the physiological, psychological, sociocultural, spiritual and developmental influences on the client. Emphasizes the use of multi-disciplinary tools in assessing clients along the age continuum. Examines environmental forces that influence developmental outcomes. Investigates variables which will promote the optimal stability for each of eight stages of life. Examines normal lines of defense for each stage to retain the greatest internal resistance. 3 Cr. Fall.

PRO 310 Research: Process and Critique (A). Introduces and examines the research process as it is evidenced in published professional journals. Includes the scientific method as utilized in research: problem formulation, literature review, research design and methodology, data analysis, and interpretation of findings. Presents and applies criteria for critically evaluating research to current published research. Emphasizes active learning throughout. 3 Cr. Fall.

PRO 350 Summer Nursing Clinical Internship (B). Fulfills State Education requirements for nursing students participating in summer internship programs. Includes required clinical hours at the internship sponsoring institution, regular on-line communication with course faculty member, and completion of annotated bibliographies on a patient care topic encountered in clinical practice. 1 Cr. Summer.

PRO 370 Health and Drug Education for Teacher Candidates (B). Fosters childhood, adolescence, and physical education teacher candidates’ awareness of personal health, safety, nutrition and other factors that affect students’ readiness to learn. Enhances skills used to create a learning environment free of alcohol, tobacco and other drugs, and which foster the health and learning of all students. Provides Schools Against Violence Education (SAVE) Legislation Certification and Child Abuse Detection Training. Every semester. 1 Cr. Every Semester.

PRO 401 Professional Preparation in REL (A). Prerequisite: Senior status. Focuses on developing the professional competencies of recreation and leisure students consistent with industry expectations. Examines professional career preparation including skills assessment, portfolio building and resume writing, internship application processes, interview techniques, college-to-career transition, professional ethics and selected contemporary career building seminar topics. Requires students to host outside speakers, conform to prescribed dress code and participate in professional organizations. 1 Cr. Every Semester.
PRO 407 Transcultural Issues in Health Care (A,D,I,W,Y). Examines the issues and implications of health and culture; explores and evaluates social policy issues. Examines the issues and implications of health and culture; explores and evaluates social policy issues important to addressing the health needs of specific ethnocultural groups and women; examines a variety of historical and theoretical issues related to health and culture; discusses comparative health issues in developed and developing countries; and compares and contrasts health beliefs, values and practices of a diverse population. Includes a major service learning component, which provides students with firsthand exposure to a cultural group different from their own. 3 Cr.

PRO 410 Grants Writing Seminar (B). A basic, practical, how-to course for the beginning grants writer. Includes types of funding sources, how to identify funding sources, and how to write foundation and government proposals. Requires writing a brief sample proposal. Appropriate for all majors. 1 Cr. Spring.

PRO 421 Field Experience I (ARP) (B). Provides an introductory practicum experience for students who may work with adults with special needs in a recreational setting; e.g., adults with mental retardation, visual impairments, hearing impairments, or physical disabilities. Takes place on campus on Thursday evenings only. 1.5 Cr. Every Semester.

PRO 422 Field Experience II (ARP) (B). Provides an introductory practicum experience for students who may work with adults with special needs in a recreational setting; e.g., adults with mental retardation, visual impairments, hearing impairments, or physical disabilities. Takes place on campus on Thursday evenings only. 1.5 Cr. Every Semester.

PRO 423 Field Experience III (ARP) (B). Provides an introductory practicum experience for students who may work with adults with special needs in a recreational setting; e.g., adults with mental retardation, visual impairments, hearing impairments, or physical disabilities. Takes place on campus on Thursday evenings only. 1.5 Cr. Every Semester.

PRO 424 Field Experience IV (ARP) (B). Provides an introductory practicum experience for students who may work with adults with special needs in a recreational setting; e.g., adults with mental retardation, visual impairments, hearing impairments, or physical disabilities. Takes place on campus on Thursday evenings only. 1.5 Cr. Every Semester.

PRO 425 Field Experience V (ARP) (B). Provides an introductory practicum experience for students who may work with adults with special needs in a recreational setting; e.g., adults with mental retardation, visual impairments, hearing impairments, or physical disabilities. Takes place on campus on Thursday evenings only. 1.5 Cr. Every Semester.

PRO 426 Field Experience VI (ARP) (B). Provides an introductory practicum experience for students who may work with adults with special needs in a recreational setting; e.g., adults with mental retardation, visual impairment, hearing impairments, or physical disabilities. Takes place on campus on Thursday evenings only. 1.5 Cr. Every Semester.
DEPARTMENT OF PSYCHOLOGY

133 Holmes Hall 
(585) 395-2488

Chair and Assistant Professor: Melissa M. Brown, PhD, Indiana University; Dean of Sciences and Mathematics and Professor: Stuart Appelle, PhD, George Washington University; Associate Professors: David Abwender, PhD, University of Miami; Stacy Birch, PhD, University of Illinois; Kelly Brennan-Jones, PhD, SUNY Buffalo; Marcie Desrochers, PhD, University of Manitoba, Lori-Ann B. Forzano, PhD, SUNY Stony Brook; Janet F. Gillespie, PhD, Southern Illinois University; Susan Shonk, PhD, University of Rochester; Assistant Professors: Amanda R. Lipko, PhD, Kent State University, Sara J. Margolin, PhD, University of Florida; Laurel McNall, PhD, SUNY Albany; Matthew K. Mulvaney, PhD, University of New Hampshire, Jennifer J. Ratcliff, PhD, Ohio University.

Psychology is the science of behavior. It covers the behavior of humans and animals, normal and abnormal behavior, and behavior across the life span. The field is concerned both with the development of principles of behavior and with their application to individuals, society and the institutions of government, business, and mental health.

The undergraduate major in psychology is often taken in preparation for graduate education in the field, which is necessary for professional work in psychology. However, the study of behavior relates to almost any program of study or vocation, and courses in psychology are required or recommended for many programs offered at The College at Brockport.

At The College at Brockport, the psychology major provides students with a broad exposure to these different aspects of the discipline, while allowing concentration in a particular area of interest.

Psychology Courses meeting General Education Requirements
Natural Science without a Lab: PSH 110 Principles of Psychology
Perspectives on Women: PSH 431 Close Relationships, PSH 433 Psychology of Gender
Contemporary Issues: PSH 431 Close Relationships, PSH 457 Creativity

Major in Psychology
All majors are required to complete a minimum of 36-37 credits of psychology, at least half of which (18 credits) must be taken at The College at Brockport. Courses graded Satisfactory/Unsatisfactory may not be counted toward the major. One may elect to take more than the minimum, but not more than 54 credits in psychology will count toward a degree. The major consists of a required core, one course from each of four breadth areas, and five electives to be selected with advisement.

Required Core:
PSH 110 Principles of Psychology
PSH 202 Introduction to Statistics or an approved statistics course from another discipline (ECN 204, HLS 488, MTH 243, PLS 303, or SOC 200)
PSH 301 Research Methods.

Breadth Requirements: Select one from each group.

Group I
PSH 341 Biopsychology
PSH 342 Animal Behavior
PSH 352 Sensation/Perception

Group II
PSH 331 Personality
PSH 332 Social Psychology
PSH 384 Child Psychology
Group III

- PSH 334 Abnormal Psychology
- PSH 336 Clinical Psychology
- PSH 397 Health Psychology

Group IV

- PSH 322 Conditioning and Learning
- PSH 325 Motivation
- PSH 351 Cognitive Processes

Five Psychology Electives:
Each student selects at least five additional psychology courses with the approval of a faculty advisor. To make normal progress in the major, a student should complete the core before entering his/her junior year. Transfer students should see a psychology faculty advisor as soon as possible.

* If a student elects to fulfill the statistics requirement with a statistics course from a different discipline a sixth psychology elective will be required.

Minor in Psychology
A minor in psychology consists of 18-19 credits, nine of which must be upper-division. There are three specifically required courses: a general psychology course (PSH 110), Introductory Statistics (PSH 202), and Research Methods in Psychology (PSH 301). The remaining nine credits (three courses) are to be selected from the Department of Psychology course offerings with advisement. Courses graded Satisfactory/Unsatisfactory may not be counted toward the minor. At least nine of the minor credits must be taken at The College at Brockport.

Department of Psychology Courses

**PSH 110 Principles of Psychology (A,N).** (Students who have received credit for PSH 112 may not receive credit for this course.) Provides an introduction to the scientific study of mind and behavior. Includes topics such as sensation and perception, biopsychology, personality, motivation, emotion and experience, learning, memory, development, and abnormal psychology. 3 Cr.

**PSH 112 General Psychology With Laboratory (A,L).** (Students with credit for PSH 110 may not receive credit for this course.) Provides an introduction to the scientific study of mind and behavior. Includes topics such as sensation and perception, biopsychology, personality, perception, social interaction, learning and memory, development, and abnormal psychology. Requires three hours per week in lecture and one hour per week in small group labs with an additional one or two hours of independent lab work each week. Requires data collection and analysis, and written reports for the labs. 4 Cr. Every Semester.

**PSH 202 Introductory Statistics for Psychology (A).** Covers evaluation of experimental results, analysis and interpretation of data from psychological research using traditional inferential and descriptive techniques, and psychology as a quantitative science. Students who have received academic credit for ECN 204, HLS 488, MTH 243, PLS 303, or SOC 200, or transfer credit for an elementary statistics course at another institution, may not receive credit for this course, but psychology majors and minors may request a waiver of PSH 202 based on having completed and passed one of these other statistics courses. 3 Cr. Every Semester.

**PSH 301 Research Methods in Psychology (A).** Prerequisite PSH 202 or equivalent statistics course; Introduces the philosophy and methods of research in psychology, including measurement and data-collection techniques, research ethics, design and evaluation of research methodologies, data analysis, p Three hours of lecture and two hours of lab per week. 4 Cr.

**PSH 322 Conditioning and Learning (A).** Prerequisite PSH 301; Covers the psychology of learning theory. Studies basic concepts of classical and instrumental conditioning, basic parameters of acquisition and extinction, stimulus control of behavior, and aversive conditioning. Three hours of lecture and three hours of lab per week. 4 Cr.

**PSH 325 Motivation (A).** Prerequisite: PSH 110 or PSH 112. Analyzes the factors (biological, emotional, behavioral and cognitive) that determine human and animal behavior. Addresses theories and research in motivation from major perspectives...
Psychology 357

in psychology, with an emphasis on the influence of stress, anxiety, and achievement motivation on human behavior. 3 Cr.

PSH 331 Personality (A). Prerequisite: PSH 110 or PSH 112. Covers the application of scientific methods to the study of personality, and major theoretical approaches to personality. Examines research findings in major content areas from several experimental and measurement perspectives. 3 Cr.

PSH 332 Social Psychology (A). Prerequisites PSH 110 or PSH 112. Provides a scientific study of human social behavior. Includes topics such as attraction, attitudes, aggression, conflict, social cognition, social influence, and groups. 3 Cr.

PSH 334 Abnormal Psychology (A). Prerequisite: PSH 110 or PSH 112. Surveys major categories of abnormal behavior and their causes. Focuses on understanding and treating maladaptive behavior. 3 Cr.

PSH 336 Clinical Psychology (A). Prerequisite: PSH 110 or PSH 112. Recommended: PSH 334. Provides an empirical overview of clinical psychology, emphasizing the appraisal of assessment strategies and modalities of treatment. Includes research, professional, and ethical issues in clinical psychology. 3 Cr.

PSH 341 Biopsychology (A). Prerequisite: PSH 110 or PSH 112. Covers the biological bases of behavior, including anatomy and function of the nervous system, neurotransmitter systems, sleep, biological bases of mental illness, physiological mechanisms in hunger and feeding, brain mechanisms in reward, and physiology of emotions. 3 Cr.

PSH 342 Animal Behavior (A). Prerequisite: PSH 110 or PSH 112. Covers the function, mechanics, development and evolution of perception, orientation, motivation, reproduction, and social behavior of human and non-human animals. Integrates films and lab exercises with lectures and readings. 3 Cr.

PSH 351 Cognitive Processes (A). Prerequisite: PSH 110 or PSH 112. Examines the basic processes of thinking, pattern recognition, memory, language, and problem solving. 3 Cr.

PSH 352 Sensation and Perception (A). Prerequisite: PSH 110 or PSH 112. Examines the sensory systems and their roles in responding to, and producing experiences of, the physical world. 3 Cr.

PSH 384 Child Psychology (A). Recommended prerequisite: PSH 110 or 112. Studies human growth and development from conception through early adolescence. Includes mechanisms of development, theories of development, genetic and prenatal influences, and physical, intellectual, emotional, and social development. 3 Cr.

PSH 397 Health Psychology (A). Prerequisites: PSH 110 or PSH 112. Presents the combination of educational, scientific, and professional contributions of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the identification of causes and correlates of health and illness, and the analysis and improvement of the health care system. Focuses on the examination of how biological, psychological, and social factors interact to influence individual behavior related to promoting health, preventing illness, and coping with illness. 3 Cr.

PSH 402 Industrial/Organizational Psychology (A). Prerequisite PSH 110 or PSH 112; Survey of theory, research, and applications in major topical areas of Industrial/Organizational Psychology. Topics include work motivation, job attitudes, teams and teamwork, leadership, performance appraisal, training and development, and personnel selection. PSH 202 or equivalent statistics course is recommended. 3 Cr. Every Semester.

PSH 423 Practicum in Teaching Conditioning and Learning (B). Prerequisites: PSH 322 and instructor's permission. Requires participants to work with students in a tutorial capacity. Allows participants to develop tutorial techniques, learn how to tutor small groups of students, supervise students' lab work, and perform interactive tasks. Satisfactory/Unsatisfactory grading only. 3 Cr.

PSH 427 Psychology of Thinking (A). Prerequisite: PSH 110 or PSH 112. Increases students' understanding of thinking through review and evaluation of the development of new theories and their applications. Focuses on human thinking, particularly problem-directed, undirected, critical, and creative thinking. 3 Cr.

PSH 431 Close Relationships (A,I,W). Prerequisites: A general psychology course (PSH 110 or 112) and instructor's permission; PSH 301 highly recommended. Investigates various approaches to the study of close relationships. Explores theories of attachment, evolutionary psychology, communications, and extant social/psychological approaches, including interdependence theory, that are useful in understanding close relationships. Examines the best means of characterizing close relationships, including the development of a single, integrative framework. 3 Cr.

PSH 432 Psychology of Social Issues (A). Prerequisite: PSH 110 or PSH 112. Covers psychological factors related to contemporary social issues and provides evaluation of research. 3 Cr.

PSH 433 Psychology of Gender (A,W,Y). Cross-listed as WMS 433. Prerequisite: PSH 110 or PSH 112. Surveys the psychological and social impact
of sex differences, sex roles, and the development of gender identity on behavior. Examines historical antecedents of gender differences, development of gender identity, and sex differences in performance, attribution, achievement, cognition, interpersonal behavior, psychopathology, and response to therapy to illustrate facts and fictions in gender research. 3 Cr.

PSH 436 Psychology of Aging (A). Prerequisite: PSH 110 or PSH 112. Provides an overview of adult development, including genetics and longevity, sexual changes with age, cognitive processes and intelligence, social change, work and retirement, sex roles, moral development, and mental health and mental disorders associated with aging. 3 Cr.

PSH 437 Psychology and Jewish Studies (A). Explores psychological factors related to Jewish people, the Arab-Israeli conflict, and the Holocaust. 3 Cr.

PSH 440 Practicum in Teaching Biopsychology (B). Prerequisite: PSH 341. Entails tutoring small groups of students in a biopsychology course, conducting review sessions, assisting in evaluation, and developing tutorial techniques or a class lecture. Satisfactory/Unsatisfactory grading only. 3 Cr.

