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2026-2027 UNIVERSITY CATALOG

All previous catalogs can be found at fredonia.smartcatalogiq.com.

LETTER FROM THE PRESIDENT

It is my pleasure to welcome you to the State University of New York at Fredonia.

Consistently ranked and nationally accredited, Fredonia is one of the finest public universities in the North. As a prospective student, you are invited to experience the challenging and rewarding educational and preprofessional opportunities offered at this four-year residential college.

Founded in 1826 by residents of Fredonia, NY residents as a "common school", Fredonia is well known for its rigorous, comprehensive academic programs. Dedicated and prestigious faculty and staff will educate, challenge, and inspire you to become a skilled, connected, creative, and responsible global citizen and professional. You will have the opportunity to explore a wide range of undergraduate and graduate programs designed to help you reach your full potential.

As a student, you will have many opportunities to sharpen your communication skills and to learn in state-of-the art and dynamic learning environments such as Fredonia's Science Complex which collectively houses Science, Technology, Engineering and Mathematics (STEM) programs. We want you to be comfortable on campus, so you'll find welcoming residence halls and numerous dining locations including a renovated, high-tech Willy C's food court.

We offer open educational resources (OER) to help individualize student learning while also saving you money by replacing and/or supplementing costly textbooks with free, low-cost, predominantly digital learning materials accessible through your laptop, desktop, smartphone or tablet.

In addition to your academic classes, you can participate in over 120 student clubs and organizations, and you can take advantage of internships and other experiential-learning opportunities. We offer study-abroad programs, site-based learning, undergraduate research experiences, and a full array of student support services including career counseling. You will discover endless opportunities to perform or attend in musical or theatrical productions. We offer a rich and diverse musical environment with conservatory-quality training at an affordable price. You will want to be sure to make time to cheer for your fellow Blue Devils at an intramural or intercollegiate sporting event, or volunteer on campus or in the community. These ample activities will allow you the opportunity to build friendships that will last a lifetime. We hope to include you with our over 64,000 graduates, who are proud to call SUNY Fredonia their alma mater.

This guidebook was developed for you. Please use it as a roadmap to success.

Stephen H. Kolison Jr., Ph.D.
President

INTRODUCTION

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

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

Community and Region

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

Your Educational Experience

We provide learning opportunities that reflect an educational philosophy based on the evolution of the total student. Fredonia's Honors Program provides unique educational opportunities to highly motivated students. Internships and research opportunities are available and encouraged in several academic areas. You also can participate in study abroad programs conducted by Fredonia and other cooperating colleges and universities.

In Support of Your Education

We believe that for students to achieve success, academic programs require the support of the entire campus community. Our academic and student services are exceptional, and reflect our dedication to your growth and development. State University of New York at Fredonia and the Fredonia College Foundation awarded over a million dollars in scholarships for the most recent academic year. In addition, our Financial Aid Office works diligently to help students to obtain maximum aid through federal and state programs.

Your Life on Campus

A combination of strong educational options combined with a high quality of student life is the right formula for success. Participation in student activities, campus governance, and sports can contribute to a heightened sense of self-awareness and self-assurance. Fredonia's residence halls provide you with a comfortable and secure atmosphere with activities planned by residents. Our University Commons combines a residence hall with the college bookstore, a convenience store, and a Starbucks Coffee shop. In addition to our student newspaper, radio and television stations, music, dance and theatre activities are open to all students, regardless of major. There are Greek organizations, a Leadership development program, and many intramural and intercollegiate sports teams.

History of the State University of New York at Fredonia

The State University of New York at Fredonia joined the newly formed State University of New York System in 1948 as one of the 11 teacher's colleges within the university and in 1961 became the State University of New York College at Fredonia with an expanded mission. Its history dates back to its roots as the Fredonia Academy, established in 1826 by the citizens of Fredonia. In 1867, Fredonia was named the site of one of the four new State Normal Schools.

The 256-acre Fredonia campus is striking in its beauty. A traditional brick perimeter encloses a modern sculptured core. Well-kept lawns and wooded areas enhance the beauty of the campus. Facilities on the university campus reflect its diversity and reputation for excellence.

There are 10 residence halls on campus, including high-quality corridor, suite-style, combination style, and independent living, as well as kitchen suites in some halls. In addition, several lifestyle options are available including residence halls with smart classrooms, an Honors House, an Aerobic Center and a Crafts Room. There is high speed Internet access in every room and all residence halls have electronic entry access for added safety and security. Hendrix Hall is also the site of the student-operated television station, WNYF-TV. Residence life offers the added advantage of activities planned by students. The University Village Townhouses opened in Fall 2014.

Cranston Marché is the main dining facility, supplemented by the Williams Center food services including Willy C's and cafes in selected buildings including Mason Cafe and McEwen Cafe. University Commons combines Cranston Marché with a residence hall, bookstore, Starbucks coffee shop, and convenience store. Gregory Hall, the first residence hall on the present campus, was named in honor of former university president Dr. Leslie R. Gregory, and also is the home of the Office of Marketing and Communications, the Faculty Student Association, Career Development Office and University Police.

The Williams Center, a circular building appropriately situated at the center of campus houses the Office of Campus Life, the Intercultural Center, Office of Residence Life, the Student Association, and several major student organizations including the student newspaper, *The Leader.* It also contains dining options, meeting, activity and recreation spaces, including Blue Devil Den and Blue Lounge, and the Fredonia Ticket Office. Dods Hall, one of two athletic facilities, contains classrooms, gymnasia, the Blue Devil Fitness Center, a dance studio and racquetball courts. Outside are lighted tennis and basketball courts. Adjacent to Dods is Steele Hall, which contains an indoor ice-skating rink, track/basketball arena, and the university's natatorium/swimming and diving facility. A soccer/lacrosse stadium has both natural and artificial turf fields. An upgraded outdoor track and field facility opened in 2026.

Enhancing student and community life is the Michael C. Rockefeller Arts Center, a magnificent performing and visual arts facility. In addition to classrooms, the facility contains the 1,200-seat Harry A. King Concert Hall, the 400-seat Robert W. Marvel Theatre, Alice E. Bartlett Theatre, and two art galleries. Construction began in 2014 on a 40,000-square-foot studio complex addition and renovation to the arts center. The studio complex was dedicated in Fall 2016 and includes among other items a multipurpose community room, large art studios, two dance studios and a dance studio/theatre. Rockefeller is also the home to the departments of Theatre and Dance, and Visual Arts and New Media.

LoGrasso Hall is the home of Student Health and Wellness Services, including the Health Center and Counseling Center. McEwen Hall includes lecture halls, classrooms, a television studio and the student-run Fredonia Radio Systems. Reed Library, named in honor of Daniel A. Reed of Sheridan, plays a key role in the teaching and learning process at Fredonia by providing a wide array of materials, services and spaces needed for collegiate study. Through the library, thousands of books, millions of articles, and various media are available in electronic and print forms. Interlibrary Loan gives students and staff access to additional resources from around the world. Reed Library houses strong specialized collections in Music, the Holland Land Company, the Coalition on West Valley Nuclear Wastes, saxophonist Sigurd Rascher and noted Austrian author Stefan Zweig. Online resources and reference help are available 24/7. Reed Library is also the home of Tutoring Services, the Office of Disability Support Services, Sponsored Programs, the Professional Development Center, and the Office of Online Learning. With seating for 500-plus in many different areas, robust wi-fi throughout the building, a computer area and study rooms, there is always a place to study in Reed Library.

Maytum Hall is the home of administrative and business offices as well as Academic Affairs, Admissions, the

Office of the Registrar, Graduate Studies, Financial Aid, Student Affairs, Office of Student Engagement and Inclusion, and Finance and Administration, including Student Accounts.

Fenton Hall, named in honor of Reuben Fenton, governor of New York State from 1865 to 1868, former congressman and U.S. Senator, who attended the Fredonia Academy, is the main humanities classroom building. The University President's office is located in this building as well as the offices of Extended Learning, Office of Academic Advising and Institutional Research, Planning and Assessment. The $60 million Science Center, which opened in 2014, and Houghton Hall, are natural and physical sciences buildings containing classrooms and laboratories. A renovation of Houghton Hall was completed in 2022 to create the Fredonia Science Complex to house Science, Technology, Engineering and Mathematics (STEM) programs. The Science Center is home to the departments of Chemistry and Biochemistry, Biology and other sciences, including Exercise Science. Houghton Hall houses the departments of Computer and Information Sciences, Mathematical Sciences, Geology and Environmental Sciences, and Physics. Thompson Hall was opened in the summer of 1975. In addition to the social science departments, the College of Education, Human Services and Health Sciences, the School of Business, the Office of International Education and the Henry C. Youngerman Center for Communication Disorders, are all housed in this building.

The university is in the process of renovating Jewett Hall to centralize many essential student services, creating a more streamlined and accessible experience. The renovated facility will serve as a centralized Student Success Center.

Mason Hall, home of Fredonia's School of Music, is named for organist, composer and teacher Lowell Mason, called the "Father of Public School Music in America." Its 500-seat Juliet J. Rosch Recital Hall opened in 2004, named after the 1930 Fredonia alumna. The beautiful Robert and Marilyn Maytum Music Rehearsal Halls were dedicated in October 2010.

Foundation House, located on Central Avenue near the entrance to the university, is the home of the Fredonia College Foundation, Office of Alumni and Engagement and the Fredonia Alumni Association.

Located about 12 miles from the campus, the Herbert C. Mackie Memorial Camp provides opportunities for year-round educational and recreational activities. A sleeping lodge was completed in 1989.

A formal groundbreaking for a permanent building in the nearby City of Dunkirk to house Fredonia's Technology Incubator was held in Fall 2008 and the completed building was dedicated in December 2009.

Hours when academic buildings are open are published separately.