PSH 441 Introduction to Clinical Neuropsychology (A). Prerequisites: either PSH 112 or PSH 110, and PSH 341 or instructor’s permission. Introduces human neuropsychological function and disorders. Emphasizes methods of neuropsychological investigation and the links between specific brain regions/structures and higher psychological functions. Explores disorders of emotion, motor and social behavior, speech, memory, and visual-spatial abilities associated with organic brain impairments, including Alzheimer’s disease, head trauma, stroke, and other neurologic, psychiatric, and medical illnesses. 3 Cr.

PSH 442 Psychology of Eating and Drinking (A). Prerequisites: either PSH 112 or PSH 110, and PSH 341 or instructor’s permission. Provides an in-depth look at the field of eating and drinking. Draws on research from a variety of sub-disciplines within psychology, including biopsychology, learning and motivation, personality, sensation and perception, and social psychology. Includes theories and mechanisms of hunger and thirst, determinants of food preferences and choices, effects of food on behavior, eating disorders, overeating and obesity, and alcohol use and abuse. 3 Cr.

PSH 445 Psychopharmacology (A). Prerequisites: either PSH 112 or PSH 110, and PSH 341 or instructor’s permission. Covers the effects of psychoactive substances on the central nervous system, behavior, and mood, with emphasis on the role of neurotransmitter systems and receptor sites in the mechanism of drug actions. Includes the pharmacology of recreational drugs as well as those used in the treatment of psychiatric and neurological disorders. 3 Cr.

PSH 446 Cognitive Development (A). An in-depth analysis of the development of cognitive processes during infancy and childhood. Important theoretical claims, empirical results, and research methods of relevant areas, including memory, language, metacognition, and problem solving are critically evaluated. 3 Cr.

PSH 457 Creativity (A,I). Prerequisite: PSH 110 or PSH 112. Examines anecdotal, biographical, observational, questionnaire, and experimental evidence and theory from the arts, humanities, and sciences; discusses relevance of creativity to education and to healthy personal growth; explores the possibility of training for creativity. 3 Cr.

PSH 465 Practicum in Teaching Experimental Psychology (B). Prerequisites: PSH 301 and instructor’s permission. Allows the student to work with a small group of students in an experimental psychology course, help them evaluate their lab research designs, and assist them in completing experiments. Also allows students to learn various forms of analysis of variance. Satisfactory/Unsatisfactory grading only. 3 Cr.

PSH 468 Practicum in Teaching Research Statistics (B). Prerequisites: PSH 202 and instructor’s permission. Allows students to experience the aspects of teaching basic statistical techniques (including class discussions, lab sessions, and evaluation). Requires students to supervise assigned lab sessions. Satisfactory/Unsatisfactory grading only. 3 Cr.

PSH 480 Principles of Assessment (A). Prerequisites: either PSH 110 or PSH 112, and PSH 202 or instructor’s permission. Explores methodological and ethical issues in assessing individuals and groups. Allows students to develop a basic understanding of assessment procedures, test design, test interpretation, and familiarity with selected intellectual, academic, employment, and neuropsychological tests. 3 Cr.

PSH 482 Community Psychology (A). Prerequisites: either PSH 112 or PSH 110, and PSH 336 or instructor’s permission. Examines the discipline of community psychology, which deals with theory and practice in the prevention of socioemotional disorders and promotion of psychological well-being. Includes historical background of community psychology (e.g., the community mental health movement), the role of stressful life events/life transitions in adjustment, issues and programs in promotion of social competence, and social policy applications of psychology. 3 Cr.
PSH 483 Applied Behavior Analysis (A). Prerequisite: PSH 110 or PSH 112 or instructor’s permission. Covers the application of conditioning and learning principles to the treatment of human behavior problems. Examines both child and adult applications in home, classroom and institutional settings. 3 Cr.

PSH 484 Adolescence (A). Prerequisites: PSH 110 or PSH 112. Covers the application of general principles and theories of development to the adolescent period. Includes physiological changes, cognitive development, social relations, identity, and other issues of adolescence. 3 Cr. Every Semester.

PSH 485 Advanced Behavior Analysis (A). Prerequisites: either PSH 110 or PSH 112, and PSH 483 or instructor’s permission. Investigates a number of specific areas in which basic principles and techniques of applied behavior analysis have been successfully applied. Includes areas of study such as education, business and industry, institutional behavior, family living, and interpersonal relationships. 3 Cr.

PSH 486 Psychological Disorders of Children (A). Prerequisite: PSH 110 or PSH 112. Provides an empirical survey of childhood psychological disorders with discussion of theory, research and therapy. Emphasizes the application of learning principles for understanding and treating disorders. 3 Cr.

PSH 488 Developmental Disabilities (A). Prerequisite: PSH 110 or PSH 112. Provides in-depth coverage of selected topics of contemporary relevance to theory and practice in the field of developmental disabilities. Issues include community integration of persons with developmental disabilities; prevention; advocacy; and special populations such as autism, behavior disorders, sensory impairments, and epilepsy. 3 Cr.

PSH 492 Evolutionary Psychology (A). Reviews the fundamental principles of evolution and their application to psychological phenomenon. Topics include group behavior, mating behavior, mental health, parenting, and emotional and cognitive processes. 3 Cr.

PSH 497 Behavioral Medicine (A). Prerequisite: PSH 397 or instructor’s permission. Explores the interdisciplinary field concerned with the development and integration of behavioral and biomedical science, knowledge, and techniques related to the understanding of health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment, and rehabilitation. Emphasizes mind/body relationships, stress/illness relationships, biofeedback and self-regulation, pain management, and the human brain as a health-care system. 3 Cr.

PSH 499 Independent Study in Psychology (A). Prerequisite: PSH 110 or PSH 112. Provides theoretical and/or empirical investigations into special topics in psychology. Arranged in consultation with the instructor. 1-6 Cr. By Arrangement.
Recreation and leisure is one of the most exciting and diverse human service professions. The field provides opportunities to work with all types of people in a variety of settings, addressing the potential and problems of leisure in modern society. Students studying recreation management will qualify for employment in a variety of settings including military, public, private, campus, commercial, and corporate-sector recreation. Students studying therapeutic recreation will qualify for employment in clinical, transitional, juvenile and community settings, such as hospitals; nursing homes; schools or residential centers; treatment centers; centers for physical medicine and rehabilitation; psychiatric institutions; and public, private and volunteer agencies. Students studying the new tourism management concentration will be prepared for professional positions in resorts and other tourism settings by offering a curriculum that covers a diverse body of knowledge including sustainability, marketing, planning, operations, entrepreneurship, event planning and financial management. All of the concentrations provide students with academic and experiential opportunities that foster an exciting undergraduate experience and a challenging professional opportunity.

All students majoring in recreation and leisure studies must earn a grade of “C” or better in REL core courses and the REL concentration courses in order to satisfactorily complete the REL major and to be eligible for REL 403: Practicum. Also, only courses for which a grade of “C” or better was earned will be considered for transfer into the program towards satisfaction of the major requirements.

All students must be certified in CPR/AED/First Aid during the period they are to be performing their REL 403 internship.

All students must take the New York State Child Abuse Reporter Training. This is normally offered in REL 402.

Students changing majors to REL must possess at least a 2.00 GPA.

**Major in Recreation and Leisure Studies**

To complete the major in recreation and leisure studies, students must complete 25.5 credits of core course work, 15 credits in an concentration (either recreation management or therapeutic recreation), 18 credits of guided electives, and a 15-credit practicum experience.

Specific requirements are as follows:

**Required Core Course Work (41.5 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 302</td>
<td>Leisure and the Individual and Society</td>
<td>3</td>
</tr>
<tr>
<td>REL 306</td>
<td>Recreation for Persons with Differing Abilities</td>
<td>3</td>
</tr>
<tr>
<td>REL 307</td>
<td>Applied Studies in Recreation and Leisure</td>
<td>3</td>
</tr>
<tr>
<td>REL 308</td>
<td>Recreation Programming and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>REL 312</td>
<td>Management of Recreation and Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>REL 402</td>
<td>Current Leisure Problems and Issues</td>
<td>3</td>
</tr>
<tr>
<td>REL 403</td>
<td>Practicum</td>
<td>15</td>
</tr>
<tr>
<td>REL 410</td>
<td>Research and Evaluation in Recreation and Leisure Studies</td>
<td>3</td>
</tr>
<tr>
<td>REL 414</td>
<td>Planning, Design, and Management of Recreation and Leisure Facilities</td>
<td>3</td>
</tr>
</tbody>
</table>
Recreation Management Concentration (15 credits)
The recreation management concentration prepares students for professional positions in government recreation, nonprofit sectors, and corporate and commercial recreation settings. Students pursuing this concentration must complete 15 credits from the following course list:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 395</td>
<td>Sustainable Development and Management in Recreation and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>REL 416</td>
<td>Management of Non-Profit Leisure Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>REL 430</td>
<td>Special Event Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (choose two courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 303</td>
<td>Corporate and Commercial Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REL 313</td>
<td>Economic and Community Development in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REL 411</td>
<td>The Recreation Legal Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15

Tourism Management Concentration (15 credits)
Tourism is one of the largest industries in the world. It has also evolved into a diverse industry with sub-sectors including cultural and heritage tourism, ecotourism tourism, adventure tourism, sports tourism, and much more. The tourism management concentration prepares students for professional positions in resorts and other tourism settings by offering a curriculum that covers a diverse body of knowledge including sustainability, marketing, planning, operations, entrepreneurship, event planning and financial management. It works with other academic departments to provide support courses to maximize the interdisciplinary capacity of the discipline. It also works closely with industry professionals nationally and internationally to provides internship opportunities of the highest caliber.

Students pursuing this concentration must complete 15 credits from the following course list:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 314</td>
<td>Tourism Principles</td>
<td>3</td>
</tr>
<tr>
<td>REL 395</td>
<td>Sustainable Development and Management in Recreation and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>REL 430</td>
<td>Special Event Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (choose two courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 415</td>
<td>Entrepreneurship and Financial Management in Tourism</td>
<td>3</td>
</tr>
<tr>
<td>REL 435</td>
<td>Resort and Hotel Operations</td>
<td>3</td>
</tr>
<tr>
<td>REL 440</td>
<td>Tourism Sales and Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15

Students with a concentration in recreation management or tourism management must take a minimum of 18 credits of Guided Electives. **Note:** This is not a comprehensive list, other courses may be substituted with the permission of your academic advisor. The department encourages students to consider declaring a minor. A minor will substitute for the Guided Electives with the exception of the requirement to take a statistics course.
GROUP I: Management and Marketing Skills
BUS 317 Intro to Management Information Systems (Prerequisite BUS 280, 285 or instructor’s permission)
BUS 335 Principles of Marketing
BUS 432 Sales Management (prerequisite BUS 335)
BUS 433 International Marketing (prerequisite BUS 335)
BUS 434 Direct Marketing (prerequisite BUS 335)
BUS 435 Consumer Behavior (prerequisite BUS 335)
BUS 437 Promotional Policy (prerequisite BUS 335 & 435)
BUS 345 International Business Environment
BUS 365 Principles of Management
BUS 375 Business Law I
BUS 439 Retail Management (prerequisite BUS 335)
ACC 281 Fundamental Accounting I
ACC 282 Fundamental Accounting II (prerequisite ACC 285)

GROUP II: Communications Skills
CMC 201 Public Speaking
CMC 224 News Writing and Reporting
CMC 312 Argumentation and Debate
CMC 314 Small Group Communication
CMC 316 Interpersonal Communication in Business and the Professions
CMC 317 Interviewing
CMC 332 Public Relations Principles and Practices (prerequisite CMC 262 or instructor’s permission)
CMC 415 Public Communication in Administration, Business and the Professions (prerequisite CMC 316)
CMC 219 Advertising, Mass Persuasion and the Consumer
EDC 418 Conferencing Skills

GROUP III: Analytical Skills
MTH 243 Elementary Statistics
PLS 300 Political Statistics
PSH 202 Introductory Statistics for Psychology
SOC 200 Social Statistics

GROUP IV: Accounting and Finance
ENC 201 Principles of Economics-Micro
ENC 202 Principles of Economics-Macro

GROUP V: Wellness Issues
HLS 301 Health Behaviors and Wellness
HLS 311 Nutrition
HLS 409 Introduction to Psychoactive Substance Use and Abuse
HLS 418 Alcohol Use and Abuse
HLS 426 HIV/AIDS: Issues and Implications
HLS 470 Health Implications of Stress

GROUP VI: Issues of the Human Life Cycle
EDC 301 Introduction to Counseling
HLS 306 Contemporary Issues in Health
SWO 376 Gerontology
REL 372 Child Abuse (be aware of the 54-credit rule)
REL 406 Leisure and Aging (be aware of the 54-credit rule)
GROUP VII: Miscellaneous Issues Relating to Recreation and Leisure

SWO 379 People with Disability: Issues, Legislation, Intervention
PLS 312 Public Administration
PLS 318 State and Local Government
PLS 435 Legal Rights of the Disadvantaged (cross-listed as AAS 435 and WMS 435)
CRJ 343 Juvenile Justice Process (instructor’s permission)
CRJ 431 Crime Prevention (instructor’s permission)
CRJ 477 Family Violence (prerequisites: Introductory courses in sociology and psychology)
CRJ 479 Victimology (cross-listed as WMS 479, at least junior status)
CRJ 481 Women and Criminal Justice (cross-listed as WMS 481)
CRJ 485 Issues in Juvenile Justice (prerequisite CRJ 343 or instructor’s permission)
SOC 352 Sociology of Work (prerequisite any lower-division sociology course)

GROUP VIII: Leisure in Society

ANT 301 Native Americans
ANT 321 Culture Change
ANT 331 Latinos in the US
ANT 342 Native-American Culture History
AAS 310 Urban Black Politics
AAS 314 The Black Family (cross-listed as SOC 314)
AAS 332 Urban Economic Problems
AAS 370 Leadership Development I (cross-listed as EDI 370)
AAS 371 Leadership Development II (cross-listed as EDI 371)
AAS 428 Racial and Ethnic Relations (cross-listed as SOC 428)
FCE 375 Latin-American Women
FCE 420 Multiculturalism in the US
HST 387 Asian Survey
SOC 304 Urban Sociology
SOC 306 Social Change in the Third World
SWO 321 Cultural Diversity
WMS 315 Contemporary Black Women (cross-listed as AAS 315)

Therapeutic Recreation Emphasis (15 credits)

The therapeutic recreation concentration prepares students for positions as therapeutic recreation specialists in clinical, transitional and community settings. Students pursuing this concentration must complete the following five courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 305</td>
<td>Introduction to Therapeutic Recreation (prerequisite)</td>
<td>3</td>
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<tr>
<td>REL 302</td>
<td>Leisure Education in Therapeutic Recreation</td>
<td>3</td>
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<tr>
<td>REL 407</td>
<td>Methods of Therapeutic Recreation (prerequisite REL 405)</td>
<td>3</td>
</tr>
<tr>
<td>REL 408</td>
<td>Facilitation Techniques in Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REL 412</td>
<td>Issues and Trends in Therapeutic Recreation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 15

Students electing therapeutic recreation as their concentration must be aware that this program is constructed so that students are eligible to sit for the professional certification examination after graduation. Therefore, 10 credits of guided electives are prescribed (BIO 221 or BIO 321, PSH 334 and PRO 204). Additionally, all recreation and leisure studies majors must take an approved statistics course.
Students in the therapeutic recreation concentration are permitted to select only six credits of 18 required elective credits. Further, it is required that students take the concentration courses in a prescribed sequence. Students are required to take REL 305 as a prerequisite or co-requisite for any other REL course work in therapeutic recreation.