A Fredonia Timeline

1826 The Fredonia Academy opens on October 4 with 15 students

1827 The academy enrolls 81 gentlemen and 55 ladies for the fall term.

1829 Fredonia is incorporated as a village.

1867 The academy closes and the Fredonia Normal School opens.

1868 The Fredonia Normal School officially enrolls students in primary, junior and academic departments.

1887 Music as a specialty area begins with the appointment of Miss Jessie Hillman to the Fredonia faculty

1900 A tragic fire on December 14 kills six students and a janitor, destroying most of the building.

1903 The new building, Old Main (now One Temple Square senior citizen housing), is completed.

1909 Fredonia is authorized to award teacher certificates in music and art.

1931 A four-year course in music is first offered.

1933 The state purchases property on Central Avenue to be used for future expansion.

1938 A four-year program in elementary education is offered.

1939 Construction begins at the new campus.

1941 Mason Hall is completed.

1942 First baccalaureate in elementary education awarded. Fredonia is now known as Fredonia State Teachers College.

1948 SUNY is created. Fredonia is now one of 11 colleges of education in the SUNY system.

1951 Gregory Hall, the first dormitory/student union building, is occupied.

1953 Fenton Hall is completed.

1958 Alumni Hall becomes the second dormitory building on campus.

1961 McGinnies dormitory and the first Mason Hall addition completed.

1962 I.M. Pei and Partners develops master plan for a new campus.

1963 Dods, Nixon, Chautauqua and Jewett halls are completed.

1968 Groundbreaking for Williams (Campus) Center.

1966-1976 The college experiences rapid growth in programs, academic departments, faculty and students.

1967-1971 Maytum Hall and Michael C. Rockefeller Arts Center constructed.

1975 Thompson Hall opens.

1976-1986 The college initiates programs in cooperative engineering, recombinant gene technology and sound recording technology.

1983 Steele Hall is completed.

1991 Reed Library addition completed.

1998 Enrollment now exceeds 4,500 students.

2001 Lake Shore Savings Clock Tower and Carillon dedicated. Swimming and diving complex completed.

2004 Juliet J. Rosch Recital Hall dedicated.

2006 University Commons completed and opened.

2007 New state-of-the-art sound recording studio and control room is dedicated. A new lighted soccer/lacrosse complex dedicated and opened as University Stadium.

2008 The Carnahan Jackson Center for Learning and Scholarship is dedicated. Ground breaking is held for the university's Technology Incubator.

2009 The Fredonia Technology Incubator dedicated and opened on Central Avenue in Dunkirk, NY

2010 Dedication of new Robert and Marilyn Maytum Music Rehearsal Halls.

2011 Groundbreaking is held for the university's new Science Center. Williams Center renovation begins.

2012 Williams Center and Maytum Hall renovations completed; construction continues on the new Science Center.

2013 New Blue Devil Fitness Center opens in Dods Hall. Ground broken for new University Village Townhouse complex. Construction continues on the new Science Center.

2014 Science Center and University Village Townhouse complex open. Ground broken for addition to the Michael C. Rockefeller Arts Center.

2015 Fredonia earns the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching.

2016 Rockefeller Arts Center Studio Complex dedicated

2018 Houghton Hall renovation initiated

2022 Dedication of the renovated Houghton Hall to complete the Fredonia Science Complex

Fredonia Mission Statement

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

Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. The university enriches the world through scholarship, artistic expression, community engagement, and entrepreneurship.

Authorization and Accreditation

The State University of New York at Fredonia is authorized and approved by the Board of Regents to operate as a university. All of Fredonia's baccalaureate and graduate programs are registered by the New York State Education Department. A list of authorized institutions and degree programs can be found using the Inventory of Registered Programs.

Institutional Accreditation is awarded by Middle States Commission on Higher Education. SUNY Fredonia was first accredited in 1952 and was awarded reaccreditation most recently in 2020.

Statement of Accreditation Status

Unit	Degree Award(s) and Degree Title(s)	Accrediting Agency	Most Recent Accreditation Date	Next Accreditation Review
School of Music	MusB-Music Performance, MusB-Music Education, MusB-Composition, BS-Sound Recording Technology, BS-Music Therapy, BA-Music, BFA-Musical Theatre, MM-Music Education, MM-Performance, MM-Theory/Composition, MM-Music Therapy	NASM - National Association of Schools of Music	2020	2029-2030
Theatre	BA-Theatre Arts, BFA-Theatre Production and Design, BFA-Acting, BFA Musical Theatre	NAST - National Association of Schools of Theatre	2012	2023
Visual Arts & New Media	BA-Art History, BA-Studio Art, BFA Animation & Illustration, BFA-Ceramics, BFA-Drawing & Painting, BFA-Film & Video Arts, BFA-Graphic Design, BFA-Photography, BFA-Sculpture	NASAD - National Association of Schools of Art and Design	2021	2031
Professional Education Unit	BSEd-Childhood Education, BSEd-Childhood Inclusive Education, MSEd-Teaching English to Speakers of Other Languages, MUSB-Music Education, BS-Adol. Education-Biology, BS-Adol Education-Chemistry, BS-Adol Education-Physics, BS-Adol Education-Earth Science, BA-Adol Education-Spanish, BS-Adol Education-Mathematics, BA-Adol Education-English, BA-Adol Education-Social Studies, MSEd-Literacy Education: Birth-Grade 12, MSEd-Literacy Education: Grades 5-12, MSEd-Adol Education-Social Studies, CAS-TESOL, CAS-Bilingual, CAS-School Building Leadership, CAS-School District Leadership, MSEd-Biology 7-12, MSEd-English 7-12, MA-English, MSEd-Mathematics 7-12, MSEd-Curriculum and Instruction	CAEP - Council on the Accreditation of Educator Preparation	2016	2026
Communication Disorders and Sciences	M.S. in Speech-Language Pathology	CAA - Council on Academic Accreditation for the ASHA - American Speech, Language, Hearing Association	2021	2029
Chemistry - ACS	B.S. in Chemistry (Track II only is ACS	ACS - American	June 2015	2023

approved track	certified)	Chemical Society Committee on Professional Training (ACS-CPT)		
Sociocultural and Justice Sciences	B.S. in Social Work	CSWE Council on Social Work Education	2022	2030
School of Business	B.S. in Public Accountancy, B.S. in Accounting, B.S. in Business Administration-Finance, B.S. in Business Administration-Management, B.S. in Business Administration-Marketing	AACSB - The Association to Advance Collegiate Schools of Business	March 2023	March 2028

Fredonia Ideals

Fredonia is a community of students, faculty and staff dedicated to the pursuit of excellence through education. In order to accomplish such goals, the campus community must work together to maintain the high standards, values and ideals expected in a community of scholars.

Fredonia Strives to Be:
An Educational Community sharing academic goals, with students, faculty and staff working together to strengthen teaching and learning;

An Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular pursuits;

An Open Community welcoming new ideas and protecting freedom of thought, belief and expression;

A Safe Community respecting each other's rights, personal safety, privacy and property;

A Civil Community expressing disagreements in rational and non-threatening ways and treating all individuals with consideration, decency and respect;

A Responsible Community accepting obligations under clearly articulated principles designed to support the common good;

A Just Community seeking to resolve conflict and violations of conduct standards fairly and equitably;

A Healthy Community respecting and promoting physical and emotional wellness and avoiding alcohol and drug abuse;

A Diverse Community celebrating diversity and learning from differences;

A Socially Conscious Community seeking to contribute to the betterment of society through service;

A Watchful Community remaining alert and taking steps to eliminate threats posed by hatred, intolerance, racism, sexism, ageism and other injustices.

Adapted from Ernest L. Boyer's, Report on Campus Life, The Carnegie Foundation 1990, the Fredonia Challenge 1995 and from the SUNY Potsdam Pledge 2001.

Endorsed by the Fredonia Student Association, the Task Force on Academic Integrity, the Student Affairs Committee and the College Senate in May 2002.

Affirmative Action Information

Fredonia fully subscribes to the Non-discrimination Policy of the State University of New York. The State University of New York, in accordance with applicable federal and state laws, does not discriminate on the basis of race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or conviction conviction.

Any violations of the university's non-discrimination policy should be reported to the Office of Title IX & Advocacy, G137 Gregory Hall, (716) 673-3358.

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

Alma Mater

Near the shores of old Lake Erie,
Stands our Alma Mater true.
Fredonia State we proudly honor,
With its colors white and blue.

Sing its glory and its praises
Let them ring forever true -
Beloved is our Alma Mater,
Fredonia State, all hail to you.

Catalog contents

Information in the Fredonia catalog is accurate as of July 1, 2025. However, some information is subject to change per federal, state or SUNY guidelines. Updated information may be obtained from the Office of the Provost.

ALL PROGRAMS

Listed below are Fredonia's registered degree programs as of July 1, 2026. The program list is consistent with the inventory of registered degree and certificate programs maintained by the New York State Education Department. The chart contains the official approved program title, degree and HEGIS code number. Enrollment in programs that are not registered or otherwise approved may jeopardize a student's eligibility for certain student aid awards. Fredonia has 77 registered baccalaureate degree programs, 59 of which are currently accepting students. We also have 15 registered master's degree programs, 11 of which are currently accepting students. Programs no longer accepting students are marked with an asterisk. Additionally, we offer 2

multi-award degree programs and 4 certificates of advanced study.

Programs noted with (*) are no longer accepting applications

Undergraduate Programs	HEGIS Code	Degree
Accounting (p. 16)	0502	B.S.
Acting (p. 17)	1007	B.F.A.
Applied Mathematics (p. 30) *	1703	B.S.
Biochemistry (p. 30)	0414	B.S.
Biology (p. 33)	0401	B.S.
Business Administration (p. 36)	0506	B.S.
Business Admin.: Finance (p. 36)	0506	B.S.
Business Admin.: Management (p. 37)	0506	B.S.
Business Admin.: Marketing (p. 38)	0506	B.S.
Chemistry (p. 40)	1905	B.S.
Childhood Education 1-6, 7-9 Extension (p. 41)	0802	B.S.Ed.
Communication: Audio Production (p. 48) *	0603	B.S.
Communication: Journalism (p. 50)	0602	B.A.
Communication: Communication Studies *	0601	B.S.
Communication: Media Management *	0699	B.S.
Communication: Public Relations *	0604	B.S.
Strategic and Professional Communication (p. 49)	0601	B.S.
Communication: Digital Film Production (p. 52)	0605	B.S.
Communication Disorders and Sciences (p. 53)	1220	B.S.
Computer Information Systems (p. 54)	0702	B.S.
Computer Science (p. 56)	0701	B.S.
Criminal Justice (p. 57)	2105	B.A.
Dance (p. 58)	1008	B.F.A.

Dance (p. 59)	1008	B.S.
Early Childhood-Childhood Education (p. 61)	0802	B.S.Ed.
Earth Science (p. 62)	1917	B.A.
Economics (p. 63) *	2204	B.A.
Engineering (Cooperative) (p. 91) *	N/A	N/A
English (p. 92)	1501	B.A.
Environmental Sciences (p. 94)	0420	B.S.
Ethnic and Gender Studies (p. 95)	4903	B.A.
Exercise Science (p. 97)	1299	B.S
Geology (p. 99)	1914	B.S.
Healthcare Administration (p. 99)	1202	B.S.
History (p. 101)	2205	B.A.
Interdisciplinary Studies (p. 102)	4901	B.A./B.S.
International Studies (p. 102) *	2210	B.A.
Mathematics (p. 106) *	1701	B.S.
Mathematics-Physics (p. 107) *	1799	B.S.
Medical Laboratory Science (p. 108)	1223	B.S.
Middle Childhood Specialist - Mathematics (p. 107) *	0804.03	B.S.
Molecular Genetics (p. 109)	0499	B.S.
Music Industry (p. 128)	0599	B.S.
Music (p. 111)	1004	B.A.
Music Composition (p. 114)	1004	Mus.B.
Music Education (p. 116)	0832	Mus.B.
Music Performance (p. 129)	1004	Mus.B.

Music Studies (p. 113)	1005	B.A.
Music Therapy (p. 132)	1099	B.S.
Musical Theatre (p. 133)	1004	B.F.A.
Physics (p. 135) *	1902	B.S.
Political Science (p. 136) *	2207	B.A.
Psychology (p. 139)	2001	B.A./B.S.
Public Accountancy (p. 141) *	0502	B.S.
Social Work (p. 141)	2104	B.S.
Sociology (p. 141) *	2208	B.A.
Sound Recording Technology (p. 144)	1099	B.S.
Spanish (p. 145) *	1105	B.A.
Sport Management (p. 147)	0599	B.S.
Students with Disabilities (All grades)/Childhood Education (p. 42)	0808	B.S.Ed.
Theatre Arts (p. 148)	1007	B.A.
Theatrical Production and Design (p. 149)	1007	B.F.A.
Visual Arts (p. 153)	1002	B.A.
Visual Arts and New Media: Animation and Illustration (p. 153)	1009	B.F.A.
Visual Arts and New Media: Art History (p. 153) *	1003	B.A.
Visual Arts and New Media: Ceramics (p. 154) *	1009	B.F.A.
Visual Arts and New Media: Drawing and Painting (p. 154)	1002	B.F.A.
Visual Arts and New Media: Graphic Design (p. 156)	1009	B.F.A.
Visual Arts and New Media: Film & Video Arts (p. 155)	1099	B.F.A.
Visual Arts and New Media: Photography (p. 156) *	1011	B.F.A.
Visual Arts and New Media: Sculpture (p. 157) *	1002	B.F.A.
Writing (p. 157)	1507	B.A.

Teacher Certification Areas in Adolescence Education	HEGIS Code	Degree
Adolescence Education: Biology (p. 18)	0401.01	B.S.
Adolescence Education: Chemistry (p. 19)	1905.01	B.S.
Adolescence Education: Earth Science (p. 21)	1917.01	B.S.
Adolescence Education: English (p. 22)	1501.01	B.A.
Adolescence Education: Mathematics (p. 27)	1701.01	B.S.
Adolescence Education: Physics (p. 28) *	1902.01	B.S.
Adolescence Education: Social Studies (p. 28)	2201.01	B.A.
Adolescence Education: Spanish (p. 27) *	1105.01	B.A.

Graduate Programs	HEGIS Code	Degree
Accounting (p. 17)	0502	M.B.A
Biology (p. 34) *	0401	M.S.
Clinical Mental Health Counseling (p. 74)	2104	M.S.
Curriculum & Instruction in Inclusive Education (p. 79)	0829	M.S.Ed.
Interdisciplinary Studies (p. 102)	4901	M.A./M.S.
Language and Learning (p. 81)	0899	M.A.
Literacy Education All Grades (p. 83)	0830	M.S.Ed.
Mathematics 7-12 (p. 107) *	1701.01	M.S.Ed
Music Education K-12 (p. 126)	0832	M.M.
Music Education Studies (p. 127)	0832	M.M.
Music Performance (p. 130)	1004	M.M.
Music Composition (p. 131) *	1004.10	M.M.
Music Therapy (p. 133) *	1099	M.M.
Speech-Language Pathology (p. 145)	1220	M.S.
TESOL (p. 87)	1508	M.S.Ed.

Certificates of Advanced Study	HEGIS Code	Degree
Bilingual Education (p. 77)	0899.60	ADV CRT
Educational Leadership (p. 85)	0828	ADV CRT
TESOL (p. 90)	1508	ADV CRT
Child Advocacy Studies (p. 84)	2101	ADV CRT

Multi-Award Programs	HEGIS Code	Degree
Adolescence Education: English Multi-Award (p. 24)	1501.01	B.A./M.A
Music Education Multi-Award (p. 120)	0832	Mus.B./M.M.

ACCOUNTING - B.S. DEGREE

School of Business
Office: E336 Thompson Hall
(716) 673-3505
Dr. Julie Fitzpatrick, *Chairperson*
Email: julie.fitzpatrick@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MAJOR REQUIREMENTS

Supporting Courses:

MATH 120	Survey of Calculus I	3
	and	
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
	and	
CSIT 251	Information Systems Structures	3
	or	
BUAD 260	Business Intelligence	3
		Subtotal: 9

Lower Level Business Core Courses:

BUAD 101	Understanding Business	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
		Subtotal: 18

Upper Level Business Core Courses:

BUAD 300	Statistical Analysis	3
ACCT 311	Business Law I	3
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 327	Operations Management	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3
		Subtotal: 21

Accounting Courses:

ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 303	Intermediate Managerial Accounting & Analytics	3
ACCT 304	Taxation I	3
ACCT 307	Data Analytics In Accounting	3
ACCT 402	Government and Nonprofit Accounting	3
ACCT 405	Auditing	3
ACCT 407	Accounting Cycles & Systems	3
ACCT 380	Internship	1-9
		Subtotal: 25

NOTE: ACCT 380 is a variable 1-9 credit hour course. Students need to complete the course for at least one credit to satisfy the degree requirements.

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BUAD 101 will be waived for transfer students with an Associate of Arts (AA) or Associate of Science (AS) or roughly 60 credits.

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All Accounting majors must complete every one of the Supporting Courses, Lower Level Business Core Courses, Upper Level Business Core Courses, and Major Specific Courses with a minimum grade of C-.

•

Accounting majors are allowed to repeat a failed major course no more than two times.

Subtotal: 73

Total Credit Hours: 73

ACCOUNTING - M.B.A. DEGREE

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

Email: julie.fitzpatrick@fredonia.edu
Dr. Tai Yi, Program Coordinator
(716) 673-3827
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business-administration/program/accounting-mba

The fully-online CPA (Certified Public Accountant) licensure-qualifying MBA in Accounting is specifically designed for students who have earned a Bachelor's degree in Accounting and want to earn the additional credits for CPA certification and licensure or desire the MBA degree to enhance their career potential with the knowledge, skills and abilities necessary in all accounting careers. The curriculum is intended to meet the new requirements that were recently announced by the American Institute of Certified Public Accountants.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Admission Requirements:

Students with BS degrees in Accounting from the Fredonia School of Business will be admitted with no required foundational courses. Candidates with bachelor's degrees from AACSB accredited accounting programs will be afforded the same treatment. For all other bachelor-level applicants, transcripts would be evaluated for need of prerequisite course work (foundations or additional accounting courses). Fredonia School of Business majors in their senior semesters may be eligible to enroll in graduate-level courses as per our current university catalog.

This program will follow all of Fredonia's graduate admissions processes and policies. (p. 545)

MAJOR REQUIREMENTS

Required Courses:

ACCT 515	Entity Tax Compliance and Planning	3
ACCT 525	Advanced Financial Accounting and Reporting	3
ACCT 530	Accounting Information Systems	3
ACCT 540	Information Technology Auditing	3
ACCT 610	Personal Financial Advisory Services	3
ACCT 620	Advanced Managerial Accounting/Analytics	3
ACCT 630	Emerging Attestation Engagements	3
BUAD 520	Global Business	3
BUAD 530	Advanced Financial Management	3
BUAD 540	Project Management	3
BUAD 550	Organizational Communication	3
BUAD 560	Marketing Strategy	3

Total Credit Hours: 36

ACTING - B.F.A DEGREE

Department of Theatre and Dance
Office: 212 Rockefeller Arts Center
(716) 673-3596
Dr. Rob Deemer, *Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

MAJOR REQUIREMENTS

Core Courses:

THEA 100	Theatre & Dance Majors' Seminar	1
THEA 103	Fundamentals of Theatre	1

	Technology	
THEA 117	Script Analysis	3
THEA 121	Introduction to Technical Theatre	3
THEA 131	Acting Studio: Acting I	3
THEA 132	Acting Studio: Acting II	3
THEA 201	Theatre and Dance Productions	1
THEA 202	Theatre and Dance Productions	1
THEA 220	Makeup	1
THEA 231	Acting Studio: Scene Study I	3
THEA 232	Acting Studio: Scene Study II	3
THEA 233	Acting Lab I	2
THEA 234	Acting Lab II	2
THEA 242	Acting Studio: Introduction to Voice and Movement I	3
THEA 243	Acting Studio: Introduction to Voice and Movement II	3
THEA 301	Theatre and Dance Productions	1
THEA 302	Theatre and Dance Productions	1
THEA 341	Acting Studio: Shakespeare	3
THEA 345	Acting Studio: Voice and Movement III	3
THEA 346	Acting Studio: Voice and Movement IV	3
THEA 410	Acting for Media I	3
THEA 424	The Business of Acting	3
THEA 441	Directing I: Principles of Directing	3
THEA 451	World Theatre in Context I	3
THEA 452	World Theatre in Context II	3
THEA 499	Performance/Production Seminar	3

Subtotal: 59

Core Elective Courses:

Choose three of the following courses:

THEA 359	Physical Theatre	3
THEA 423	Acting Studio: Alternative Acting Styles	3
THEA 449	Introduction to Playwriting	3
THEA 467	Meisner Technique	3
THEA 468	Devising Theatre	3

Subtotal: 9

Major Electives

Students must complete 20 credits of elective coursework at the 200/300/400 level. This requirement may be fulfilled through a combination of any 200/300/400 level course in COMM, DANC, ENGL, MUS, or WRTG, as well as MUS 104, THEA 125, THEA 222, THEA 223, THEA 228, THEA 325 and THEA 339.