**Guided Electives for Therapeutic Recreation (minimum of 18 credits):**

Students must complete at least one course from Groups I (Anatomy and Physiology) and II (Statistics), both courses in Group III, and two courses from Groups IV, V and VI (total of 19 credits).

**GROUP I: Biological/Physical Sciences (one course required)**

- BIO 221 Survey of Anatomy and Physiology
- BIO 321 Survey of Anatomy and Physiology

**GROUP II: Analytical Skills (one course required)**

- MTH 243 Elementary Statistics
- PLS 300 Political Statistics
- PSH 202 Introductory Statistics for Psychology
- SOC 200 Social Statistics

**GROUP III: Psychology**

**Required**

- PRO 204 Developmental Assessment
- PSH 334 Abnormal Psychology

**Optional**

- PSH 332 Social Psychology
- PSH 436 Psychology of Aging
- PSH 484 Adolescence
- PSH 486 Psychological Disorders of Children

**Note:** All psychology courses require a prerequisite of PSH 110.

**Two Courses from the following four groups.**

**GROUP IV: Human Services**

- ANT 313 Culture and Disability
- EDC 301 Introduction to Counseling
- HLS 306 Contemporary Issues in Health
- HLS 402 Women’s Health
- SWO 379 People with Disability: Issues, Legislation, and Intervention
- PLS 435 Legal Rights of the Disadvantaged
- REL 406 Leisure and Aging (be aware of the 54 hour rule)

**GROUP V: Health-related Issues**

- HLS 311 Nutrition
- HLS 402 Women’s Health
- HLS 409 Introduction to Psychoactive Substance Use and Abuse
- HLS 418 Alcohol Use and Abuse
- HLS 426 HIV/AIDS: Issues and Implications
- HLS 470 Health Implications of Stress
- REL 372 Child Abuse (be aware of the 54-hour rule)

**GROUP VI: Sociology**

- SOC 300 Sociological Theory
- SOC 317 Prejudice, Personality and Culture
- SOC 331 Sociology of Mental Illness
- SOC 361 Sociology of Sex, Marriage and the Family
Recreation and Leisure Studies

GROUP VII: Miscellaneous Courses that Support NCTRC Requirements

- BIO 281 Elements of Human Biology
- CMC 273 Interpersonal Communication
- CMC 314 Small-group Communication
- EDI 325 Understanding the Exceptional Learner
- PES 413 Human Growth and Development
- PES 445 Adapted Physical Education
- PES 461 Theories of Play
- SWO 376 Gerontology

Practicum Experience Requirement (15 credits)

All students majoring in recreation and leisure studies must complete a practicum experience. The practicum is usually completed during the fall or spring semester of the senior year: REL 403 Practicum (prerequisite: REL 307 for 200 clock hours or 15 credits; REL 307 for 180 hours combined with PRO 421-426, totaling 200 clock hours.)

Minor in Recreation and Leisure Studies

The minor in recreation and leisure studies is designed for the student whose work is likely to call for understanding of and skill in coping with leisure and recreational implications of extended life expectancies, retirement, the needs of citizens with disabilities, high technology, and the changing family structure.

Required Courses for Minor: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 302</td>
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<td>REL 308</td>
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<td>REL 312</td>
<td>3</td>
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<tr>
<td>REL 307</td>
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Total: 12

Optional REL Electives (Must take two courses from list:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 303</td>
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<tr>
<td>REL 305</td>
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<td>REL 313</td>
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<td>REL 395</td>
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<tr>
<td>REL 440</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits for Minor: 18

NOTE: Courses taken on a Satisfactory/Unsatisfactory basis may not count toward completion of the minor.
Department of Recreation and Leisure Courses

REL 211 The Leisure Experience (A,D,S). Familiarizes students with the interrelationship between leisure and Western culture and society, and increases awareness of the effects of leisure. Covers the economic impact of leisure, leisure as a modifier of culture, life stages and leisure. Not for majors. 3 Cr. Every Semester.

REL 302 Leisure and the Individual and Society (A). Presents an overview of the recreation/leisure profession and its impact on the individual and society. Covers concepts of recreation and leisure through the study of theories of play. Discusses philosophical frameworks for play, recreation and leisure. Explores the sociological and economic impacts of recreation and leisure. Requires students to develop an operational philosophy of recreation and leisure. 3 Cr. Every Semester.

REL 303 Corporate and Commercial Recreation (B). Covers the history, philosophy, organization, programming and financing of industrial recreation. Allows students to develop an operating policy. May include a field trip. 3 Cr. Fall.

REL 305 Introduction to Therapeutic Recreation (B). Corequisites: REL 302, REL 306, PRO 421. Covers the process, benefits and function of therapeutic recreation, values of therapeutic recreation service, provision of service by diagnostic group and setting including medical terminology, and historical and professional development of therapeutic recreation. Requires field experience. 3 Cr. Fall.

REL 306 Recreation for Persons With Differing Abilities (A). Corequisite: PRO 421. Provides both the conceptual framework and the specifics of application relative to integrated lifestyles for persons with disabilities. Focuses on assessing, planning, implementing and evaluating phases of providing integrated recreational services. 3 Cr. Every Semester.

REL 307 Applied Studies in Recreation and Leisure (B). Prerequisites: REL 302 and REL 308. Investigates professional issues and problems through on-site experiential learning or through directed research projects. Topics and sites are arranged through the instructor. Requires one or more written projects, depending upon the topic and scope of study. 3 Cr. Summer.

REL 308 Recreation Programming and Leadership (B). Corequisite: REL 302. Provides an overview of various recreation activities; examines frameworks for recreation program; and evaluates recreation programs. Acquaints students with the theory, principles, and practices of leadership and group dynamics in recreation and leisure situations and settings. 3 Cr.

REL 312 Management of Recreation and Leisure Services (B). Corequisite: REL 302. Focuses on the management of a comprehensive recreation and leisure service system. Covers organizational behavior, marketing, human resources, operations, and finance common to public, private, commercial, and therapeutic sectors. 3 Cr. Every Semester.

REL 313 Economic and Community Development in Recreation (B). Principal emphasis is on the relationship of recreation to community development. Examination of market mechanisms and government as they affect the allocation of resources to recreation services. Other topics include demand analysis, economics of planning, cost/benefit analysis, secondary economic impacts, multiplier effects, public decision making, public finance and supply considerations in both urban and rural situations. 3 Cr.

REL 314 Tourism Principles (A). Corequisite: REL 302. Covers principles affecting tourism: the scope and magnitude of tourist attractions, services, facilities, transportation, accommodations, and the tourist. Examines travel motivations; demand for destinations; economic, socio-cultural and ecological impact; tourism planning; and tourism marketing. Requires site visits. 3 Cr. Spring.

REL 315 International Tourism (A,D,I,W,Y). Examines the international tourism environment. Covers tourism growth and development and its costs and benefits as an international, economic, social, cultural, political, and environmental phenomenon. Covers trends in international tourism through the exploration of literature relating to international tourism destinations and looks at the role of various constituents in promoting international tourism. 3 Cr. Every Semester.

REL 320 Leisure Education in Therapeutic Recreation (A). Corequisite: REL 305. Provides an introduction to leisure education and its use in clinical and community settings. Covers concepts, theories, and practical issues relating to leisure education, including various models, assessment tools, intervention, leisure education programming techniques, and facilitation of leisure education groups. Examines diverse settings for leisure education services. Gives students the opportunity for practical experience that will build on course content. Requires field experience. 3 Cr. Fall.
REL 372 Child Abuse: Causes, Costs and Confrontation (A,D,I). Informs students of the history of child abuse and its various forms in Western culture. Also allows students to learn of its causes, its costs in terms of dollars and human resources, and the means that society can implement to confront the issue. 3 Cr. Every Semester.

REL 395 Sustainable Development in Recreation and Tourism (A). Focuses on the context of sustainable development and balancing the needs of ecosystems, culture and heritage in the recreation and tourism industry for host communities and visitors. Introduces students to the history, concepts, principles, marketing, planning, and management of sustainable recreations and tourism. Explores contemporary industry trends and examines ways to make tourism sustainable in environmental, economic, social and cultural terms. 3 Cr.

REL 402 Current Leisure Problems and Issues (A). Prerequisites: REL 302, REL 306 (may be taken concurrently), REL 308 (may be taken concurrently), REL 312 (may be taken concurrently), PRO 421 (may be taken concurrently). (Note: May only be taken in semester prior to practicum.) Identifies and analyzes current leisure trends, problems, and issues that affect both the therapeutic and managerial segments of the leisure services profession. Focuses on the concerns of the present and their implications for the future delivery of leisure and therapeutic recreation programs, services, and treatments. 3 Cr. Every Semester.

REL 403 Practicum (B). Prerequisites: REL 307 and REL 402. Provides a directed practicum in an approved leisure service organization. Also provides practical experience in a setting compatible with the student's chosen recreation option with evaluation reports by the practicum agency. 1-15 Cr. Every Semester.

REL 406 Leisure and Aging (A,D,I). Examines various aspects of aging as they relate to leisure in contemporary society, leisure needs of mature adults, services for elderly, and leisure pursuits in the subculture of the aging. 3 Cr. Every Semester.

REL 407 Methods in Therapeutic Recreation (B). Corequisites: REL 305 and REL 306. Covers applications of the therapeutic recreation process (assessment, planning, implementing and evaluating) to planning comprehensive therapeutic programs in health and human service settings. Focus on clinical documentation and professional accountability. Requires field work. 3 Cr. Spring.

REL 408 Facilitation Techniques and Group Process in Therapeutic Recreation (B). Corequisites: REL 305 and REL 306. Emphasizes skill building in therapist facilitation techniques for healing modalities with therapeutic recreation participants. Focuses on individual therapy and group processes, and activity analysis, modality selection, planning multiple sessions, and designing program protocols for contemporary health care delivery across settings serving persons with disabilities. 3 Cr. Fall.

REL 410 Research and Evaluation in Recreation and Leisure Studies (B). Prerequisite: An approved statistics course and instructor's permission. Provides an introduction to research and evaluation in recreation and leisure. Focuses on the tenets of the scientific method as applied to research and evaluation. Emphasizes the use of microcomputers in investigation, data analysis, and writing process. Develops skill in styles and conventions of formal, scientific writing in recreation and leisure studies and services. 3 Cr. Every Semester.

REL 411 The Recreation Legal Environment (B). Explore the US legal environment from both state (NYS used as an example) and federal perspectives. Subjects include the criminal, civil and administration systems. Topical areas will include: environmental, human resource law and regulations, state regulations concerning aquatics and food service. 3 Cr.

REL 412 Trends and Administrative Issues in Therapeutic Recreation (B). Corequisites: REL 305, REL 306, REL 320, REL 407 and REL 408. Investigates how current trends and administrative issues affect the delivery and advocacy of therapeutic recreation services. Emphasizes contemporary approaches to managing changes in practice in the emerging profession of therapeutic recreation. 3 Cr. Spring.

REL 414 Planning, Design and Management in Recreation Facilities (B). Corequisites: REL 302, REL 306, REL 308 and REL 312. Applies student’s prior knowledge of recreation and leisure theory, philosophy, and programming techniques to outdoor/indoor facility planning, design, and maintenance. Provides planning skills, discussion of design issues, and maintenance management techniques. Emphasizes universal access. 3 Cr. Every Semester.

REL 415 Entrepreneurship and Financial Management in Tourism (A). Explores small business development principles and innovative processes involved in starting small businesses that sustain tourism destinations, and examines financial management principles as a tool for decision making and internal control in small businesses. Covers business planning and management, including feasibility, marketing management of projects, financial analysis, capital management, costs of capital, dividend policy, budgeting, human resources, and payroll control. 3 Cr.
REL 416 Management of Non-Profit Leisure Service Organization (B). Corequisite: REL 302. Examines the history and background of the development of nonprofit organizations, their missions, how they compliment public sector organizations, the process of establishing a non-profit organization and specifically management styles, funding and everyday operations. Covers topics such as grant writing, fund raising, organizational structure, and personnel policies. 3 Cr. Spring.

REL 430 Special Event Planning (B). Corequisite: REL 302. Examines the special event planning process. Covers formulation of goals, needs assessment, selection and design of one-time or ongoing event, planning, coordination, revenue generation, marketing, sponsorship, risk management, security, implementation and evaluation. Includes formats such as fairs, festivals, sporting events, grand openings and different levels of managerial involvement. Requires the planning and implementation of a special event. 3 Cr. Spring.

REL 435 Resort and Hotel Operations (B). Corequisite: REL 302. Examines organizational structure and economics of the resort and hotel and the technical operations integral to resort and hotel management. Covers resort and hotel site development; resort and hotel operations; front office operations; budget operations; food beverage and restaurant operations; housekeeping; and staff management. Requires a visit to destination resort and hotel. 3 Cr. Fall.

REL 440 Tourism Sales and Marketing (B). Corequisite: REL 302. Examines the fundamental marketing and sales principles related to the tourism industry. Covers service marketing; destination marketing; professional marketing and sales organizations; consumer behavior; market segmentation; marketing research; tourism product, distribution, location, and price; marketing communication; marketing and sales information systems; and the role of a manager. 3 Cr. Fall.

REL 499 Independent Study in Recreation and Leisure (B). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr.
Department of Social Work

169 Albert W. Brown Building
(585) 395-2324

Chair and Associate Professor: Diane Dwyer, MSW, University of Buffalo; Associate Professors: Kenneth Herrmann, MSW, University of Buffalo; Barbara Kasper, MSW, Syracuse University; Richard Russell, PhD, Syracuse University; Assistant Professors: Carmen Aponte, PhD, Ohio State University; Jason Dauenhauer, PhD, University of Rochester; Kristin Heffernan, PhD, Boston College; Nicole Trabold, PhD, University of Buffalo; Visiting Assistant Professors: Debra Fromm Faria, MSW, Syracuse University; Margery Saunders, MSW, SUNY Albany; Coordinator of Field Instruction: Mary Jo Schlecht, MSW, Syracuse University.

Undergraduate Social Work Program

The profession of social work is dedicated to solving and preventing social problems, whether they involve individuals, families, small groups, organizations, or communities. A broad range of employment opportunities exists. Social workers are found in hospitals, public schools, family agencies, industry, courts, probation departments, government facilities, children’s agencies, and in facilities that serve persons with disabilities. The Department of Social Work is committed to excellence in preparing ethical and competent professional social workers who foster the well-being of individuals, families, groups, organizations, and communities. Through teaching, service, and scholarship, the department promotes civic engagement in diverse societies. The faculty assigned to the undergraduate program at The College at Brockport, State University of New York, is committed to excellence in preparing students with the knowledge, values and skills necessary for generalist social work practice, and informed and involved citizenship. The undergraduate major in social work is accredited by the Council on Social Work Education. Graduates who continue with their social work education may gain advanced standing in graduate programs because of the accredited status of the major.

Social Work Major

Social work majors must complete a minimum of 54 credits consisting of 12 prerequisite credits plus classroom and field experience in social work totaling 42 credits. Thirty-two credits in social work are allocated to classroom and related learning to help students understand the philosophy, knowledge, values and skills associated with the profession. Ten credits are devoted to the field practicum, which provides students with opportunities to apply and integrate knowledge, skills and values into a beginning level of competence in the practice of social work.