Subtotal: 20

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All Fredonia students must complete a minimum of 120 credits hours and a minimum of 45 credits at the 300/400 level.

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All majors in the Department of Theatre and Dance are expected to carry a minimum GPA of 3.0 in their major program, and a cumulative GPA of 2.0.

Subtotal: 88

Total Credit Hours: 88

ADOLESCENCE EDUCATION: BIOLOGY - B.S. DEGREE

Department of Biology
Office: 221 Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*

Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

Students who wish to teach biology may obtain initial certification by completing the Biology Adolescence Education program and the required courses in Professional Education.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Program:

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
BIOL 237	Genetics	3
BIOL 238	Genetics Laboratory	1
BIOL 243	Organismal Biology	3
BIOL 244	Organismal Biology Laboratory	1
BIOL 330	Ecology	3
BIOL 331	Ecology Laboratory	1

BIOL 333	Biochemistry	3
BIOL 334	Biochemistry Laboratory	1
BIOL 421	Biological Conservation	3
	Nine additional credit hours of biology electives at the 300 to 400 level	9
		Subtotal: 36

Supporting Course Work:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
STAT 250	Statistics for Scientists	3
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
	and	
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
	and	
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1
		Subtotal: 27-29

Education Course Work:

SCED 105	Nature of Science and Science Education	3
	and	
SCED 106	Nature of Science Education Field Experience	0
EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
	and	
EDU 251	Practicum in Inclusive Education II	1
SCED 276	Literacy and Technology for Science and Mathematics	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
SCED 303	Assessment for Inquiry-Based Science	3
SCED 305	Diversity in the Teaching of Science and Mathematics	3
	and	
SCED 313	Diversity in Teaching Math and Science Field Experience	0
EDU 349	Educational Psychology	3
SCED 419	Adolescence Science Methods	3
EDU 430	Student Teaching Grades 7-12	15
		Subtotal: 42

- Grades of "B-" or better in EDU 250.
- Grade of "S" in EDU 251.

Subtotal: 105-107

Total Credit Hours: 105-107

Students should refer to the Education (p. 67) section of this catalog for a description of the certification requirements for this degree. Students must also maintain a minimum 3.0 GPA overall and in the major to be admitted into the senior SCED 419 Adolescence Science Methods and EDU 430 Student Teaching (Capstone experience) in the Secondary School. Upon completion of this program the student will be recommended for the initial certificate to teach in N.Y. State public schools.

A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

Students who wish to teach biology may obtain initial certification by completing the Biology Adolescence Education program and the required courses in Professional Education. New York State mandates that Adolescence Education majors demonstrate competence in a language other than English (American Sign Language, French, German, Italian, Russian, Spanish). Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) meets the certification requirement.

ADOLESCENCE EDUCATION: CHEMISTRY - B.S. DEGREE

Department of Chemistry and Biochemistry
Office: 221 Science Center
(716) 673-3281
Dr. William D. Brown, *Chairperson*
Dr. Mark Janik, *Coordinator*
Email: chemistry.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/chemistry

Different states can have different requirements for a

person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Chemistry Core:

CHEM 115	General Chemistry Lecture I	3
CHEM 116	General Chemistry Lecture II	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 126	General Chemistry Laboratory II	1
	or	
CHEM 130	Honors General Chemistry Laboratory	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 216	Organic Chemistry Lecture II	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 226	Organic Chemistry Laboratory II	1
	or	
CHEM 230	Advanced Organic Laboratory	1
CHEM 315	Introduction to Physical Chemistry	3
CHEM 316	Advanced Physical Chemistry	3
CHEM 325	Physical Chemistry Laboratory I	1
CHEM 326	Physical Chemistry Laboratory II	1
CHEM 317	Analytical Chemistry, Quantitative Analysis	3
CHEM 318	Analytical Chemistry, Instrumental Analysis	3
CHEM 327	Analytical Chemistry I Laboratory	1
CHEM 328	Analytical Chemistry II Laboratory	2
CHEM 495	Seminar: Advances in Chemistry	1
CHEM 496	Seminar: Advances in Chemistry	2
CHEM 391	Independent Lab Research	1-3
	or	
CHEM 392	Independent Lab Research	1-3
	or	
CHEM 491	Independent Laboratory Research	1-3
	or	
CHEM 492	Independent Laboratory Research	1-3
	or	
CHEM 4XX	Advanced lecture elective (400 level)	3
CHEM 4XX	Advanced lecture elective (400 level)	3

Subtotal: 41

Cognates:

PHYS 230	University Physics I	4
PHYS 231	University Physics II	4
PHYS 232	University Physics I Lab	1
PHYS 233	University Physics II Lab	1
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
CSIT 104	Introduction to Microcomputer Software	3

Subtotal: 21

Education Foundations:

EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 349	Educational Psychology	3
EDU 430	Student Teaching Grades 7-12	15

Subtotal: 27

- Grade of "B-" or better required in EDU 250.
- Grade of "S" required in EDU 251.

Science Education:

SCED 105	Nature of Science and Science Education	3
SCED 106	Nature of Science Education Field Experience	0
SCED 276	Literacy and Technology for Science and Mathematics	3
SCED 303	Assessment for Inquiry-Based Science	3
SCED 305	Diversity in the Teaching of Science and Mathematics	3
SCED 313	Diversity in Teaching Math and Science Field Experience	0
SCED 419	Adolescence Science Methods	3

Subtotal: 15

NOTE: SCED 106 and SCED 313 are field courses.
Subtotal: 104

Total Credit Hours: 104

Teacher Certification

Students wishing to teach chemistry in the secondary schools can obtain provisional certification by completing the requirements below. The procedure to be followed for admission to the professional sequence of courses is described in the Education section of the catalog. Candidates in all education programs are required to demonstrate competence in a language other than English (American Sign Language, French, German, Italian, Russian, Spanish). Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) meets the certification requirement.

A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

ADOLESCENCE EDUCATION: EARTH SCIENCE - B.S. DEGREE

Department of Geology and Environmental Sciences
Office: 150 Houghton Hall
(716) 673-3302
Dr. Thomas Hegna, *Chairperson*

Email: geosciences@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Program:

GEO 102	Freshman Seminar	1
GEO 150	Moons and Planets	3
	or	
PHYS 118	Introduction to Astronomy	3
GEO 160	Blue Planet	3
GEO 165	Planet Earth	3
GEO 169	Planet Earth Lab	1
GEO 210	Earth History	3
GEO 211	Earth History Lab	1
GEO 215	Earth Materials	4
GEO 311	Global Climate	3
GEO 330	Geomorphology	4
	One GEO 300/400 level elective course with lab	4
	Subtotal: 30	

Education Coursework:

SCED 105	Nature of Science and Science Education	3
SCED 106	Nature of Science Education Field Experience	0
EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
SCED 276	Literacy and Technology for Science and Mathematics	3
SCED 303	Assessment for Inquiry-Based Science	3
SCED 305	Diversity in the Teaching of Science and Mathematics	3
SCED 313	Diversity in Teaching Math and Science Field Experience	0
EDU 349	Educational Psychology	3
SCED 419	Adolescence Science Methods	3
EDU 430	Student Teaching Grades 7-12	15
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
	Subtotal: 42	

- Grades of "B-" or better required in EDU 250.
- Grade of "S" required in EDU 251.

Additional Coursework in Related Disciplines:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
PHYS 121	College Physics I	3
	and	
PHYS 123	College Physics Lab I	1
	and	
PHYS 122	College Physics II	3
	and	
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
	and	
PHYS 232	University Physics I Lab	1
	and	
PHYS 231	University Physics II	4
	and	
PHYS 233	University Physics II Lab	1
MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4

	A course in Statistics at the 200-level or higher	3

Subtotal: 22-25

- This major cannot be combined with the Earth Science major.
- Students majoring in Adolescence Education: Earth Sciences may complete a minor in Geology as long as they complete at least 16 unique credits (that is, 16 credits that are NOT "double-dipped," or counted towards both the major and the minor).
- If combined with a major in Environmental Sciences, the required upper-level elective cannot double count with Environmental Science's upper-level electives.

Subtotal: 94-97

Total Credit Hours: 94-98

Earth Science Adolescence Education students must attain a minimum grade of C in all Geosciences courses, and attain a 3.0 GPA or higher to graduate. In addition, all students in this program must complete the language other than English (American Sign Language, French, German, Italian, Russian, Spanish) requirement as stated by the New York State Education Department. Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) meets the certification requirement.

A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

For certification requirements, please refer to the Education section (p. 63) of the catalog.

ADOLESCENCE EDUCATION: ENGLISH - B.A. DEGREE

Department of English
Office: 278 Fenton Hall
(716) 673-3125
Dr. Kim Marie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

The English Adolescence Education program offers a strong foundation in English content and pedagogy--and particularly stand-out preparation in the skills and knowledge required not just to teach, but to teach English. The program also offers a close-knit community: small classes, supportive faculty, and classmates who will form your support network at Fredonia and beyond.

Major Requirements

- Students may enter the major upon acceptance into Fredonia either as first-year students or transfers from other colleges.
- All English Adolescence Education majors must complete at least 36 credit hours at Fredonia in order to graduate, of which at least 21 credit hours must be taken within the major.
- All English Adolescence Education majors must complete at least 24 credit hours at or above the 300 level within the major.
- The BA in English Adolescence Education requires a minimum of 84 credit hours of courses selected according to the outline given below. In special circumstances, a particular course requirement may be waived and another course substituted--though state requirements limit which courses are eligible for waivers. Students seeking a waiver of a particular course requirement should consult their advisors and complete a Degree Exception Request form; approval for such waivers is granted by the English Department chairperson or designee.
- All majors must complete at least 66 credit hours outside the English (ENGL) major in order to graduate. Credits earned for ENGL 100 (Craft of Writing) do not count toward the major, but do count as credit hours outside the major. Credits transferred as ENGL 099 do not count toward the major, but do count as hours outside the major. ENED and EDU courses count toward the 66 hour requirement.
- The following Fredonia Foundations courses may count toward the English Adolescence Education

major: ENGL 227, ENGL 274, ENGL 296, and WRTG 260.

- Students may count up to 6 credit hours of internships and independent studies toward the major.
- English Adolescence Education majors are required to earn at least a C+ in each required English and English Education course and to maintain an overall GPA of 3.0
- English Adolescence Education majors are also required to earn at lest a B- in EDU 250 and an "S" in EDU 251 (which is a co-requisite).
- English Adolescence Education majors must take the following EDU courses achieving an average of 2.50: EDU 224, EDU 250, EDU 251, EDU 303, EDU 304, and EDU 349.
- Candidates are expected to demonstrate professional dispositions as part of their program requirements. Students should see the English department website for more information regarding dispositions for the English Adolescence Education program.
- English Adolescence Education majors are exempt from the minor requirement.
- Candidates in all education programs will complete training under the Dignity for All Students Act (DASA).
- New York State mandates that Adolescence Education majors demonstrate competence in a language other than English (American Sign Language, French, German, Italian, Russian, Spanish). The General Education foreign language requirement meets the certification requirement. Proficiency requirement met by the following:
- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of the same language, as verified by the Registrar's Office.

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

See Education for certification information.

Screening: Once specific program requirements (listed below) have been met, students will be eligible for a screening interview given by a panel of English Adolescence Education faculty. A successful screening interview (along with meeting program requirements) allows students to begin taking graduate coursework in the fourth year. Screening interviews allow students to demonstrate their mastery of key pedagogical, content, and disposition issues related to English Adolescence Education. To be eligible for screening, a student must have at least junior-level standing (approximately 75 earned credit hours); an overall GPA of 3.0; successful completion (C+ or higher) in at least two of the following courses: ENED 276 Literacy and Technology, ENED 255 Adolescent Literature, ENED 356 Teaching Writing in the Secondary School, and ENED 357 Literacy, Language, Learning Theory. Screening occurs during the spring of a student's third year. Upon successful completion of screening, students will become "candidates" and will be admitted into the professional year. The professional year is comprised of five English Education courses available only to those who have become candidates. These are also described below.

To be eligible for screening, a student must have:

1. at least junior-level standing (approximately 75 earned credit hours);
2. an overall GPA of 3.0;
3. successful completion (C+ or higher) in at least two of the following courses: ENED 276 Literacy and Technology, ENED 255 Adolescent Literature, ENED 356 Teaching Writing in the Secondary School, and ENED 357 Literacy, Language, Learning Theory.

Students will be notified in writing within two weeks after their screening whether they will move forward into the professional year. Student admitted to candidacy will take ENED 450, Senior Seminar and ENED 451 Methods for English Education during fall of their senior year, and ENED 452 Inquiries in Student Teaching, ENED 454 Student Teaching in the Secondary School - English High School (Student Teaching), and ENED 455 Student Teaching in the Secondary School - English Middle School (Student Teaching) during the spring of their senior year. Students who do not pass screening are given several options that may allow them to attempt screening the following year. Students who fail screening are not eligible to enroll in ENED 450, ENED 451, ENED 452, ENED 454, or ENED 455.

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

See Education (p. 67) for certification information.

English Content Courses:

ENGL 106	Introduction to Literary Studies	3
ENGL 206	Survey of American Literature	3
ENGL 213	Texts and Contexts	3
WRTG 367	Advanced Composition	3
WRTG 372	Grammar and Style for Writers	3

	or	
ENGL 373	English Grammar for Everyone	3
ENED 413	Teaching Shakespeare	3
	or	
ENGL 412	Shakespeare: Romances and Comedies	3
	or	
ENGL 414	Shakespeare: Histories and Tragedies	3
	World Literature course	3
	British Literature Course	3
	6 Credit Hours of Literature Electives	6
	6 Credit Hours of ENGL or WRTG Electives	6

Subtotal: 36

NOTE:

- British Literature and World Literature courses: for lists of courses in these categories, please see the English BA catalog page (p. 92)
- At least two electives must be at the 300/400 level
- The British Literature requirement cannot be fulfilled by taking a second Shakespeare course

English Pedagogy Courses:

Candidates in the English Adolescence Education program count the following courses as part of the 66 credit hours outside their major discipline:

ENED 101	Introduction to English Adolescence Education	1
ENED 201	Engaged Teaching in English Adolescence Education	1
ENED 255	Adolescent Literature	3
ENED 276	Literacy and Technology	3
ENED 301	Reflective Teaching in English Adolescence Education	1
ENED 356	Teaching Writing in the Secondary School	3
ENED 357	Literacy/Language/Learning Theory	3
ENED 450	Seminar for Teachers of English	3
ENED 451	Methods for English Education	3
ENED 452	Inquiries in Student Teaching	3
ENED 454	Student Teaching in the Secondary School-English High School	6
ENED 455	Student Teaching in the Secondary School-English Middle School	6
ENED 465	Undergraduate Methods Field Experience-English Education	1

Subtotal: 21

NOTE:

- ENED 450: Seniors only, e-Portfolio added;
- ENED 454 and ENED 455: Capstone experiences.

Education Courses:

EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 349	Educational Psychology	3

Subtotal: 12

- Grades of "B-" or better required in EDU 250.
- Grade of "S" required in EDU 251.

Subtotal: 69

Total Credit Hours: 69

ADOLESCENCE EDUCATION: ENGLISH (MULTI-AWARD PROGRAM) - B.A./M.A DEGREE

Department of English
Office: 278 Fenton Hall
(716) 673-3125
Dr. Kim Marie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

The English Adolescence Education B.A./M.A. is a five-year multi-award program leading to initial 7-12 certification and eligibility for professional certification (after meeting New York State requirements for classroom teaching experience following completion of the program). In their undergraduate and graduate coursework, students are part of a community of learners, engaged in thoughtful reading, writing, critical thinking, and pedagogy. The curriculum includes English courses providing a solid content background and numerous pedagogy courses focused on the teaching of English in the secondary classroom. In this multi-award program, students complete graduate courses that focus on content and pedagogy. Student teaching serves as a capstone at the graduate level and involves an intensive experience in the field, applying theoretical foundations to the classroom. Students will complete the clinically rich, combined B.A./M.A. fully prepared to teach in the secondary schools. This five-year multi-award degree saves students time and money. This program requires five years instead of the six in traditional B.A. and M.A. programs, thus saving a year of graduate tuition and other related expenses. The first three years of the five-year B.A./M.A. program parallel the English Adolescence Education B.A., giving students interested in the multi-

award program the opportunity to declare at any time in the first three years.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

•
Students may enter the major upon acceptance into Fredonia either as first-year students or transfers from other colleges.

•
The BA/MA in English Adolescence Education requires a minimum of 102 credit hours of courses selected according to the outline given below. In special circumstances, a particular course requirement may be waived and another course substituted--though state requirements limit which courses are eligible for waivers. Students seeking a waiver of a particular course requirement should consult their advisors and complete a Degree Exception Request form; approval for such waivers is granted by the English Department chairperson or designee.

•
All English Adolescence Education majors must complete at least 36 credit hours at Fredonia in order to graduate, of which at least 21 credit hours must be taken within the major.
All English Adolescence Education majors must complete at least 24 credit hours at or above the 300 level within the major.

•
All majors must complete at least 66 credit hours outside the English (ENGL) major in order to graduate. Credits earned for ENGL 100 (Craft of Writing) do not count toward the major, but do count as credit hours outside the major. Credits transferred as ENGL 099 do not count toward the major, but do count as hours outside the major. ENED and EDU courses count toward the 66 hour requirement.

•
The following Fredonia Foundations courses may count toward the English Adolescence Education major: ENGL 227, ENGL 274, ENGL 296, and WRTG 260.

•
Students may count up to 6 credit hours of internships and independent studies toward the major.

- **As undergraduate students:**
- English Adolescence Education majors are required to earn at least a C+ in each required English and English Education course and to maintain an overall GPA of 3.0.
- English Adolescence Education majors are also required to earn at least a B- in EDU 250 and an S in EDU 251, which is a co-requisite.
- English Adolescence Education majors must take the following EDU courses, achieving an average of 2.50: EDU 224, EDU 250, EDU 251, EDU 303, EDU 304, and EDU 349.
- **As graduate students:** Students must earn at least a B in each graduate course to receive credit for the course and move forward in the program.

•
Candidates throughout the multi-award program are expected to demonstrate professional dispositions as part of their program requirements. Students should see the English department website for more information regarding dispositions.

•
English Adolescence Education majors are exempt from the minor requirement.

•
Candidates in all education programs will complete training under the Dignity for All Students Act (DASA).

1.
New York State mandates that Adolescence Education majors demonstrate competence in a language other than English (American Sign Language, French, German, Italian, Russian, Spanish). The General Education foreign language requirement (p. 570) meets the certification requirement. Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of the same language, as verified by the Registrar's Office.

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

Screening: BA/MA students participate in two screening interviews conducted by members of the English Adolescence Education faculty: one in the spring of the third year, and one in the spring of the fourth year. A successful third-year screening interview (along with meeting program requirements) allows students to begin taking graduate coursework in the fourth year. A successful fourth-year screening, along with program requirements, allows students to enter the fifth year of the program as English Adolescent Education candidates. Screening interviews allow students to demonstrate their mastery of key pedagogical, content, and disposition issues related to English Adolescence Education. To be eligible for third-year screening, a student must have:

1. at least junior-level standing (approximately 75 earned credit hours);
2. an overall GPA of 3.0;
3. successful completion (C+ or higher) in at least two of the following courses: ENED 276 Literacy and Technology, ENED 255 Adolescent Literature, ENED 356 Teaching Writing in the Secondary School, and ENED 357 Literacy, Language, Learning Theory.

All fourth-year students in the BA/MA program participate in the fourth-year screening process.

NOTE: New York State Regents' revisions of programs in Adolescence Education may result in changes in requirements, and these changes may affect current as well as future English Adolescence Education multi-award students.
See Education for certification information.

See Education (p. 67) for certification information.