Admission to the Major

Students may indicate their desire to major in social work at any time during the first two years of undergraduate study by registering with the Department of Social Work as an Intent to Major. Such students will be assigned a departmental advisor to assist them with proper course planning and career orientation as they pursue admission to the program. Students wishing to enter the major in social work must submit an application form to the Department of Social Work.

Criteria for Admission to the Major

1. Enrollment is limited. The deadline for applications is March 15 for fall semester entry—although some students may be admitted prior to March 15. The program does not admit students for the spring semester. Students seeking acceptance to the major must meet the following criteria at time of application:
   1. Cumulative grade point average of 2.5 or above.
   2. Demonstration of suitability and capacity to enter the profession of social work.
   3. Completion of the following prerequisite courses:
      SOC 100 Introduction to Sociology
      PSH 110 Principles of Psychology
      BIO 281 Elements of Human Biology
      OR
BIO 221 Survey of Anatomy and Physiology
SOC 200 Social Statistics
OR
PSH 202 Introductory Statistics

4. Completion of a minimum of 54 credits, or an AA, AS or AAS

1 Transfer students must consult with the coordinator of social work admissions or the chairperson regarding equivalency of courses taken at other institutions.
2 Grade point averages required of those accepted may be higher depending on the number of applicants.
3 Delta College students must complete 34 credits and meet all other criteria. (The Delta College curriculum meets the program’s requirement of SOC 100.)

Requirements for the Major

Prerequisites
The following four courses are prerequisites for the social work major. All prerequisites must be completed before students enroll in required social work courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSH 110</td>
<td>Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 281</td>
<td>Elements of Human Biology</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>BIO 221</td>
<td>Survey of Anatomy and Physiology</td>
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<tr>
<td>SOC 200</td>
<td>Social Statistics (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>PSH 202</td>
<td>Introductory Statistics (or equivalent)</td>
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Junior Year

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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>SWO 301-302</td>
<td>Human Behavior and Social Environment I-II</td>
<td>6</td>
</tr>
<tr>
<td>SWO 311</td>
<td>Human Service Systems/Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWO 321</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWO 322</td>
<td>Social and Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>SWO 341-342</td>
<td>Social Work Methods I-II</td>
<td>6</td>
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<tr>
<td>SWO 310</td>
<td>Social Work Research Methods</td>
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Senior Year

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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>SWO 411</td>
<td>Human Service Systems/Policy Analysis</td>
<td>3</td>
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<tr>
<td>SWO 441</td>
<td>Social Work Methods III</td>
<td>3</td>
</tr>
<tr>
<td>SWO 451-453</td>
<td>Field Instruction I-II</td>
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<td>OR</td>
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<td>SWO 454</td>
<td>Field Instruction¹</td>
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<tr>
<td>SWO 455-457</td>
<td>Field Seminar I-II</td>
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<td>OR</td>
<td></td>
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<tr>
<td>SWO 456</td>
<td>Seminar in Field Instruction²</td>
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</table>

¹ Generally, students are enrolled in SWO 451-453; with permission of faculty advisor and field coordinator, students may select SWO 454 to complete the field instruction requirement as an alternative to SWO 451-453.

² Students enrolling in SWO 451-453 must enroll in SWO 455-457. Students enrolling in SWO 454 must enroll in SWO 456. SWO 441 must be taken with SWO 454-456, or SWO 453-457.

Electives
The department offers electives in fields of practice and areas of special interest. Course selection should be made in consultation with the student’s advisor. Electives are open to non-majors.
Evening Part-time Program
This program is designed to meet most of the educational needs of students who work full-time during the day. Both day and evening matriculated students are assigned department advisors.

Transfer Students
Transfer students meet the same standards for admission and continuance in the social work program as other students. They must consult with the coordinator of social work admissions or the chair regarding equivalency of courses taken at another institution.

No Credit for Work Experience
The program does not give academic credit for life experience or previous work experience or allow such experience to be substituted for the field practicum or other courses required for the social work major.

Course Sequencing
No student, full or part-time, may take any 400-level course required for the major until all 200- and 300-level required courses are successfully completed.

Continuance in the Social Work Program
Continuance in the program after the fall semester of the junior year is contingent upon the following:
1) Maintaining both a cumulative and major GPA of 2.5 or above;
2) Maintaining a grade of “C” or better in every social work course required for the major;
3) Retaking any required social work course in which a grade below “C” is received; and
4) Continued demonstration of suitability and capacity to enter the profession of social work. The above criteria must be met by all students when they enter field instruction in the senior year and before they graduate from the program.

Readmission to the Social Work Program
Requirements for readmission to the program are identical to those for first-time applicants. Any student who postpones entry into or continuance in the planned course of studies after admission to the social work program must submit an application for re-entry.

Review and Appeal Procedures
The social work faculty, meeting as a committee, periodically reviews the progress of each student. The complete formal process for admission and continuance in the social work program, as well as grievance/appeal procedures, may be found in the program guide for the social work program. The program is administered without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political or sexual orientation, marital or veteran status.

Program Information
Please consult the Social Work Program Guide and Program Brochure for further and updated departmental policies and procedures.
SWO 221 Contemporary Social Work (A). Covers these major areas of study: areas of human need and forces contributing to social problems, institutions designed to meet human needs, range of service professions (concepts, techniques and organizational characteristics), and societal value systems with a national as well as international focus. Develops skills in assessment through independent learning projects and group process. Emphasizes professional behavior. 3 Cr.

SWO 301 Human Behavior/Social Environment I (A,W,Y). Open only to majors. Provides a social work perspective on knowledge and theory related to the human life cycle. Studies the life-span development of human beings in the context of their emotional, physical, intellectual, and social needs. 3 Cr. Fall.

SWO 302 Human Behavior/Social Environment II (A). Prerequisite: SWO 301. Open only to majors. As a second course in a two-course sequence dealing with human behavior, applies social systems theory to collective functioning, specifically the interaction of the individual with the small group, the family, the organization, and the community. Integrates knowledge from the social, behavioral, and human biological sciences to provide a comprehensive view of people interacting with their environments. 3 Cr.

SWO 303 Crisis Intervention (A). Provides in-depth study of issues related to the historical background and theoretical bases of crisis intervention and the steps taken in crisis resolution. Develops an understanding of situational and maturational crises. Examines ethical dilemmas related to the use of authority in crisis situations. Explores the implications of crisis intervention with families, groups, and communities. 3 Cr.

SWO 310 Social Work Research Methods (A). Open only to majors. Covers research methods applied to social work practice and human services. Includes research methods, designs, and basic data interpretation; and development of computer skills through data input and data analysis. Emphasizes practice effectiveness and program evaluation. 3 Cr.

SWO 311 Human Service Systems/Social Policy (A). Explores social welfare policies within the framework of historical development and contemporary practices; and evaluation of policies from the perspective of political implications, social work contexts, client needs and economic factors. 3 Cr.

SWO 321 Human Diversity (A,D). Identifies areas of misinformation that perpetuate exclusion of subcultural groups from mainstream opportunities; differentiates covert acts, institutional policies, and ideologies that foster exclusion of culturally diverse groups; and compares such groups to mainstream American culture. Recognizes and deals with students personal feelings regarding a range of minority groups and issues as these negatively or positively affect the provision of service. 3 Cr.

SWO 322 Social and Economic Justice (A). This course introduces students to social and economic justice issues in the United States and internationally. Specific attention will be given to inequality arising from race, class, gender, and age. Students will examine social workers' roles in addressing these disparities. This knowledge will enhance the student's understanding of how local, national, and international social policies work to maintain or ameliorate these disparities. 3 Cr.

SWO 331 Experiential Learning (B). Course fee. Prerequisite: SWO 341. Open only to majors. Requires a 50-hour practicum in a social agency, combined with 26 hours of classroom instruction. Prepares students for senior-level field instruction by self-assessment and by analysis of social-service systems. 3 Cr. Every Semester.

SWO 341 Social Work Methods I (B). Open only to majors. Emphasizes a generalist orientation to prepare for entry-level practice. Offers a framework for understanding social work as a delivery system, in which skills are learned and carried out. Places special emphasis on basic skill development, especially written communication with a focus on case recording, written assessments, and other professional written documents. 3 Cr. Fall.

SWO 342 Social Work Methods II: Interactive Skills (B). Prerequisite: SWO 341. Open only to majors. Explores the face-to-face service delivery process learned through identification and assumption of client/worker roles in generalist social-work practice. Uses exercises, role playing and simulations to enhance learning. Students learn skills of helping individuals, groups and families. 3 Cr. Spring.

SWO 372 Sex and the Life Cycle (A,I). Emphasizes sexual development through the life span with an exploration of biological, psychological, societal, and political forces shaping, determining direction, expression, and lifestyle in positive sexual fulfillment. Uses desensitization exercises for effective handling of feelings and attitudes, and explores selected procedures for dealing with sexual problems. 3 Cr.

SWO 373 School Social Work (A). Covers current practice of social work in school settings; roles and tasks of social workers in educational contexts; skills pertinent to this area of pract-
SWO 474 Child Welfare (A). Covers the historical development of child-welfare services in the United States and other nations, and related social-welfare policies affecting child and society and family. Emphasizes child abuse/neglect, foster care, adoption, exploitation, adolescent pregnancy, and legal status. Examines the rights of the child. 3 Cr.

SWO 475 Women's Lives (A,D,I,W,Y). Cross-listed as WMS 475. Examines the rights of the child. Open to majors. Examines the rights of the child. 3 Cr.

SWO 476 Issues of Aging in America (A,I). Examines the older person as an evolving individual; bio-psycho-social elements in the aging process; major issues related to the older person, the aging process; and the society. Compares the needs of the elderly with the service systems program and discusses methods of intervention specifically needed for the older person. 3 Cr.

SWO 477 Perspectives on Older Adults and the Aging Family (A). Provides in-depth analysis of select issues faced by older adults and their families using a multi-systems perspective and service learning activities. Bridging theory and practice, content utilizes a case study methodology to reflect practice-based situations encountered by health providers, older adults and their families. Topics include family caregiver/care recipient experiences, loss/resiliency, advance directives/end-of-life decision-making, impact of substance abuse on aging families, and elder abuse. 3 Cr.

SWO 478 Developmental Disability (A,D). Examines and analyzes developmental disabilities in individual, family and group-practice experiences; and policy and planning in the development, coordination and implementation of delivery systems. 3 Cr.
SWO 480 Ethical Dilemmas and the Helping Process (A). Examines the nature, basis and expression of value dimensions in the human helping processes used by professional care providers. 3 Cr.

SWO 482 Dealing With Diversity (A,D). Helps students understand the different constraints and motivations of people from backgrounds different from their own. Examines, critical components of social interaction, the concept of race, social class, age, gender, sexual orientation, and the sociology of minorities. 3 Cr.

SWO 492 Topics in Social Work (A). Provides an intensive study of a specific topic with a small group of students. May be repeated for credit if topics are different. 1-6 Cr.

SWO 499 Independent Study in Social Work (A). Enables students to complete an independent project related to either academic or field study in an individually designed course. Enrollment by permission of and in consultation with social work faculty; and in accordance with the procedures of the Office of Academic Advisement prior to registration. Credits Vary. 1-6 Cr.
Sociology

108 Albert W. Brown Building
(585) 395-2619

Chair: To be determined. Professor: Joan Z. Spade, PhD, SUNY Buffalo; Associate Professors: Julie M. Ford, PhD, Graduate Center, City University of New York; Jeffrey T. Lashbrook, PhD, University of Rochester; Elliot B. Weininger, PhD, Graduate Center, City University of New York; Assistant Professors: Denise A. Copelton, PhD, Binghamton University; Amy E. Guptrill, PhD, Cornell University; Eric Kaldor, PhD, Rutgers University; Lynne M. Moulton, PhD, Rutgers University.

Sociologists study the organization of our collective life, ranging from intimate couples to entire societies and their interconnections (e.g., the global economy). They focus on the patterned social relationships (social structure) and shared ways of life (culture) that give these groups form. Recognizing that our lives are embedded in structural and cultural contexts, sociology provides a more holistic understanding of a vast range of social phenomena including relationships and interaction among people, the nature of and connections among social institutions (e.g., the economy, family, school), social change and stability, and, especially, social inequality. By placing the individual in his or her social context, sociologists grasp that individual “personal troubles and concerns” (e.g., someone loses a job) often are “social issues and problems” (e.g., massive economic dislocation) that need thorough investigation and public dialogue (C. Wright Mills, 1959: 186). Systematic research methods coupled with rigorous conceptual frameworks guide sociological investigation.

Both scientific and humanistic in its subject matter, perspectives, methodologies, and aims, sociology is a classic, liberal-arts discipline. Its broad-based approach is a tremendous asset for students looking to better understand today's changing, diverse social world. Students gain significant insights into social dynamics, but most importantly, they learn more about themselves and others. Research and statistical skills, combined with traditional, liberal-arts emphases on effective speaking, writing, and critical thinking, prepare sociology students for success in graduate school or careers in social service, nonprofit, and business fields, among others. Sociology majors are encouraged to enroll in internships to help explore and attain their career goals.

Requirements for the Sociology Major
The sociology major requires students to earn 33 credits in sociology. All majors must complete the five core courses listed below and must have a “C” or higher grade in SOC 200, SOC 300, and SOC 310.

Core Courses (15 credits)

SOC 100 Introduction to Sociology
Choose one from: SOC 210 Social Problems, SOC 220 Social Psychology, or SOC 230 Social Institutions
(this requirement must be met at Brockport)
SOC 200 Social Statistics
SOC 300 Sociological Theory
SOC 310 Methods of Sociological Research

Students must also complete 18 credits of electives in sociology. Students who do not take SOC 200 Social Statistics in the department must take 21 credits of sociology electives

Requirements for the Sociology Minor
The sociology minor requires students to complete SOC 100 and 15 credits from other sociology courses for a total of 18 credits.

Double Major in Criminal Justice and Sociology or Social Work and Sociology
Cooperative ventures between the Departments of Sociology, Criminal Justice and Social Work enable students to easily complete two majors before graduation. A second major on one's transcript indicates additional breadth of knowledge in the investigation of social problems and
issues. Indeed, additional knowledge about such matters as school systems, domestic violence, sex crimes, deviant behavior, interpersonal interaction, and alternative methods of conflict resolution is invaluable for the person employed in criminal justice or social work. Given the social forces that affect the work of police officers, probation officers, judges, and social workers, completing the sociology major should enhance the employment opportunities of students in both of these fields. These combined majors should also facilitate admission into many graduate programs, including social work, criminology, sociology, public administration or law.

For advisement on a double major with criminal justice or social work, consult with any professor in these departments. Those wishing to pursue one of these double majors should do so as early in their academic careers as possible. Courses in these disciplines fill up very quickly and majors receive preferential treatment in registering. In addition, students must apply to the Department of Social Work and fulfill prerequisites for that major in their first and second years.

**Department of Sociology Courses**

**SOC 100 Introduction to Sociology (A,S).** Cross-listed as HON 216. Introduces the sociological perspective on society. Explores patterns of human behavior and interaction, including systems of inequalities, the meanings and rules that shape human social activities, the organization of social life and ways in which individual human beings are incorporated into and prepared for social interaction. 3 Cr. Every Semester.

**SOC 200 Social Statistics (A).** Covers basic descriptive and inferential statistics and computer software used in social science research. Students who have received academic credit for ECN 204, HLS 488, MTH 243, PSH 202 or credit for an elementary statistics course from The College at Brockport or from another institution has this requirement waived, and may not get credit for this (SOC 200) course. If waived, you must substitute another sociology course for the major. 3 Cr. Every Semester.