English Content Courses:

ENGL 106	Introduction to Literary Studies	3
ENGL 206	Survey of American Literature	3
ENGL 213	Texts and Contexts	3
WRTG 367	Advanced Composition	3
WRTG 372	Grammar and Style for Writers	3
	or	
ENGL 373	English Grammar for Everyone	3
ENED 413	Teaching Shakespeare	3
	or	
ENGL 412	Shakespeare: Romances and Comedies	3
	or	
ENGL 414	Shakespeare: Histories and Tragedies	3
	World Literature course	3
	British Literature Course	3
	6 Credit Hours of Literature Electives	6
	6 Credit Hours of ENGL or WRTG Electives	6
	Subtotal: 36	

NOTE:

- British Literature and World Literature courses: for lists of courses in these categories, please see the English BA catalog page (p. 92)
- At least two electives must be at the 300/400 level
- The British Literature requirement cannot be fulfilled by taking a second Shakespeare course

English Pedagogy Courses:

Candidates in the English Adolescence Education program count the following courses as part of the 66 credit hours outside their major discipline:

ENED 101	Introduction to English Adolescence Education	1
ENED 201	Engaged Teaching in English Adolescence Education	1
ENED 255	Adolescent Literature	3
ENED 276	Literacy and Technology	3
ENED 301	Reflective Teaching in English Adolescence Education	1
ENED 356	Teaching Writing in the Secondary School	3
ENED 357	Literacy/Language/Learning Theory	3
ENED 452	Inquiries in Student Teaching	3
	Subtotal: 14	

Education Courses:

EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 349	Educational Psychology	3
	Subtotal: 12	

NOTE:

- Grades of "B-" or better required in EDU 250.
- Grade of "S" required in EDU 251.

- A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

Graduate Coursework:

ENED 530	Topics in Teaching Language	3
ENED 535	Topics in Teaching Diversity	3
ENED 555	Topics in Teaching Writing	3
ENED 560	Seminar in English Education-Theory & Practice	3
ENED 561	Methods in English Education-Theory & Practice	3
ENED 565	Graduate Methods Field Experience-English Education	1
ENED 697	Student Teaching in the Secondary School-English High School	6
ENED 698	Student Teaching in the Secondary School-English Middle School	6
	3 credit hours of 500/600 Level ENGL Literature Elective	3
	6 credit hours of 500/600 Level ENGL/ENED Coursework	6

Subtotal: 37

Subtotal: 103

ADOLESCENCE EDUCATION: SPANISH - B.A. DEGREE

Department of World Languages and Cultures
Office:E332 Thompson Hall
(716) 673-3380
Kim Marie Cole, *Chairperson*

Email: worldlang@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/world-languages-cultures

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: Adolescence Education: Spanish (p. 27)

ADOLESCENCE EDUCATION: MATHEMATICS - B.S. DEGREE

Department of Mathematical Sciences
Office:150 Houghton Hall
(716) 673-3243

Dr. Meral Arnavut, *Chairperson*
Dr. Keary Howard, *Mathematics Education Coordinator*
Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Courses:

MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 210	Mathematical Structures and Proof	4
MATH 223	University Calculus III	4
MATH 231	Linear Algebra	4
MAED 310	Reading and Writing Mathematics	3
MATH 323	Introductory Real Analysis	3
MATH 331	Abstract Algebra I	3
MATH 341	Geometry	3
MATH 381	History of Mathematics	3
MATH 405	Senior Seminar	1
	or	
MAED 410	Seminar: Mathematics for High School Teachers	3
STAT 350	Probability and Statistics	3
	One additional MATH or STAT course numbered 311 or higher	3
MAED 105	Introduction to Contemporary Mathematics Education	3
	and	
MAED 106	Contemporary Mathematics Education - Field Experience	0
CHEM 115	General Chemistry Lecture I	3
	and	
CHEM 125	General Chemistry Laboratory I	1
	or	
PHYS 230	University Physics I	4
	and	
PHYS 232	University Physics I Lab	1
EDU 224	Adolescent Development	3

EDU 250	Introduction to the Exceptional Learner	3
	and	
EDU 251	Practicum in Inclusive Education II	1
MAED 276	Literacy and Technology for Science and Mathematics	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
MAED 305	Diversity in the Teaching of Science and Mathematics	3
	and	
MAED 313	Diversity in the Teaching of Science and Mathematics Field Experience	0
EDU 349	Educational Psychology	3
MAED 419	Secondary School (Grades 7-12) Methods in Mathematics	3
MAED 416	Math Student Teaching Seminar	3
MAED 430	Student Teaching for Mathematics/Adolescence Education: Grades 7-9 Placement	6
MAED 431	Student Teaching for Mathematics/Adolescence Education: Grades 10-12 Placement	6

- Grades of "B-" or better required in EDU 250.
- Grade of "S" required in EDU 251.

Subtotal: 85-88

Total Credit Hours: 85-88

Students who wish to teach mathematics may obtain initial certification by completing the Mathematics Adolescence Education program and the required courses in Professional Education. New York State mandates that Adolescence Education majors demonstrate competence in a language other than English (American Sign Language, French, German, Italian, Russian, Spanish). Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) meets the certification requirement.

A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

Students may double major in Mathematics Adolescence Education and Mathematics, or in Mathematics Adolescence Education and Applied Mathematics by completing all of the requirements for both majors.

For more information on the education requirements, please consult the Education (p. 63) section of the catalog.

ADOLESCENCE EDUCATION: PHYSICS - B.S. DEGREE

Department of Physics
Office: 150 Houghton Hall
(716) 673-3301
Dr. Thomas Hegna, *Chairperson*

Email: physics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: (p. 133) (p. 28) (p. 133)Adolescence Education: Physics

ADOLESCENCE EDUCATION: SOCIAL STUDIES - B.A. DEGREE

Department of History
Office: E368 Thompson Hall
(716) 673-3277
Dr. Mary Beth Sievens, *Chairperson*
Dr. David Kinkela, *Coordinator*
Email: history.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/history

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Responsibility for the B.A. in Social Studies Adolescence Education is shared by the College of Education, Health Sciences and Human Services and the Department of History. Students are encouraged to double major in History (or another field) in order to enhance their understanding of the discipline and their future employment opportunities. Requirements beyond those of the Fredonia Foundations general education curriculum include:

Professional Education Courses:

EDU 105	Introduction to Contemporary Inclusive Education	3
	and	
EDU 106	Practicum in Inclusive Education I	1
EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
	and	
EDU 251	Practicum in Inclusive Education II	1
EDU 276	Literacy and Technology in Inclusive Educational Settings	3
	or	
SSED 276	Literacy and Technology	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 305	Cultural & Linguistic Diversity of Students and Families	3
	and	
EDU 313	Practicum in Inclusive Education III	1
EDU 349	Educational Psychology	3
SSED 419	Secondary (Adolescence) Social Studies Teaching Methods	3
SSED 420	Student Teaching Colloquium	3
SSED 430	Student Teaching for Social Studies/Adolescence Education - Grades 7-9 Placement	6
SSED 431	Student Teaching for Social Studies/Adolescence Education: Grades 10-12 Placement	6

Subtotal: 41

NOTE:

- EDU 105 and EDU 106: recommended for first-year students.
- EDU 250 and EDU 251: recommended for sophomores.
- Grade of "B-" or better required in EDU 250.
- Grade of "S" required in EDU 251.
- EDU 305, EDU 313 and EDU 349: recommended for juniors.
- SSED 419: senior year/offered fall semester only.
- SSED 420, SSED 430, SSED 431: senior year/generally offered Spring semester only (Capstone experience).
- A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

Subtotal: 41

HISTORICAL KNOWLEDGE

Historical Methods:

HIST 100	Decoding History	3
HIST 201	Doing History	3

Subtotal: 6

Global History:

HIST 243	Pre-Modern Global History	3
	Two (2) World Regional Civilizations courses	6
	One (1) 300-level course (chosen in consultation with advisor)	3

Subtotal: 12

NOTE:

- World Regional Civilization courses are numbered HIST 250-288.

European History:

HIST 232	Survey of Pre-Modern European History	3
	or	
HIST 233	Survey of Modern European History	3
	and	
	One (1) 300-level course (chosen in consultation with advisor)	3

Subtotal: 6

US History:

HIST 222	Survey of Early U.S. History	3
	and	
HIST 223	Survey of Modern U.S. History	3
	and	
	One (1) 300-level course focused on pre-1877 US History	3
	and	
	One (1) 300-level course focused on post-1877 US History	3
	and	
	One (1) American Diversity course (see advisor or Degree Works for list of approved courses)	3

Subtotal: 15

NOTE:

- American Diversity courses can be found in Degree Works

Subtotal: 39

Total Credit Hours: 98

Foreign Language (0-6 credit hours)

Candidates in all education programs are required to demonstrate competence in a language other than English (American Sign Language, French, German, Italian, Russian, Spanish). Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement meets the certification requirement.

Other Requirements

All majors must fulfill all testing and assessment requirements set by the Department of History. At present, these include gated assessment requirements. Grades must be C+ or better in all required courses in the Social Studies program. The Written Communication requirement under the General Education Program must be passed with a C or better. Students are encouraged to complete one course in statistics as part of the General Education Program. Enrolled students and transfer students wishing to declare the Social Studies Adolescence Education major must have an overall GPA of 3.0. Social Studies Adolescence Education majors must maintain a 3.0 GPA in order to remain in the program. The grade point requirements for entering the professional year are: overall GPA of 3.0, in Professional Education courses 3.0, and in the Social Studies content component 3.0. Acceptance into the senior professional year is also contingent upon a personal interview and review by the Social Studies screening committee composed of faculty in the Department of History. A copy of the criteria used by the screening committee may be obtained in the history department. Acceptance into student teaching also requires approval by the Dean of the College of Education.

SSED 419 can be taken only in the fall semester of the senior year. SSED 420, SSED 430, and SSED 431 require the entire spring semester as a full course load.

Requirements for Transfer Credit

Students transferring credits to Fredonia should normally expect no more than 27 credit hours earned elsewhere to apply to the Social Studies course requirements. (Special consideration can be given to students who have earned a B.A. degree in one of the social sciences.) As a rule, the department will not accept as equivalents to advanced social studies courses credits earned at two-year colleges. HIST 201 must be completed at Fredonia. All requirements for SSED 419, SSED 420, SSED 430, and SSED 431 must be completed under Fredonia supervision. To be applied to the requirements of the Social Studies Adolescence Education program, transferred courses must have been completed with a grade of C+ or better.

Additional Requirements for Certification

The New York State Education Department also requires fingerprinting and a background check for all applicants for initial certification. In addition, students seeking initial certification must pass appropriate New York State Teacher Certification Examinations. Students are strongly advised to pursue a second major in History or one of the other social science disciplines (economics, political science, psychology or sociology) and may count appropriate courses taken for the Social Studies Adolescence Education major and the General Education Program requirements towards such a second major.

For certification information, please consult the Education section of the catalog.

APPLIED MATHEMATICS - B.S. DEGREE

Department of Mathematical Sciences
Office:150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*

Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This program is no longer accepting applications as of 8/14/26****

Please view the prior programs requirements here: Applied Mathematics (p. 30)

BIOCHEMISTRY - B.S. DEGREE

Department of Chemistry
Office: 221 Science Center
(716) 673-3287
Dr. William Brown, *Chairperson*
Dr. Mark Janik, *Coordinator*
Email: biochemistry.program@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/chemistry/biochemistry

Biochemistry is at the core of modern science, enabling fundamental advances in medicine, agriculture, industry

and basic science. Indeed, biochemists conduct some of the most exciting research in science, and careers in biochemistry rank among the highest on almost every published list of "Best Careers." Fredonia's Bachelor of Science degree program in Biochemistry is administered jointly by the Department of Biology and the Department of Chemistry and Biochemistry. With its emphasis on mastery of technical and analytical skills in biochemistry, Fredonia's program is designed to prepare students for graduate school, medical school, or careers in biochemical research. It also provides a broad foundation in the liberal arts, enhancing graduates' abilities to meet challenges in a shifting social climate. Course requirements of the degree program are listed below. Although not required, participation in undergraduate research in either biology or chemistry is encouraged.

For course descriptions, students should see the listings under the appropriate departments; Biology and Chemistry.

MAJOR REQUIREMENTS

Core Courses:

BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
	or	
CHEM 130	Honors General Chemistry Laboratory	1
BIOL 237	Genetics	3
BIOL 238	Genetics Laboratory	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
	or	
CHEM 230	Advanced Organic Laboratory	1
CHEM 314	Principles of Physical Chemistry	3
	or	
CHEM 315	Introduction to Physical Chemistry	3
BIOL 333	Biochemistry	3
BIOL 334	Biochemistry Laboratory	1
CHEM 317	Analytical Chemistry, Quantitative Analysis	3
CHEM 327	Analytical Chemistry I Laboratory	1
BIOL 380	Cell and Molecular Biology	3
CHEM 465	Advanced Experimental Biochemistry	2
CHEM 475	Advanced Biochemistry	3
CHEM 495	Seminar: Advances in Chemistry	1
CHEM 496	Seminar: Advances in Chemistry	2
	Upper-level electives in BIO or CHEM	9

Subtotal: 55

*See list of approved upper-level electives below

Supporting Courses:

MATH 120	Survey of Calculus I	3
	and	
MATH 121	Survey of Calculus II	3
	or	
MATH 122	University Calculus I	4
	and	
MATH 123	University Calculus II	4
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1

Subtotal: 14-18

Approved Upper-level Electives

Biology Electives:

BIOL 336	Mammalian Physiology	3
BIOL 337	Mammalian Physiology Lab	1
BIOL 338	Microbiology	4
BIOL 344	Parasitology	1
BIOL 381	Cell and Molecular Biology Lab	1
BIOL 435	Developmental Biology	3
BIOL 437	Molecular Genetics Laboratory	2
BIOL 438	Molecules and Medicine	3
BIOL 440	Undergraduate Research	1-3
BIOL 450	Modern Concepts in Biology	1-4
BIOL 453	Basic Hematology	1
BIOL 461	Immunology and Serology	3
BIOL 480	Molecular Biology of Disease	3

BIOL 450 Special Topics course must be related to Biochemistry

Chemistry Electives

CHEM 316	Advanced Physical Chemistry	3

CHEM 325	Physical Chemistry Laboratory I	1
CHEM 326	Physical Chemistry Laboratory II	1
CHEM 328	Analytical Chemistry II Laboratory	2
CHEM 391	Independent Lab Research	1-3
CHEM 392	Independent Lab Research	1-3
CHEM 412	Advanced Organic Chemistry	3
CHEM 413	Applied Spectroscopy	3
CHEM 414	Medicinal Organic Chemistry	3
CHEM 417	Polymer Chemistry	3
CHEM 462	Inorganic Chemistry	3
CHEM 481	Special Topics in Chemistry	1-3
CHEM 491	Independent Laboratory Research	1-3
CHEM 492	Independent Laboratory Research	1-3

CHEM 481 Special Topics course must be related to Biochemistry

Note:

- No more than 3 credit hours of BIOL 440 Undergraduate Research or CHEM 391, 392, 491 and 492 Independent Lab Research can be used towards the major.
- At least 3 upper-level credits must be from chemistry.
- Upper-level biology and chemistry courses not listed above, that are related to biochemistry, can be used towards the Biochemistry degree, but need approval from the chair of the department.

Subtotal: 69-73

Total Credit Hours: 69-73

Biology

(See also Biology Adolescence Education (p. 18), Medical Laboratory Science (p. 107), Molecular Genetics (p. 109), Exercise Science (p. 97) and Pre-Medicine (p. 136))

Office: 221 Science Center
(716) 673-3282
Dr. William D Brown, *Chairperson*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

The Department of Biology offers a strong and flexible program designed to meet the career goals of students with widely varied interests. Graduates of the program are well prepared to enter graduate school in many areas of biological science, or professional programs (such as medical, dental, veterinary, physician's assistant, physical therapy, etc.), become research technicians, secondary school teachers, or enter direct employment. To meet these varied interests, the department offers a wide variety of courses ranging from the molecular or physiological aspects of biology to ecology, field and environmental biology. Students interested in pre-medicine, pre-veterinary and pre-dental programs are strongly urged to register with the Health Professions Advising Committee for individual advising about specific types of professional schools. The department is also involved with several early acceptance and combined degree programs leading to professional degrees in medicine, dentistry, optometry, and pharmacy. Further details of these programs are listed under Pre-Medicine and Allied Areas (p. 136).

The Department of Biology offers Bachelor of Science degrees in Biology (p. 33), Exercise Science (p. 97), Molecular Genetics (p. 109), Medical Laboratory Science (p. 107), and Biology Adolescence Education (p. 18), combined BS/MS 5 year program, as well as Master of Science (p. 34) degree programs to students who have already obtained a B.S. in Biology. The department also participates in the Biochemistry (p. 30), Cooperative Engineering, and the Environmental Sciences programs. Biology department faculty have been awarded the President's Award for Excellence in Teaching, the Hagan Young Scholar Award and/or the Robert W. Kasling Award in recognition of their outstanding achievements in teaching and research.

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

Summer Research Fellowships are sponsored in biology each summer. Each sophomore or junior awarded a prestigious fellowship will work on a specific project designed in collaboration with a faculty sponsor. The fellowships are supported by the Holmberg Foundation, Falcone Endowment, Dr. Robert Wettingfeld Endowment, Constantine Barker Memorial Endowment, Biology Endowment, and the Yunghans-Dieter award. Each award provides the student with a generous stipend and a supplies budget. For more information, interested students should contact a faculty sponsor in the department.

Each student performs a capstone experience in their senior year. The experience can take the form of research, an internship, a study abroad experience, or course, and provides significant learning experiences in problem solving and written and oral communication. These capstone experiences are extremely important in helping the student prepare for entry into professional programs, graduate school, or employment.

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

Biology Honors Program

This program provides talented Biology department majors the opportunity to perform research at the graduate level. Honors students will perform a minimum of two semesters of research, produce a formal thesis and offer a lecture to the campus and a private thesis defense to the faculty. Honors students will be recognized with a biology cord at graduation and the statement, Honors Biology Major on the student's transcript. The program is open to Biology students of sophomore standing or higher who have maintained a 3.5 GPA in stipulated courses.

Requirements for Transfer Credit

The degrees offered by the biology department require that students complete between 37 and 60 credit hours of biology core and elective courses (Biology and Adolescence Education, 37 credits; Molecular Genetics, 40 credits; Medical Laboratory Science 60 credits) chosen under the careful process of advisement. Students are expected to complete at least half of the biology courses at Fredonia. Additional credit hours transferred may be used as general electives toward graduation.

Students wishing to minor in Biology must complete at least 9 credit hours of biology courses at Fredonia. As a rule the department will not accept as equivalent for upper level courses credit earned at two-year colleges.

BIOLOGY - B.S. DEGREE

Department of Biology
Office: 221 Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

MAJOR REQUIREMENTS

Core Courses:

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
BIOL 237	Genetics	3
BIOL 238	Genetics Laboratory	1
BIOL 243	Organismal Biology	3
BIOL 244	Organismal Biology Laboratory	1
BIOL 330	Ecology	3
BIOL 331	Ecology Laboratory	1
BIOL 333	Biochemistry	3
BIOL 334	Biochemistry Laboratory	1
BIOL 491	Senior Capstone - Research	1-3
	or	
BIOL 492	Senior Capstone - Internship	1-3
	or	
BIOL 493	Senior Capstone - Course	3
	Twelve additional credit hours of 300-400 level Biology electives, including one upper level course from the following biological sub-disciplines: Cell/Molecular Biology; Organismal Biology; Ecology.	12

Subtotal: 39

NOTE:

- BIOL 491 and BIOL 492 are variable, 1-3 credit hour courses. Students are to complete the course they are advised to enroll in for at least 3 credit hours to satisfy the degree requirement.

Supporting Courses:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
STAT 250	Statistics for Scientists	3
	or	
MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
	and	
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
	and	
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1

Subtotal: 27-31

NOTE:

- One (1)-credit laboratory work normally includes three clock hours per week in laboratory.

Subtotal: 66-70

BIOLOGY - M.S. DEGREE

Department of Biology
Office: 221 Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*
Dr. Karry Kazial, *Graduate Coordinator*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Biology M.S. (p. 34)

School of Business

Office: E336 Thompson Hall
(716) 673-3505
Lisa Walters, *Interim Dean*
807 Maytum Hall
(716) 673-4813
Email: business.school@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business

Department Chairperson:

Dr. Julie Fitzpatrick, *Economics Department, Business Administration, Applied Professional Studies*
E336D Thompson Hall
(716) 673-3505
julie.fitzpatrick@fredonia.edu

Internship Coordinators:

Armand Petri, *Music Industry*
W305 Thompson Hall
(716) 673-4605

Dr. Sungick Min, *Sport Management*
W303 Thompson Hall
(716) 673-4964

Dr. Lisa Walters, *Business Administration and Accounting*
807 Maytum Hall
(716) 673-4813

Undergraduate degree programs in Accounting, Business Administration, Business Administration–Finance, Business Administration–Management, and Business Administration–Marketing are accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The School of Business also offers undergraduate majors in Economics, Music Industry, and Sport Management, as well as the Master of Business Administration (MBA) in Accounting graduate program.