**SOC 210 Social Problems (A,D,S).** Explores the links between private problems and social issues, arguing that both are consequences of how our society is organized. The course focuses on the structural inequalities and cultural forces contributing to problems and addresses potential solutions. The course also emphasizes the interdependent nature of many social problems, as well as the larger global context within which many of these problems are located. 3 Cr.

**SOC 220 Introduction to Social Psychology (A,S).** Focuses on the social forces that influence people’s beliefs, behaviors, and feelings. These forces range from small group and interpersonal interaction to larger social structures (e.g., social class system) and cultures (e.g., the language available to us). Drawing from sociological social psychology theory and research, major topics explored include socialization, social cognition, self-concept formation, emotions, and interpersonal interaction, among others. 3 Cr.

**SOC 230 Social Institutions (A).** This course explores theories and research related to the analysis of social institutions, with a special emphasis on family, religion, economy, politics and education. Factors contributing to institutional stability and change are discussed. The course builds on the concepts and theories covered in Introduction to Sociology, and extends that work by analyzing the social world at the institutional level more thoroughly. 3 Cr. Every Semester.

**SOC 300 Sociological Theory (A).** Prerequisite: SOC 100. Covers the historical development of sociological perspectives over the last two centuries. Focuses on key classical and contemporary theorists tracing the development of major issues and perspectives in sociology. 3 Cr. Every Semester.

**SOC 302 Culture (A,I).** Prerequisite: SOC 100. Examines sociological approaches to the production, circulation, and consumption of cultural objects and practices in their many forms. Emphasizes the complex relations between culture and social structure, and introduces students to a variety of strategies for studying culture sociologically. 3 Cr.

**SOC 304 Urban Sociology (A,D,I,Y).** Prerequisite: SOC 100. Considers the process of urbanization and its social consequences. Focuses on contemporary urban issues, including suburbanization, and also examines urbanization from an historical and cross-cultural perspective. 3 Cr.

**SOC 306 Development and Globalization (A,I,Y).** Prerequisite: SOC 100. Compares and contrasts three social processes that have connected distant people and places in the modern era: colonialism, development, and globalization. Students will explore the theoretical and cultural foundations of those processes, the social institutions involved in maintaining them, their impacts on people around the world, and the major social issues that they bring to the fore. 3 Cr.
SOC 310 Methods of Sociological Research (A).  
Prerequisite: SOC 100. Explores the process and logic of research, the range of research designs, and specific research tools for the collection and analysis of social data, with a focus on quantitative analysis. (Statistics (SOC 200) not required, but preferred.) 3 Cr.

Prerequisite: SOC 100. Explores forms of religious meaning, action and organization, and the generalizations made in the sociology of religion concerning the relationships among religion, the individual, social structure and social change. 3 Cr.

SOC 314 The Black Family (A). Cross-listed as AAS 314. Explores the sociocultural, political and economic conditions that affect black family life. Confronts the pejorative tradition as the primary modality for examining black family life, and explores the African antecedents and continuities that have influenced the black family in the US. 3 Cr.

SOC 317 Prejudice, Personality and Culture (A).  
Cross-listed as AAS 317. Examines the historical and social conditions in which prejudice arises; social functions of prejudice and its psycho-social manifestations; the impact of prejudice and discrimination upon social and race relations in mass societies; and theories of prejudice. 3 Cr.

SOC 325 Social Class, Status and Power (A).  
Prerequisite: SOC 100. Explores the nature, causes and consequences of inequalities of social class, wealth and power. Also examines major theories of social stratification and mobility in industrial nations. 3 Cr.

SOC 326 The Sociology of Food (A).  
Prerequisite: SOC 100. Examines the social relations surrounding the production, distribution, preparation and consumption of food. Explores how food relates to individual and group identity, family, work and leisure, social inequality, globalization and social change. Throughout we consider the consequences of food production and consumption on social relationships and population health. 3 Cr.

SOC 328 Racial and Ethnic Relations (A,D,I,Y).  
Prerequisite: SOC 100. Explores the dynamic qualities of race and ethnicity in terms of definition, meaning and experience. Studies the role of race and ethnicity in social relations. Examines major theoretical orientations toward racial and ethnic stratification, as well as the consequences of inequality for both majority and minority groups. 3 Cr.

SOC 331 Sociology of Mental Illness (A).  
Prerequisite: SOC 100. Covers social theories and research about the definition and management of mental and emotional health and illness, and the organization of care for mental and emotional illnesses. 3 Cr.

Prerequisite: SOC 100. Examines assumptions about medicine, health, and illness; and current knowledge about the relationship between society, the individual, and the social structure of the medical system. 3 Cr.

SOC 350 Dynamics of Modern Organizations (A).  
Prerequisite: SOC 100. Covers social scientific and other approaches to the study of modern organizations and bureaucracy in business, government, schools, health care, religion, etc. 3 Cr.

SOC 351 Industrial Sociology (A).  
Prerequisite: SOC 100. Studies the development of modern industrial organizations and changing patterns of labor-management relations in the US. 3 Cr.

SOC 352 Sociology of Work (A).  
Prerequisite: SOC 100. Provides a study of work and occupations in modern society. Examines patterns of specialization, professionalization, bureaucratization, alienation, discrimination and conflict associated with blue-collar, clerical, professional, managerial, and other occupational groups. 3 Cr.

SOC 354 Sociology of Money (A).  
Prerequisite: SOC 100. Explores money as a medium of exchange from a sociological perspective, including how money is distributed in our economy and in other types of economies, ways that money shapes social relations, and how our personal relationship to money shapes who we are and how we live. Also addresses topics such as welfare, private charity, credit, upward and downward mobility, and more. 3 Cr.

SOC 361 Sociology of Sex, Marriage and Family (A,I,W,Y).  
Prerequisite: SOC 100. Cross-listed as WMS 361. Provides an introduction to sociological theory and research on intimate relationships and families in the US. Examines historical and contemporary variations, with the main focus on the gendered nature of marriage and family life. Looks at intimacy and family formation through topics such as love, marriage and sexuality. Investigates key concerns in family life such as the balance of power, negotiating work/family roles, parenthood and divorce. 3 Cr. Every Semester.

SOC 364 Gender and Social Change (A,I,W,Y).  
Prerequisite: SOC 100. Cross-listed as WMS 364. Examines gender as a social construction, embedded in interpersonal interactions, social institutions, and cultural systems, comparing gender in the US to gender in other cultures. Explores topics such as how we learn gender, how gender serves to maintain systems of inequality for men and women, and how the meanings of gender have changed over time. 3 Cr.
SOC 371 Deviant Behavior (A). **Prerequisite:** SOC 100. Examines classical and contemporary theories of deviant behavior, the extent of criminal and deviant behavior in modern society, and analysis of various approaches to controlling deviant behavior.  3 Cr.

SOC 380 Social Movements (A,D,W,Y). **Prerequisite:** SOC 100. Investigates how collective efforts for social change form, the barriers and opportunities they face, and their impacts on society as a whole. Through readings, films, discussions, and papers, students will learn about past and present social movements and the theories that seek to explain them. 3 Cr. Fall.

SOC 383 Mass Media in Society (A,I). **Prerequisite:** SOC 100. Mass media is a major force in socialization, political contestation, and social change. The goal of this course is to investigate and critically analyze the impact of media on society. The course explores the ways gender, ethnicity, sexuality and class are treated in the media and the forces shaping the production of mass media. 3 Cr.

SOC 390 Brockport Career Exploration Course (BCEC) (B). **Cross-listed as BCE 361.** Brockport Career Exploration Course (BCEC) in Sociology is a one-semester elective course that encourages sophomores, juniors and seniors to investigate a career through placement in an area human service agency, government office or class room. Allows students to work under the guidance of an immediate supervisor and a college faculty sponsor, and participate in workshops through the Office of Career Services. Credit Varies. 3 Cr.

SOC 404 Contemporary Sociological Theory (A). **Prerequisite:** SOC 100 and SOC 300. Explores different ways of interpreting and understanding the recurring patterns of everyday life, and epistemological assumptions of the major theoretical orientations in contemporary society. 3 Cr.

SOC 412 Schools, Learning and Society (A,D,I,Y). **Prerequisite:** SOC 100 or instructor's permission. Examines education as a social institution and its relationship to other social institutions. Explores schools as organizations in terms of structure and functions; compares schools within and across cultures; looks at inequality within education; and considers the role schools play in social change. 3 Cr.

SOC 441 Sport and Society (A). **Cross-listed as PES 441.** An introductory survey course investigating linkages between sport and society from a sociological perspective. Examines the sport institution using structural-functional, conflict and critical theoretical frameworks. Organized around several issues, including sport and sport-related behaviors. Consider social and cultural contexts. Challenges students to discover how sport can be made more democratic, more socially just, more accessible to all people. 3 Cr. Every Semester

SOC 453 Contemporary Women's Issues (A,I,W,Y). **Cross-listed as WMS 453.** Focuses on issues concerning women and their changing role in today's society. Although various issues are singled out for analysis through reading, lecture, and class discussion, all of them are interrelated by virtue of their focus on women. 3 Cr.

SOC 489 Applied Social Research Practicum (A). Provides direct experience in conducting sociological research under faculty supervision. 1-6 Cr.

SOC 499 Independent Study in Sociology (A). Examines various theoretical perspectives on a social phenomenon or sub-area of sociology not covered by other registered courses. Arranged in consultation with the instructor. 1-6 Cr.
DEPARTMENT OF THEATRE

1101 Tower Fine Arts Building
(585) 395-2478

Chair and Associate Professor: P. Gibson Ralph, MA, University of Michigan; Professors: Oh-Kon Cho, PhD, Michigan State University; Richard St. George, MFA, Illinois State University; Associate Professors: Gail Argetsinger, MA, Bowling Green State University; Davida Bloom, PhD, University of Colorado; Ruth Childs, MFA, University of Minnesota-Minneapolis; William Hullfish, Jr., EdD, SUNY Buffalo; Francis X. Kuhn, MFA, Southern Methodist University; Assistant Professors: Natalie Sarrazin, PhD, University of Maryland; Professional Staff: Gary T. Musante, Technical Director, MFA, University of Michigan; Lecturers: Elizabeth Banner, MALS, The College at Brockport; Carol Brown, MM, Arizona State University; Nate Halloran, MA, Portland State University; Michael Krickmire, MFA, Illinois State University; Herbert Wise, PhD, Eastman School of Music.

The College at Brockport is an accredited institutional member of the National Association of Schools of Theatre.

Under an alliance with Geva Theatre Center, Rochester’s leading professional theatre, professionals teach at The College at Brockport, a Directing Fellow directs an annual production at Brockport, and theatre students enjoy increased opportunities to attend Geva productions.

The Department of Theatre is committed to providing its students with theatre training within a liberal arts environment. The department is focused on student learning acquired through classes and productions as its highest priority, and is dedicated to upholding the integrity of theatre as it fosters an artistic environment that nurtures developing theatre artists, scholars and technicians. Theatre education is relevant in many applications and is useful to, and enriching for, people in many different occupations.

The department is committed to sustaining a vital artistic synergy with the surrounding community and the greater society through productions and other theatrical and musical presentations by its students, faculty and guest artists.

At The College at Brockport, theatre classes and productions are open to all student, whatever their major or interest.

Suggested career areas in theatre:

Actor/Actress | Drama Therapist | Scene Designer
Arts Administrator | Lighting Designer | Sound Designer
Business Manager | Lighting Technician | Stage Manager
Costume Designer | Make-up Specialist | Teacher
Critic | Producer | Technical Director
Director | Property Specialist | Wardrobe Mistress

Two academic programs are available: (1) major in theatre, BA or BS; (2) minor in theatre. The major in theatre is 43 credits: 29 credits in the common required core, three credits in upper division performance or design/technology, three credits in upper division dramatic literature, and eight credits by advisement in the area of emphasis.

Required Core for all Theatre Majors:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THE 201</td>
<td>Theatre Arts (A,P)</td>
<td>3</td>
</tr>
<tr>
<td>THE 202</td>
<td>Stagecraft (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 221</td>
<td>Introduction to Acting (A, P)</td>
<td>3</td>
</tr>
<tr>
<td>THE 239</td>
<td>Introduction to Design (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 307</td>
<td>Fundamentals of Stage Management (A)</td>
<td>1</td>
</tr>
<tr>
<td>THE 308</td>
<td>Stage Management Practicum (B)</td>
<td>1</td>
</tr>
<tr>
<td>THE 314</td>
<td>History of Theatre I (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 315</td>
<td>History of Theatre II (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 319</td>
<td>Play Analysis (A, Y)</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>THE 351</td>
<td>Directing (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 401</td>
<td>Research in Theatre (A)</td>
<td>1</td>
</tr>
<tr>
<td>THE 402</td>
<td>Senior Project in Theatre (A)</td>
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</tr>
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</table>

**Common Core Total:** 29

**Plus One Upper Division Performance Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 322</td>
<td>Intermediate Acting (B)</td>
<td>3</td>
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<tr>
<td>THE 323</td>
<td>Advanced Acting (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 324</td>
<td>Physical Vocal Training (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 332</td>
<td>Scene Design I (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 334</td>
<td>Scene Painting (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 336</td>
<td>Stage Lighting II (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 338</td>
<td>Technical Production (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 341</td>
<td>History of Costume (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 345</td>
<td>Stage Makeup I (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 347</td>
<td>Costume Design I</td>
<td>3</td>
</tr>
<tr>
<td>THE 422</td>
<td>Acting Lab (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 426</td>
<td>Improvisational Studio (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 491</td>
<td>Special Topics in Theatre Production (B)</td>
<td>3</td>
</tr>
<tr>
<td>THE 493</td>
<td>Special Topics in Theatre–Performance (A)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Performance Total:** 3

**Plus One Upper Division Dramatic Literature Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 353</td>
<td>Children’s Theatre (A)</td>
<td>3</td>
</tr>
<tr>
<td>THE 410</td>
<td>Contemporary Women Playwrights (A,W)</td>
<td>3</td>
</tr>
<tr>
<td>THE 492</td>
<td>Special Topics in Theatre–Literature (A)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Dramatic Literature Total:** 3

**Plus Emphasis-Specific Courses by Advisement:** 8

**Total:** 43

**Minor in Theatre**

Students are invited to minor in theatre to enhance their knowledge and experience as well as to participate in theatre. A minimum of 18 credits is required.

**The following six credits are required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 111</td>
<td>Introduction to Theatre (A,F)</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 201</td>
<td>Theatre Arts (A,P)</td>
<td>3</td>
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<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 202</td>
<td>Stagecraft (B)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 101-107</td>
<td>3 Different Practicum courses (B)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Plus Minimum of Four Additional Theatre Courses** 12

**Total:** 18

**Production/Audition Participation Requirement**

1. All theatre majors, minors and arts for children—theatre specialty students must participate in the production program of the department.

2. All theatre majors, minors and arts for children—theatre specialty students are urged to participate in auditions for department-produced productions based on departmental guidelines.
Interdisciplinary Arts for Children: Theatre Specialty

Students seeking an interdisciplinary major in arts for children with a specialty in theatre are required to complete a 48-credit program consisting of: (1) two interdisciplinary courses, IAC 280 Introduction to Related Arts for Children, and IAC 491 Seminar in Arts for Children; (2) a theatre specialty of 21 credits; and (3) a 21-credit block consisting of two courses in each of the other three arts and one approved elective. Students wishing to major in arts for children with a theatre specialty are encouraged to participate in the production program of the Department of Theatre. A minimum grade of “C” must be maintained in all required courses.

For detailed information and a comprehensive listing of courses required in this specialty area, refer to the section Arts for Children-Interdisciplinary Major in this catalog.

Department of Theatre Courses

THE 101 Acting Practicum (B). Allows students to develop an understanding of the theatre production process through a practicum experience in acting. Course open to students who have been cast in Mainstage productions. 1 Cr.

THE 102 Lighting Practicum (B). Allows students to develop an understanding of the theatre production process through a practicum experience in stage lighting. 1 Cr.

THE 103 Directing Practicum (B). Allows students to develop an understanding of the theatre production through a practicum experience in directing. 1 Cr.

THE 104 Sound Practicum (B). Allows students to develop an understanding of the theatre production process through a practicum experience in sound. 1 Cr.

THE 105 Painting Practicum (B). Allows students to develop an understanding of the theatre production process through a practicum experience in painting scenery for Mainstage productions. 1 Cr.

THE 106 Costume Practicum (B). Allows students to develop an understanding of the theatre production process through a practicum experience in costume design and construction. 1 Cr.

THE 107 Stage Crew Practicum (B). Allows students to develop an understanding of the theatre production process through a practicum experience as part of a stage crew. 1 Cr.

THE 111 Introduction to Theatre (A,F). Allows students to develop an understanding of the basic elements and unique characteristics of the theatre arts. Studies representative dramatic master-pieces. 3 Cr. Every Semester.

THE 112 Looking At Performance (A,F). Introduces students to the principal systems employed by performance forms to communicate meaning. Embraces a performance studies perspective, focusing on a wide array of performance activities in the fine arts (including theater, dance, music, visual art and interdisciplinary performance forms) as well as political debates, sporting events and other “every-day” performances. Addresses primary questions such as: How do we experience and understand performance? How is meaning constructed and encoded in performance? What role do the fine arts play in society and how does performance manifest the culture from which it emanates? Involves assigned readings, lectures, demonstrations, video/audio samples and attendance at assigned performance events. 3 Cr.

THE 200 Voice and Diction (A). Provides a basis for improving the voice, including proper breathing, resonance, phonation and articulation. Emphasizes elimination of regional accents, proficiency in articulation of vowel, diphthong and consonant sounds and increased awareness of variety in pitch, inflection and volume. Includes study of the International Phonetic Alphabet (IPA). 3 Cr.

THE 201 Theatre Arts (A,P). Provides an introduction to theatre from a production perspective. The course includes basic analysis of the play script, development of production concepts, exploring production styles from an historical perspective, and following the page to stage process of departmental production. Course requires participation on the crew of a Mainstage production. 3 Cr. Every Semester.

THE 202 Stagecraft (B). Familiarizes students with the theatre technician's tools, areas of theatre, and factors that comprise production work in scenery construction. 3 Cr. Every Semester.

THE 221 Introduction to Acting (A,P). Provides an introduction to the craft of acting. Emphasizes basic techniques through acting exercises, monologue presentations and scene work. 3 Cr. Every Semester.

THE 232 Improvisational Theatre (A,P). Covers principles and techniques of improvisation as an art form, and fundamentals of ensemble-playing, characterization and play-making (creation of sce-
narios). Explores the effect of the dramatic process on communication skills and human development. 3 Cr. Every Semester.

THE 235 Stage Lighting I (A). Prerequisite: THE 202. Introduces the use of various types of lighting equipment. Studies basic design and color theory and practice. Requires students to serve as lighting crew for departmental productions. 3 Cr.

THE 236 Theatre Graphics (B). Introduction to graphic standards as used in theatrical design. Topics include hand drafting, AutoCAD and model making. 3 Cr.

THE 239 Introduction to Design for the Theatre (A). An introduction to: the elements and principles of design for theatre; the roles of the scenic, costume, lighting, and sound designer in the production process; the analysis of text from the design perspective and the methods and media used to represent design concepts. Research and analysis includes contemporary and historical concepts and practices in the visual aspects of theatre design. 3 Cr.

THE 244 Costume Construction I (A). Studies theories and procedures in building stage costumes, including pattern draping, fabric modification and embellishment, basic costume construction techniques, and shop safety. Allows students to acquire basic sewing skills as well as practical backstage experience. 3 Cr.

THE 281 Creative Drama (A). Covers theories of creative drama. Provides discussion and demonstrations of the process mode art form, application to child development and to curriculum, and micro teaching units with lab class emphasizing improvisation exercises and story dramatization. 3 Cr.

THE 307 Fundamentals of Stage Management (A). Provides a basic introduction to the role and responsibilities of a production stage manager in the production process. Emphasis is placed on the skills required to stage manage a fully realized production. 1 Cr.

THE 308 Stage Management Practicum (B). Prerequisite: THE 307. Allows students to develop an understanding of the theatre production process through a practicum experience in the stage management of a department production. 1 Cr.

THE 314 History of Theatre I: Classical through Renaissance (A). Surveys the origin and development, production techniques, acting styles, and significant plays from the classical period through the Renaissance. Also includes the discussion of aesthetics, rituals, functions, and theatre traditions of non-Western cultures: India, China, Japan, Korea, Africa, Latin America, etc. 3 Cr. Fall.

THE 315 History of Theatre II: Romanticism Through Modern (A). Covers the development of theatre and drama from the 19th century to the present. 3 Cr. Spring.

THE 319 Play Analysis (A,Y). Studies selected plays from the directorial point of view. Includes analysis of themes, characters, structures, and styles; discussion of women's perspectives based on the plays written by women; understanding characteristics of the plays written by ethnic minority writers; and critique of productions. 3 Cr.

THE 322 Intermediate Acting (B). Continues the exploration of acting. Emphasizes character development and analysis through scene work and discussion. 3 Cr.

THE 323 Advanced Acting (B). Prerequisite: THE 322. Provides advanced work in developing the craft of acting with particular emphasis on characterization and script analysis. The student will also be expected to be able to articulate and justify his/her acting choices. 3 Cr.

THE 324 Physical and Vocal Training I (A). Prerequisite: THE 200. Provides a basic introduction to the coordination of the voice and body as an instrument of communication. Emphasizes proper body alignment and efficient vocalization, including relaxation techniques, proper breathing and resonance exercise, and exploration of the mind-body voice as a unified entity. 3 Cr.

THE 332 Scene Design I (A). Prerequisite: THE 202. Explores historical and conceptual styles of scenic design, advanced model and rendering techniques and advanced portfolio development. 3 Cr.

THE 333 Scene Design II (B). Prerequisite: THE 332. Explores historical and conceptual styles of scenic design, advanced model and rendering techniques and advanced portfolio development. 3 Cr.

THE 334 Scene Painting (B). Provides an introduction to the principles of large scale painting including application techniques suitable for representation of a variety of surface types, color mixing theory, enlargement from renderings and hard/soft cover techniques. 3 Cr.

THE 336 Stage Lighting II (B). Prerequisite: THE 235. Provides an advance study of lighting design and practice. Includes draft lighting plots and related paperwork. Students will work with computer control systems, AutoCAD and other computer applications in current use in stage lighting. May provide practical design assignments. 3 Cr.
THE 338 Technical Production I (A). Prerequisite: THE 202. Advance study of shop equipment; construction techniques for two-dimensional and three-dimensional scenery; and theoretical knowledge of production. Students will produce both theoretical and practical projects. Supervision of student crews is required. 3 Cr.

THE 341 History of Costume (A). Covers history of apparel from ancient to modern times using primary source material. Considers the roles of social, political, and technological changes in the evolution of style. Prepares the student to evaluate and adapt historical dress for stage design. Requires a research paper. 3 Cr.

THE 345 Stage Makeup I (A). Covers techniques in stage makeup, including uses and characteristics of makeup materials and methods of application, character analysis and design of realistic, old age, wounds and scars, caricature and fantasy. 3 Cr.

THE 347 Costume Design I (A). Covers the fundamentals of costume design: principles, character analysis, and use of historical source material; analysis of how clothing reveals character and motive; and selection of colors, forms, fibers, and weaves appropriate to the mood, style, period, and interpretation of a play. 3 Cr.

THE 348 Costume Design II (A). Prerequisite: THE 347. Advanced projects in costume design and technology, such as exploring styles and techniques in designing film, theatre and dance costumes, involving a variety of historical, contemporary, and non-traditional theatre pieces. Allows students to design/assist in workshop/lab/Mainstage theatre productions in order to apply theory to practical experience. 3 Cr.

THE 351 Directing I (A). Prerequisite: THE 221. Prepares students for directing, including intensive analysis of the playscript, review of the rehearsal process, basic principles of composition, picturization and movement. 3 Cr.

THE 353 Children's Theatre (A). Covers dramatic literature for young audiences, representative forms and theatres, historical perspective and current trends. Includes theory and practice. 3 Cr.

THE 363 Playwriting (A,W,Y). Cross-listed as WMS 363. Covers principles of playwriting. Requires preparation, with class discussion and critiques of an original one-act play. Includes optional rehearsed reading. 3 Cr.

THE 365 Puppet Theatre (A). Covers the historical roots of puppetry and its relationship to other arts, especially theatre; and designing, constructing, and manipulating various kinds of puppets. Emphasis is placed upon puppet design and construction and the development of puppet theatre scripts. 3 Cr.

THE 399 Independent Study in Theatre (A). Prerequisite: Instructor's permission. To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.

THE 400 Theatre Viewing (A). Provides students with the tools and opportunity to critically analyze, evaluate and appreciate theatre productions. Enables students to view several professional theatre productions and participate in backstage tours and discussion with artistic staff. 3 Cr.

THE 401 Research in Theatre (A). Prerequisite: junior or senior status. Covers research methods used in theatre. Requires students to design and formulate a project in the area of their specialization in theatre, which will be completed in THE 402, including necessary research and a written proposal for the project. 1 Cr. Every Semester.

THE 402 Senior Project in Theatre (A). Prerequisite: THE 401. Requires preparation and execution of a research project. 2 Cr. Every Semester.

THE 410 Contemporary Women Playwrights (A,D,W,Y). Explores ways in which contemporary female playwrights present gender and gendered experiences, and how the construction of women is staged in a variety of cultural contexts through an examination of selected works by 20th-century female playwrights from America, Africa, China and England (with units on African-American, Chicana, Lesbian and Asian-American writers). Includes an investigation of feminist theory as it applies to theatre practices. 3 Cr.

THE 414 American Theatre (A,W,Y). Covers the development of American theatre from the Colonial period to present time, particularly theatre architecture, production techniques, scene design, styles of acting, producers, plays, and playwrights. 3 Cr.

THE 420 Theatre and Dilemmas of the Society (A,I). Explores the role played by the theatre in raising consciousness toward significant social, political, educational, religious, and technological developments. 3 Cr.

THE 422 Acting Lab (B). Prerequisite: THE 322. Provides the opportunity to explore advanced acting issues, such as developing a character based on movement, phonetic transcription, dialects, and audition techniques. The class includes public performance. 3 Cr.

THE 426 Improvisational Studio (B). Prerequisite: THE 232 and instructor's permission. Provides advanced work in giving dramatic structure to ideas and stories. Requires performance for and leadership of groups of various ages in improvisation. 3 Cr.
THE 430 Children's Theatre Mini-Tour (B). Prerequisite: THE 281 and THE 353 or instructor's permission. Covers methods for development and performance of plays for children in non-theatre spaces and the genre of plays suitable to the specific project. Requires performing in an ensemble, developing skills in group and individual improvisation, material suitable for presentation to a child audience, working with a child audience, and touring production for child audiences. 4 Cr.

THE 450 Field Experiences in Theatre (A). Prerequisite: Instructor's permission. Allows students to identify methods, techniques, and procedures involved in the project being studied, perform these functions and/or observations, and plan a design for implementing the project in a different situation. 1-12 Cr.

THE 483 Creative Drama Practicum (B). Prerequisites: Instructor's permission and THE 281. Examines current theories in creative drama in the United States and England. Requires research and preparation of appropriate activities as part of training leaders, and 20 hours of independent work in an educational institution or community agency. 3 Cr.

THE 490 Special Topics in Academic Theatre (A). Covers topics such as non-Western theatre, dramatic theory and criticism, and contemporary trends in theatre. The exact nature of the topic and instructional methodology are defined by the instructor. 3 Cr.

THE 491 Special Topics in Theatre Production (B). Topics such as advanced directing and advanced problems in scenery, costume and lighting will be offered periodically. The exact nature of the topic and instructional methodology will be defined by the instructor. 3 Cr.

THE 492 Special Topics in Theatre - Literature (A). Covers topics in the study, analysis, creation and criticism of dramatic literature. The exact nature of the topic and instructional methodology are defined by the instructor. 3 Cr. By Arrangement.

THE 493 Special Topics in Theatre-Performance (A). Covers topics in the study, analysis, and creation of theatrical performance. Topics may include but are not restricted to Non-Western performance styles, contemporary schools of performance, gerrilla theatre, and the theories of Boal. The exact nature of the topic and instructional methodology are defined by the instructor. 3 Cr. By Arrangement.

THE 495 Conference Participation (A). Participation in multi-day regional or national theatre conference, and reflective, written component. Departmental approval required. 1 Cr.

THE 499 Advanced Independent Study in Theatre (A). Prerequisite: Instructor's permission. To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr.

**Water Resources—See Department of the Earth Sciences**
Women and Gender Studies — Interdisciplinary Program

119 Smith Hall
(585) 395-5700
Director: Barbara Le Savoy

Director, Barbara LeSavoy, PhD, University of Buffalo; 2008-2010 Presidential Fellow, Ayana Weekley, University of Minnesota; 2009-2011 Presidential Fellow, Anne Kustritz, PhD, University of Michigan. Associate Faculty: Mary Buggie Hunt, Amber Humphrey, Sharon Jacobson, Barbara Mitrano. Interdisciplinary Faculty: Sharon Allen (English), Davida Bloom (Theater), Melissa Brown (Psychology), Miriam Burstein (English), Rikki Cannito (Kinesiology, Sport Studies and Physical Education), Michelle Carron (Kinesiology, Sport Studies and Physical Education), Alisia Chase (Art), Ruth Childs (Theatre), Katherine Clark (History), Denise Copelton (Sociology), Carl Davila (History), Pilapa Esara (Anthropology), Stephen Fellner (English), Patti A. Follansbee (Health Science), Elyse Gruttadauria (Health Science), Janie Hinds (English), Owen S. Ireland (History), Barbara Kasper (Social Work), Jeffery Lashbrook (Sociology), Jennifer M. Lloyd, (History), John K. Marah (African and African-American Studies), Anne Macpherson (History), Morag Martin (History), Andrea Parada (Foreign Languages and Literatures), Alison Parker (History), Anne Panning (English), Megan Obourn (English), Jennifer Ratcliff, (Psychology), Andrea Rubery (Political Science and International Studies), Patricia Sharkey (Nursing), Joan Spade (Sociology), Barbara Thompson, (History and African and African American Studies) Patricia Tweet (Sociology).

Women and gender studies at The College at Brockport is committed to exploring gender and women's issues from a multidisciplinary perspective, across different populations, and within a local, national and transnational context. Program knowledge seeks to provide students with the occasion to investigate the intersectionality of sex, gender, race, ethnicity, class, age, sexuality and other dimensions of social identity. The program offers both a major and a minor with course work dedicated to heightening the awareness of the political, socioeconomic, and cultural ideologies related to gender theory. The women and gender studies curriculum seeks to support pedagogy rooted in social justice and equality and to situate the classroom as a collaborative space where both instructor and students mediate knowledge production. As a social science field, women and gender studies provides its students with diversity training, leadership skills, competitive writing and editing expertise, public speaking experience, and the ability to complete original research and analyze data. These disciplinary skills equip women and gender studies majors and minors with valuable preparation for careers in public service, law, social work, education, criminal justice, the health professions, and many other fields. Women and gender studies also provides a unique and highly useful foundation when considering graduate study. Recent women and gender studies graduates have gone on to highly competitive masters and doctorate programs in law, sociology, gender studies, history, and English at nationally recognized research universities. The Women and Gender Studies Program works to make the diversity of women's and gendered perspectives visible and to position student success within an academic, professional, and personal context.

Course of Study
Major in Women and Gender Studies

A major in women's studies requires 36 credits, with 24 credits in approved, interdisciplinary core courses. The remaining 12 credits in electives are chosen from the list of approved, interdisciplinary women and gender studies cross-listed electives. These electives are updated regularly, so students are encouraged to choose courses with advisement. Only courses in which a grade of “C” or higher is received are accepted as meeting the requirements for the major.
Women and Gender Studies

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>WMS 101</td>
<td>Introduction to Women and Gender Studies</td>
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<tr>
<td>WMS 271</td>
<td>Gender, Race and Class</td>
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<td>WMS 360</td>
<td>Sex and Culture</td>
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<td>WMS 381</td>
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<td>WMS 420</td>
<td>Practicum in Women and Gender Studies</td>
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<tr>
<td>WMS 421</td>
<td>Senior Seminar in Women's Studies</td>
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**Credits**

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<tr>
<td>WMS 324</td>
<td>Politics in America 1780s-1900s; Sex, Race, Culture and Party</td>
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<td>WMS 328</td>
<td>Women in America</td>
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<td>WMS 344</td>
<td>Sex, Sin and Sorority</td>
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<td>WMS 358</td>
<td>History of Family: Social Change in American History</td>
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<td>WMS 359</td>
<td>History of Family: European Women</td>
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<td>WMS 367</td>
<td>Gender in the Islamic World</td>
<td>3</td>
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<td>WMS 438</td>
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<tr>
<td>WMS 444</td>
<td>Medieval Women</td>
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**Total:** 24

**Electives:**
Must choose four electives from approved, interdisciplinary cross-listed courses. 12

**Total Credits in the Women and Gender Studies Major:** 36

**Minor in Women and Gender Studies**

A minor in women and gender studies requires 18 credits, with nine in interdisciplinary core courses: WMS 101, 360 and 381. The remaining nine credits are chosen, with advisement, from the list of approved women and gender studies electives. At least one elective must be an upper-division course. Half the credits for the minor in women and gender studies (nine credits) must be taken at The College at Brockport. Only courses in which students earn a grade of “C” or higher satisfy the core requirements in the minor.

**The required core courses for the minor are:**

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<td>3</td>
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<tr>
<td>WMS 301</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>WMS 360</td>
<td>Sex and Culture</td>
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**Core Total:** 9

**Women and Gender Studies Electives:**

9

**Total for Minor:** 18
**WMS 101 Introduction to Women and Gender Studies (A,D,S,W,Y).** Provides an introduction to women’s studies, its perspective, and its interdisciplinary nature. Using several disciplines, examines women’s position in culture and society and explores the genesis, development, and impact of our culture’s assumptions about women’s nature and women’s roles. Major and minor requirement. 3 Cr. Every Semester.

**WMS 200 Topics in Women and Gender Studies (A,W,Y).** To be defined by the instructor in accordance with the specific topic to be covered in that semester. Typically, topic areas are gender and language or women on the margins of society. 3 Cr.

**WMS 271 Gender, Race and Class (A,D,S,W,Y).** Cross-listed as AAS 271. Examines the intersecting socio-political forces of gender, race and class, and how these forces interact. Looks at how these forces affect individuals, and individual and social responses to these forces. Investigates the history of efforts to end discrimination, and the ways these efforts translate into issues of current concern in the US Major requirement. 3 Cr. Every Semester.

**WMS 303 Native American Women (A,I,W,Y).** Cross-listed as ANT 303. Representation of Native American women generally conform to two stereotypes: the submissive drudge or the Indian princess. Both ignore the complexity and diversity of Native women’s roles in their respective societies. Taught primarily from a Native women’s perspective, this course moves beyond the two-dimensional portrait to engage life experiences and social institutions, emphasizing strength and endurance, the complementary nature of traditional gender roles and contemporary strategies for cultural survival. 3 Cr.

**WMS 305 Gender, Sex and Power: the View from Inside (A,I,W).** Cross-listed as ANT 305. Applies a cross-cultural approach to the study of gender and sex. Examines topics including socialization; identity and self; gender and biology; and intersections between gender, class, and race. Highlights contemporary issues such as migration, economic development and gender role change, and the commodification of women via sex tourism and globalization. Focuses on Somoa, Gambia, Mexico, United States, China, Burma (Myanmar) and the Dominican Republic. 3 Cr.

**WMS 307 Gendering the Past (A,I,W,Y).** Cross-listed as ANT 307. Explores the relationship between past and present in the context of interpreting gender roles, with a focus on gender in the present versus gender in the past. Teaches students how to evaluate claims or interpretations based on historic or archaeological data. Introduces students to a wide range of historically conditioned gender roles. By examining this diversity, allows students to realize that gender is not a simple or natural construct. 3 Cr. Spring.

**WMS 310 Women in Art (A,W,Y).** Cross-listed as ARH 310. Examines the contributions and creations of women to the visual arts throughout history, with an emphasis on the women artists of the last two centuries. Students will gain an understanding of artistic techniques and movements and become familiar with the social and political history of women, in order to understand how such conditions affect artistic production. 3 Cr.

**WMS 313 Gender Politics (A,I,W,Y).** Cross-listed as PLS 313. Explores, from a feminist perspective, socio-political barriers that have made women the “majority minority” or “silenced majority.” Includes barriers such as discriminatory legislation, political folkways, sex and gender roles, and myths that have created and perpetuated a male-dominated society. 3 Cr.

**WMS 315 Contemporary Black Woman (A,D,I,W,Y).** Cross-listed as AAS 315. Eclectically explores the various positions and roles played by black women in contemporary times against their historical backdrop. Focuses on the roles of black women in traditional and contemporary contexts in Africa; black women in rural and urban areas and in the Caribbean; and professional black women and their characteristics. 3 Cr.

**WMS 324 Politics in America, 1780s-1900s: Sex, Race, Culture and Party (A,W,Y).** Cross-listed as HST 324. Explores American politics from the 18th century until today, emphasizing central tendencies and long-term patterns in the distribution and exercise of power in America, with special attention to gender, interests, and ideologies. 3 Cr.

**WMS 328 Women in America (A,D,W,Y).** Cross-listed as HST 328. Focuses on cultural images of American women, such as the Victorian lady, the flapper, and Rosie the Riveter, individual as well as organized resistance to conventional definitions of womanhood; and contemporary issues, including employment, reproductive freedom, and historiographical issues in women’s history. 3 Cr. Spring.

**WMS 335 Feminism and Philosophy (A,D,I,W,Y).** Cross-listed with PHL 335. Feminist theory and philosophy converge on some basic questions of enduring importance—questions concerning, e.g., personhood, knowledge and reality. Explores some varieties of feminism, such
as liberal, radical, multicultural, postmodern and cyberfeminism. Investigates how these feminisms engage issues of contemporary moment, such as work equity, sexuality, pornography and technology, and examines the philosophical significance of these engagements. 3 Cr.

WMS 338 Lesbian and Gay Literature (A,D,W,Y). Cross-listed as ENL 338. Focuses on gay and lesbian authors; analyzes the intersections between race, class, gender, and sexuality in contemporary literature. Requires oral presentations, intensive critical discussion, and written responses to texts. 3 Cr.

WMS 339 Writings By African-American Women (A,D,I,W,Y). Cross-listed as AAS 339, ENL 339. Surveys literary representations in African-American fiction from the Harlem Renaissance to today. Examines the degree to which sexism, cultural stereotypes and racism influence the portrayals and functions of women in black American literature. Explores concerns with women's issues and the emergence of feminist movement in America. 3 Cr.

WMS 344 Sex, Sin and Sorority: Women in Early American Republic (A,W,Y). Cross-listed as HST 344. Explores the origins of the modern American woman. Seeks to describe and explain the ways women in America transformed their reproductive, productive, political, and personal lives during the first century of The Great American Republic, c. 1776-1876. Is aimed at a general audience and has no prerequisites. Entails lectures, reading, discussion, quizzes, and essay exams. 3 Cr. Fall.

WMS 350 Interdisciplinary Perspectives on Western Women (A,I,W,Y). Examines and explores Western women's experience from ancient Greece to the present from many perspectives: historical, professional, political, social, familial, and legal. 3 Cr. Summer.

WMS 354 American Film Genres (A,W,Y). Focuses on American film genres such as musicals, film noir, westerns, science fiction and horror, and melodrama, stressing an understanding of film technique; theories about genre formulation; the evolution of genres within specific socioeconomic contexts during the 30s, 40s, and 50s; the relevance of genres to contemporary filmmakers; and the ideological function of film. 3 Cr.

WMS 355 Women in Film (A). Examines the role of women in film narratives as on-screen representations, spectators and filmmakers. Surveys some of the most influential writings in the field of feminist film theory. Approaches these representations of women in film through theoretical arguments about topics such as audience spectatorship, the psychological interplay of desire and identification, construction of sexual difference in film narrative and society, and selected representations of women and men by various filmmakers of diverse cultures. 3 Cr.

WMS 358 Family and Social Change in American History (A,D,W,Y). Cross-listed as HST 358. Focuses on family structures and strategies, challenges to patriarchal families, and changing views of marriage and motherhood. Includes consideration of Native-American, black and immigrant experiences. Explores issues such as the women's rights movement on families and working mothers, single parents, and alternative families. 3 Cr.

WMS 359 History of European Women (A,W,Y). Cross-listed as HST 359. Examines the history of European women since 1500, including traditional roles in political, cultural, and social life. Focuses on change over the centuries. 3 Cr.

WMS 360 Sex and Culture (A,D,I,W,Y). Explores human sexuality as variously and richly patterned by different cultures. Covers the evolution of human sexuality; cultural significance of biological sex differences; sex roles; patterning of heterosexuality, homosexuality, and transsexuality in selected world cultures; and changing patterns of sexual behavior in the US. Emphasizes the female perspective and the interplay of biological, psychological, and cultural factors in the patterning of human sexuality. Major and minor requirement. 3 Cr.

WMS 361 Sociology of Sex, Marriage and Family (A,I,W,Y). Prerequisite: SOC 100. Cross-listed as SOC 361. Provides an introduction to sociological theory and research on intimate relationships and families in the US. Examines historical and contemporary variations, with the main focus on the gendered nature of marriage and family life. Looks at intimacy and family formation through topics such as love, marriage and sexuality. Investigates key concerns in family life such as the balance of power, negotiating work/family roles, parenthood and divorce. 3 Cr.


WMS 364 Gender and Social Change (A,I,W,Y). Prerequisite: SOC 100. Cross-listed as SOC 364. Examines gender as a social construction, embedded in interpersonal interactions, social institutions, and cultural systems, comparing gender in the US to gender in other cultures. Explores topics such as how we learn gender, how gender serves to maintain systems of inequality for men and women, and how the meanings of gender have changed over time. 3 Cr.
WMS 365 Lesbian and Gay Cultures in America (A,D,I,W,Y). Cross-listed as ANT 365. Explores the history and emergence of lesbian, gay, bisexual, and transgender cultures in the US from the 1940s to present. Topics include the history of the movement before and after Stonewall; the intersections between sexuality and ethnicity, gender and social status; and urban/rural/suburban differences in attitudes and approaches within the homosexual rights movement. 3 Cr.

WMS 367 Gender in the Islamic World (A,D,I,W,Y). Cross-listed as HST 367. Covers gender in the Islamic world, and goes beyond the veil and women's oppression to deal with the array of culturally-specific discourses that shape men's and women's lives in Islamic cultures. Presents a detailed look at Islamic history to make sense out of gender in the contemporary world. 3 Cr.


WMS 378 Women Writers in American Literature (A,D,I,W,Y). Cross-listed as ENL 378. Examines the ways in which American women writers address the particular circumstances of women's lives during particular decades. Explores the diversity of women's writing by including the works of best-selling writers, women of color, working-class women, and radical experimentalists. Provides students with an historical, social and cultural context in which to locate various works. 3 Cr. Spring.

WMS 380 Issues in Women's and Men's Health (A,D,I,W,Y). Examines various perspectives and issues related to healthcare of men and women. Historical, biological, psychosocial, political, cultural, religious, ethical, moral and legal issues affecting healthcare will be investigated. Topics include sexuality, STDs, abortion, rape, violence in the family, eating disorders, substance abuse, mental health/illness, healthy aging, health promotion and interacting with the medical system. 3 Cr.

WMS 381 Feminist Theory (A). Prerequisite: WMS 101. Provides an advanced interdisciplinary and multicultural introduction to the main traditions of feminist theory, to the impact of feminist theory on a variety of disciplines, and to feminist theory as applied to various issues in society and culture. Major and minor requirement. 3 Cr. Every Semester.

WMS 396 Women in Sport (A,I,W,Y). Cross-listed as PES 396. Examines the historical, contempor- ary, and future perspectives of women in sport. Reviews insights from history, psychology, and sociology related to women in sport, as well as athletes' perceptions of their performance. Focuses on information and issues which are fundamental to understanding women's participation in sport. 3 Cr. Every Semester.

WMS 402 Women's Health (A,W,Y). Cross-listed as HLS 402. Provides a study of women as healthy functioning human beings. Includes lecture and discussion with guest speakers (when available) to present positive information and insights on the anatomical, physiological, mental, spiritual, and emotional aspects of contemporary women. 3 Cr.

WMS 403 Biography and Life History (A,W,Y). Explores the expression of life stories, their collection and recording, and their presentation in written format. Covers the evolution of the life history in anthropology and oral history; life history as a Western genre; life stories in non-Western form; gender and life stories; the life history as an expression of the self versus the life history as a window on culture; and the limitations of life history research. 3 Cr. Spring.

WMS 410 Contemporary Women Playwrights (A,D,W,Y). Cross-listed as THE 410. Explores ways in which contemporary female playwrights present gender and gendered experiences, and how the construction of women is staged in a variety of cultural contexts through an examination of selected works by 20th-century female playwrights from America, Africa, China and England (with units on African-American, Chicana, Lesbian and Asian-American writers). Includes an investigation of feminist theory as it applies to theatre practices. 3 Cr.

WMS 411 Feminist Research Methods (A). Feminist research methods challenges traditional quantitative and qualitative research methods in the social sciences. Feminist research methods are explicitly concerned with the choice of research subjects, the standpoint of the researcher, the effects of social structures on knowledge creation, and with aspects of social reality that may be hidden from traditional research methods. Students will complete a research project that responds to the main themes of the course. Major requirement. 3 Cr. Fall Semester.

WMS 417 Feminism, Gender and Medical Discourses (A,D,I,W,Y). Considers how theories of gender, social organization, and biological sex shape the questions asked and explanations and interventions offered in the areas of health and medicine. Examines the effects of gender, social class and race on social and medical knowledge with particular emphasis on women's embodiment and health. Readings include ancient and contemporary anatomical texts, contemporary theoriza-
tions of sexual difference, and autobiographical interventions in the fields of health, medicine, and reproductive politics. 3 Cr.

WMS 419 Human Sexuality (A,W,Y). Cross-listed as HLS 419. Provides each student with the opportunity to gain an awareness of him/herself and others as sexual beings. Examines sexual knowledge, attitudes, and behaviors throughout the various life stages, in order to integrate human sexuality into one's total health and well-being. 3 Cr.

WMS 420 Practicum in Women and Gender Studies (A). Provides students with the opportunity to work from a feminist framework on a service learning project under faculty direction. Students complete an internship in an organization where they work on gender and/or women related issues. Students devise a project that makes use of the internship experience and places that experience within a larger theoretical and feminist organizational framework. Major requirement. 1-9 Cr.

WMS 421 Senior Seminar in Women and Gender Studies (A). Prerequisites: WMS 101 and WMS 301. Culminating seminar that integrates service-learning and research on gender and women's studies. Students produce a senior-level paper based on their internship experience, prior course work, and research methods under the directorship of a faculty leader. Major requirement. 3 Cr.

WMS 422 Women's Education in the Developed World: Comparative Perspective (A,I,W,Y). This course looks at women's education in the developing world. It raises questions on social mobility, inequality, women's role in the economic and social development of the third world society. Recent research on the topic will be reviewed; case studies will be drawn from Africa, Asia, and Latin America. A comparative analysis approach will be used throughout this course. 3 Cr.

WMS 425 Women and Safety (A,W,Y). Examines issues of violent crime and personal victimization, especially for women, and the implications for personal crime prevention. Includes an in-depth examination of these violent crimes (e.g.: sexual assault, relationship violence), followed by a focus on individual strategies for maintaining personal safety and reducing crime risks. Considers crime prevention for children and other special populations. 3 Cr.

WMS 427 Women in the Novel (A,W,Y). Cross-listed as ENL 427. Provides in-depth examination of select novels, with some touching upon novels from other countries, to consider their thematic forms and functions, their literary significance, and especially what they reveal about the roles of women and attitudes to patriarchy. 3 Cr.


WMS 435 Legal Rights of the Disadvantaged (A,D,I,W,Y). Cross-listed as AAS 435, PLS 435. As an issue-oriented course, provides an understanding of how the US system can be used to improve the status of the disadvantaged, such as blacks, Hispanics, women, prisoners, the poor, students, Native Americans, homosexuals, and those with mental and physical disabilities. 3 Cr.

WMS 436 Gender Issues K-12 (A,W,Y). Cross-listed as EDJ 436. Course focuses on the issue of gender in schools K-12. It identifies and examines the ways in which gender roles are reinforced in schools. It studies the ways in which race and class interact with gender to influence the schooling experience. Students learn the ways in which teachers and other educators can promote equitable educational experience for all students. 3 Cr. Spring Semester.

WMS 438 Women and Gender in Latin American History (A). Cross-listed as HST 438. As an advanced course, examines the diversity of Latin-American and Caribbean women's experiences from the Iberian conquest to the 20th-century. Analyzes the gender dynamics of colonial, national, dictatorial and revolutionary states, economies and cultures, and the importance of women's movements and feminism. Includes discussion of Latina history in the US and of Latin-American and Caribbean masculinility in historical perspectve. 3 Cr.

WMS 441 American Literature: 19th Century Women's Novel (A,W,Y). Cross-listed as ENL 441. Provides an intensive study of the novel as a form of women's self-representation and cultural criticism. May include novels about family life, anti-slavery and temperament, slave narratives; historical novels; and representations of urban and industrial experience. 3 Cr.

WMS 442 Topics in Women's Literature (A,W,Y). Cross-listed as ENL 442. Provides advanced study of women in literature and women's literature, focusing, for example, on some aspect of female lives, such as adolescence; on one or more female authors writing in a shared tradition, genre, or period; or on women writing on a common topic or from perspectives held in common. 3 Cr.
WMS 444 Medieval Women (A). Cross-listed as HST 444. Prerequisite: HST 101 and HST 390. Studies European Middle Ages, ca. 500-1500, particularly as women experienced them. Examines the perceptions medieval society fostered about gender; analyzes factors such as social class, work and professional status, legal structures, and sexuality and compares/contrasts their effect on women's and men's lives. 3 Cr.

WMS 453 Contemporary Women's Issues (A,I,W,Y). Cross-listed as SOC 453. Focuses on issues concerning women and their changing role in today's society. Although various issues are singled out for analysis through reading, lecture, and class discussion, all of them are interrelated by virtue of their focus on women. 3 Cr.

WMS 457 Women and Film (A,D,I,W,Y). Cross-listed as ENL 457. Focuses on films by women. Considers the following questions: Have women filmmakers depicted the world differently from "dominant" cinema? What possibilities exist for forms of "feminine" film discourse that are truly different from dominant film discourse? What has been the history of women filmmakers? How many of these women have indeed tried to speak a different "language"? 3 Cr.

WMS 470 Women's Popular Culture (A,D,I,W,Y). Cross-listed as ENL 470. Explores women's popular culture to engender a cultural analysis. Considers questions such as how women's popular culture responds to women's psychosocial needs, and how it functions within the dominant culture. Examines samples of the fiction and films that represent 20th-century women's popular culture. 3 Cr.

WMS 475 Women's Lives (A,D,I,W,Y). Cross-listed as SWO 475. Examines women as clients, helpers, and policy makers in the context of social forces, values, and attitudes. Explores the theoretical, developmental, political, and social implications of women's changing roles. Open to selected upper-division undergraduates. 3 Cr.

WMS 479 Victimology (A,W,Y). Cross-listed as CRJ 479. Develops an understanding of crime victimization, both direct and indirect. Focuses on street crime, social and political oppression, victimization of women, and victims of corporate deviance. Emphasizes theory and policy analysis. 3 Cr.

WMS 481 Women and the Criminal Justice System (A,W,Y). Cross-listed as CRJ 481. Examines women's relationships with crime and the criminal justice system. Specifically provides a study of women and crime, victimization and occupational obstacles and opportunities. Develops students' understanding of how social, political and economic conditions affect these problems. 3 Cr.

WMS 487 Black Women's Marriage and Sexualities (A,D,I,W,Y). Provides students with the opportunity to understand and examine the experiences of African American women in the U.S. through the lens of marriage and sexuality. In addition, students will explore the historical constructions of black female sexualities and their relation to discourses of black families and communities. 3 Cr.

WMS 496 Sex and Censorship in Literature and the Media (A,I,W,Y). Cross-listed as ENL 496. Prerequisite: ENL 112. Considers the expression of sexual themes-- and censorship of them-- in contemporary literature, film and media. Includes topics such as the erotic in art, definitions of pornography and obscenity, evolution of censorship standards and practices, the Hollywood Code, the US Commission on Obscenity and Pornography (1970) and its critics, and recent feminist perspectives. 3 Cr.

WMS 499 Independent Study in Women's Studies (A). Arranged in consultation with the professor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr.
## APPENDIX

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<td>Library Faculty</td>
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<td>Professional Staff</td>
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<td>Area Map</td>
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**The SUNY AA/AS Transfer Guarantee Policy**

The SUNY Board of Trustees has approved amendments to the SUNY AA/AS Transfer Guarantee Policy. The amendments state the following:

1. New York state residents who are graduates of a SUNY or CUNY two-year college and who possess an AA or AS shall be guaranteed the opportunity to continue their education on a full-time basis at a SUNY baccalaureate campus.

2. SUNY baccalaureate campuses shall give priority to AA and AS graduates of SUNY and CUNY colleges over other transfer applicants.

3. Academic decisions on admission for transfer students covered by the Transfer Guarantee Policy shall be based solely on a student’s previous college record.

4. In making admissions decisions, baccalaureate campuses shall pay particular attention to applications from AA and AS transfer students in their region who cannot relocate to another part of the state.

The Transfer Guarantee Policy covers AA and AS graduates of SUNY and CUNY colleges only. To be eligible for the transfer guarantee, AA and AS graduates must meet the following deadlines:

1. File a SUNY application, which must be received by the SUNY Application Service Center by March 1 for fall admission and October 15 for spring admission.

2. Provide the baccalaureate campus(es) with an **official two-year college transcript** showing three semesters of completed studies by March 15 for fall admission and October 15 for spring admission.

3. Provide, for campuses that require them, completed supplemental application materials by April 15 for fall admission and November 15 for spring admission.

The Application Service Center will contact each applicant who has not been admitted to any of his/her original college choices.

AA/AS graduates who wish to participate in the guaranteed transfer program must contact the Application Service Center prior to May 1 for the fall semester and prior to December 1 for the spring semester.

The directors of admissions at the SUNY baccalaureate campuses will meet to review applications of those AA/AS graduates who have not been offered admission earlier in the application review process. These applicants will be offered admission to one of the baccalaureate campuses in the region.

The Transfer Guarantee Policy provides that AA and AS graduates who are denied admission to all of their original SUNY baccalaureate campus choices, anywhere within the University, will be admitted to a baccalaureate campus. The Policy does not guarantee access to a specific campus or the academic program of the student’s choice. However, whenever possible, efforts should be made to place the student in the program of his/her choice.

**Affirmative Action Compliance Statement**

The State University of New York College at Brockport does not discriminate on the basis of race, gender, religion, national origin, age, disability, sexual orientation, marital status, or status as a Vietnam-era or disabled veteran, in admission, employment, or treatment of students and employees.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.
Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. It is, therefore, the policy of the State University of New York College at Brockport to provide an academic and work environment free of discriminatory intimidation, whether based on sex, race, religion, or national origin.

Discriminatory acts shall be prohibited in the conduct of College services for students as such services affect housing, employment, financial aid, admissions, advisement, counseling, placement, academic progress, scholarships and awards and program activities. Inquiries or complaints may be addressed to: Office of Affirmative Action, 350 New Campus Drive, The College at Brockport, Brockport, New York 14420-2929, (585) 395-2109.

The Drug-Free Schools and Communities Act

In compliance with the “Drug-free Schools and Communities Act Amendments of 1989,” as mandated by section 22 of Public Law 101-226, The College at Brockport provides the following information to all students and employees annually:

1. Standards of conduct prohibiting the unlawful possession, use or distribution of illicit drugs and alcohol and the disciplinary sanctions the College may impose for violations of laws and standards of conduct are contained in the Code of Student Conduct, the Residence Halls and Student Townhomes Alcohol Policy, both found on the Student Policy Web page at [www.brockport.edu/policies](http://www.brockport.edu/policies). The Office of Human Resources policy on Drug and Alcohol Use in the Workplace for employees is found at [www.brockport.edu/hr/procedures/](http://www.brockport.edu/hr/procedures/).

2. The health risks associated with the use of illicit drugs and alcohol abuse are found at [www.brockport.edu/healthctr/promotions](http://www.brockport.edu/healthctr/promotions) or visit the Health Promotion and Prevention Services office in Hazen Hall.

3. The legal sanctions imposed by local, state and federal laws for the illegal possession and/distribution of illicit drugs or alcohol can be found on the New York state Law Web page at [http://ydcrime.com/index.htm](http://ydcrime.com/index.htm). Refer to NYS Penal Law Section 220.00 – 221.55.

4. Information on counseling and treatment programs are available in the following offices located in Hazen Hall: Counseling Center, Student Health Center, Health Promotion and Prevention Services and/or Employee Assistance Program located in the Office of Human Resources. Refer to the Counseling Center’s Web page at [www.brockport.edu/cc](http://www.brockport.edu/cc) for resources both on and off campus concerning treatment of substance abuse disorders.

5. The 2008 Biennial Review is available at the Office of the Vice President for Enrollment Management and Student Affairs, 7th floor of Allen Administration Building. This report contains a comprehensive analysis of the College’s alcohol and drug prevention program, including policy and enforcement. The report can be accessed on the Student Health Center’s Web page at [www.brockport.edu/healthctr](http://www.brockport.edu/healthctr).

Please note: Drug convictions while enrolled as a student at the College may affect your eligibility for federal student aid.

Please refer to the Student Policy Web page for the complete Drug-free Schools and Communities Act Policy at [www.brockport.edu/policies](http://www.brockport.edu/policies).
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STATE UNIVERSITY OF NEW YORK

The State University of New York’s 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education.

When founded in 1948, the University consolidated 29 state-operated, but unaffiliated, institutions whose varied histories of service dated as far back as 1816. It has grown to a point where its impact is felt educationally, culturally and economically statewide.

As a comprehensive public university, State University of New York provides a meaningful educational experience to the broadest spectrum of individuals. More than 427,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College.

The State University’s students are predominantly New York state residents. Representing every one of the state’s 62 counties, they make up more than 96 percent of the University’s undergraduate student population. State University of New York students also come from every other state in the United States, from four US territories or possessions, and from more than 170 foreign countries. The State University enrolls 40 percent of all New York state high school graduates, and its total enrollment of more than 427,000 (full-time and part-time) is approximately 37 percent of the state’s entire higher education student population. More than 85,000 minority students (19.9 percent of the student population) are enrolled in SUNY.

Because of its structure and comprehensive programs, the State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, baccalaureate degrees, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system—some 7,669 degree and certificate programs of study overall.

Curricula range from those in the more conventional career fields, such as business, engineering, medicine, teaching, performing arts, social work, finance and forestry, to those concerned with tomorrow's developing and societal needs in the areas of environmental science, urban studies, immunology, information systems, biotechnology, telecommunications, microbiology and health services management.

As part of the University’s commitment to bring to the students of New York the very best and brightest scholars, scientists, artists and professionals, the State University’s distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world. Their efforts are regularly recognized in numerous prestigious awards and honors, including the Nobel Prize.

The State University’s research contributions are helping to solve some of today’s most urgent problems. At the same time, contracts and grants received by University faculty directly benefit the economic development of the regions in which they are located. State University researchers pioneered nuclear magnetic resonance imaging and the supermarket bar code scanner, isolated the bacteria that causes Lyme disease, developed the first implantable heart pacemaker and the drug ReoPro®, recommended for heart patients, and developed Avonex®, an interferon treatment for multiple sclerosis. The State University of New York ranks eighth among US patent-generating universities, and ranks 14th among US colleges and universities for royalties received on inventions licensed to industries.

The University’s program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs (EOP) and Educational Opportunity Centers (EOC), has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education. Over the past 32 years, more than 482,000 New York state residents have been served.

The 30 locally-sponsored two-year community colleges operating under the program of the State University offer local citizens programs that are directly and immediately job-related as well as
degree programs that serve as job-entry educational experience or a transfer opportunity to a baccalaureate degree at a senior campus.

In 1998, the Governor and the Legislature approved a multi-year, $2 billion capital construction program for the University. This investment in critical maintenance is protecting the University’s infrastructure, valued at nearly $11 billion, and enabling the University to keep pace with modern technology for the benefit of its students and faculty.

The State University’s involvement in the health sciences and health care is extensive and responsive to the rapid changes in society and the growing needs identified by the state’s public health community. Hundreds of thousands of New York’s citizens are served each year by medical and health sciences faculty and students in University hospitals and clinics or affiliated hospitals.

The University’s economic development services programs provide research, training and technical assistance to the state’s business and industrial community through business and industry centers, the New York State Small Business Development Center, technical assistance centers, small business institutes, and centers for advanced technology and international development.

The University passed a major milestone in the mid-1980s when it graduated its one-millionth alumnus, and currently numbers 2.8 million graduates on its rolls. The majority of the University’s alumni reside and pursue careers in communities across New York state, contributing to the economic and social vitality of its people.

The State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University’s motto is: “To Learn — To Search — To Serve.”

**Alma Mater**

Alma Mater, thy children raise  
To thy shrine deserved praise.  
Hope and courage thou dost impart  
To each loyal student heart.

Friendly flowers and stately trees  
Lend new perfume to the breeze.  
Dear old campus, lofty halls,  
Alma Mater, we love thy walls.

When the fleeting years divide  
Us from thee, our gentle guide;  
Still our thoughts with thee shall rest,  
Alma Mater, Dearest, Best.

*Lyrics by a member of the Class of 1916.*
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