In consonance with the Mission (p. 7) and Baccalaureate Goals (p. 500) of the University, our mission is to integrate excellence in instruction, relevant faculty scholarship, and proactive community service to prepare students from differing backgrounds to be successful, ethical, and globally aware business professionals. We accomplish this by:

- Providing students with high-quality educational opportunities, engaging them with faculty, local business, regional community, and university organizations.
- Continuously improving a challenging curriculum through ongoing student learning outcomes assessments.
- Supporting scholarly, professional, and pedagogical research that sustains intellectual vitality and enriches student learning.
- Providing collaborative research efforts with the more capable students so as to develop their latent talents and advance their career opportunities.
- Providing the region, university, and broader professional community with the expertise that further strengthens the academic currency of the Faculty, and that adds value to these communities.

Business Administration

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

Email: julie.fitzpatrick@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

Business Administration, accredited by the Association to Advance Collegiate Schools of Business (AACSB)-International for its programs in Accounting, Public Accountancy, Finance, Management, Marketing, and Business Administration, provides its majors with a contemporary, quality education in Accounting and Business Administration. The students in the discipline gain an awareness of their individual strengths and vocational interests in order to make appropriate career decisions. The discipline offers a rigorous, up-to-date

curriculum that prepares students for domestic and international leadership roles in business management. While the programs offered are career-oriented, the discipline realizes that successful business professionals must bring a broad and varied perspective to their crafts.

Career Options

The department's programs are designed to provide the knowledge and skills required for success in the job market and in graduate programs. Students who major in Business Administration are prepared for a cross-section of opportunities. Recent graduates have embarked on careers with small businesses, large corporations, and public entities. The banking and investment fields have interested many graduates. Others have entered fields such as sales promotion and personnel management.

The 120-credit hour Accounting program prepares students for the Certified Management Accountant (CMA) examination. The 150-credit hour program qualifies graduates to take both the CMA and CPA (Certified Public Accountant) examinations. There are three major areas of employment for accounting graduates. Public accounting firms provide clients with a wide variety of services including auditing and tax consulting. Management accountants are employed by companies to perform various activities such as cost accounting and budgeting. Governmental accountants have the responsibility to monitor the revenues and expenditures of the public sector.

Student Clubs and Activities

Students majoring in Business Administration or Accounting can participate in a number of clubs and activities that are designed to supplement classroom work. Student clubs include Business Club; American Marketing Association; Enactus; American Society for Quality; Accounting Society, and Beta Gamma Sigma, the international honor society for students enrolled in programs accredited by AACSB. Moreover, students are always encouraged to actively participate in the affairs of the department through serving on various committees, being a member of the Student Council, and attending departmental functions.

Beta Gamma Sigma honor students meet high scholarship standards and perform important community service. The Business Club conducts various entrepreneurial activities and organizes the annual “Business Person of the Year Award” banquet, honoring an outstanding community business leader. The American Society for Quality tours manufacturing plants and holds educational workshops. The Enactus Team competes in national academic competitions, offers consulting services to regional businesses, and conducts a wide variety of important community service.

The Accounting Society conducts the Volunteer Income Tax Assistant Program under the auspices of the Internal Revenue Service, and brings professional guest-speakers to campus to offer career development information. The American Marketing Association conducts various fundraising activities to finance their annual trip to the AMA International Collegiate Conference.

Internship Opportunities

In addition to its regular course offerings, the department has an active internship program. Internships are work experiences for which students receive academic credit. Having an internship experience is a graduation requirement for students majoring in Business Administration, Accounting, and Public Accountancy. Out of the minimum 120 credits needed for a B.S. degree, students are allowed up to 24 credits of internship. The department offers many internship opportunities with various local and regional firms and organizations such as the Fredonia Technology Incubator, Chautauqua Institution, Disney World, M&T Bank, Wal-Mart, Corning Glass, Cummins, Citi Bank, Merrill Lynch, Enterprise, and Frito-Lay.

Honors and Awards

Please visit FREDscholar for scholarship opportunities.

The following programs are included within Business Administration:

- Accounting Bachelor of Science (p. 16) (120-Hour Program)
- Business Administration - Bachelor of Science
- Business Administration – Finance Bachelor of Science (p. 36)
- Business Administration – Management Bachelor of Science (p. 37)
- Business Administration – Marketing Bachelor of Science (p. 38)
- Accounting minor (p. 159)
- Business Administration minor (p. 163)
- Accounting M.B.A (p. 17)

GRADUATE OPPORTUNITIES IN BUSINESS ADMINISTRATION

Several formal agreements exist with other universities that allow students to matriculate into accelerated B.S./M.B.A. programs. All such agreements reduce by one the number of years it takes a full-time student to complete a B.S. and a M.B.A. The School of Business has 4+1 arrangements, involving four years of study at Fredonia and one at the other school, with Alfred University, Canisius College, Clarkson University, Long Island University, Niagara University, Rochester Institute of Technology, St. Bonaventure University, SUNY Oswego, and SUNY New Paltz. Students who are interested in any of these

accelerated programs should see their academic advisor early in their junior year.

BUSINESS ADMINISTRATION - B.S. DEGREE

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

Email: julie.fitzpatrick@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MAJOR REQUIREMENTS

A minimum grade of C - or better is required for all courses in the major.

Supporting Courses:

MATH 120	Survey of Calculus I	3
	and	
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
	and	
CSIT 251	Information Systems Structures	3
	or	
BUAD 260	Business Intelligence	3
		Subtotal: 9

Lower Level Core Courses:

BUAD 101	Understanding Business	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
		Subtotal: 18

Upper Level Core Courses:

BUAD 300	Statistical Analysis	3
	and	
BUAD 310	Legal Environment of Business	3
	or	
ACCT 311	Business Law I	3
	and	
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 327	Operations Management	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3
		Subtotal: 21

Electives:

	Four (4) 300/400 level courses in ACCT/BUAD	12
BUAD 480	Internship	1-12
		Subtotal: 13

NOTE:

- BUAD 101 will be waived for transfer students with an Associate of Arts (AA) or Associate of Science (AS) or roughly 60 credits.
- BUAD 480 is a variable 1-9 credit hour course. Students need to complete the course for at least one credit to satisfy the degree requirements.
- All Business Administration majors are allowed to repeat a failed major course no more than two times.

Subtotal: 61

Total Credit Hours: 61

BUSINESS ADMINISTRATION: FINANCE B.S. DEGREE

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

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MAJOR REQUIREMENTS

A minimum grade of C - or better is required for all courses in the major.

Supporting Courses:

MATH 120	Survey of Calculus I	3
	and	
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
	and	
CSIT 251	Information Systems Structures	3
	or	
BUAD 260	Business Intelligence	3
		Subtotal: 9

Lower Level Core Courses:

BUAD 101	Understanding Business	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
		Subtotal: 18

Upper Level Core Courses:

BUAD 300	Statistical Analysis	3
	and	
BUAD 310	Legal Environment of Business	3
	or	
ACCT 311	Business Law I	3
	and	
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 327	Operations Management	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3
		Subtotal: 21

Major Course Requirements for Finance:

BUAD 372	Financial Investments	3
BUAD 417	Corporate Finance I	3
BUAD 416	Portfolio Management	3
	or	
BUAD 418	Corporate Finance II	3
	or	
BUAD 474	Financial Intermediaries Management	3
BUAD 480	Internship	1-12
		Subtotal: 10

NOTE:

- BUAD 480 is a variable 1-9 credit hour course. Students need to complete the course for at least one credit to satisfy the degree requirements.

Plus 3 credit hours from the following:

BUAD 315	Principles of Business Finance	3
ECON 315	Money/Banking/Monetary Economics	3
BUAD 374	Small Business Finance	3
BUAD 378	Business and Ethics	3
BUAD 416	Portfolio Management	3
BUAD 472	International Finance	3
		Subtotal: 3

Subtotal: 61

Total Credit Hours: 61

- BUAD 101 will be waived for transfer students with an Associate of Arts (AA) or Associate of Science (AS) or roughly 60 credits.
- All Business Administration majors are allowed to repeat a failed major course no more than two times.

BUSINESS ADMINISTRATION: MANAGEMENT B.S. DEGREE

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

Email: julie.fitzpatrick@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MAJOR REQUIREMENTS

A minimum grade of C - or better is required for all courses in the major.

Supporting Courses:

MATH 120	Survey of Calculus I	3
	and	
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
	and	
CSIT 251	Information Systems Structures	3
	or	
BUAD 260	Business Intelligence	3
		Subtotal: 9

Lower Level Core Courses:

BUAD 101	Understanding Business	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
		Subtotal: 18

Upper Level Core Courses:

BUAD 300	Statistical Analysis	3
	and	
BUAD 310	Legal Environment of Business	3
	or	
ACCT 311	Business Law I	3
	and	
BUAD 320	Managerial Finance	3

BUAD 323	Organizational Behavior	3
BUAD 327	Operations Management	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3
		Subtotal: 21

Major Course Requirements for Management:

BUAD 330	Human Resource Management	3
BUAD 427	Applied Quality Operations	3
BUAD 480	Internship	1-12
		Subtotal: 7

NOTE:

- BUAD 480 is a variable 1-9 credit hour course. Students need to complete the course for at least one credit hour to satisfy the degree requirements.

Plus 6 credit hours from the following:

BUAD 321	Management and Organizational Behavior	3
BUAD 335	Business Consulting	3
BUAD 351	Digital Marketing	3
BUAD 354	Entrepreneurship	3
BUAD 378	Business and Ethics	3
BUAD 417	Corporate Finance I	3
BUAD 450	Senior Seminar	1-3
		Subtotal: 6

NOTE:

- BUAD 101 will be waived for transfer students with an Associate of Arts (AA) or Associate of Science (AS) or roughly 60 credits.
- BUAD 450 is a variable 1-3 credit hour course. Students need to complete the course for at least three credit hours to satisfy the degree requirements.
- All Business Administration majors are allowed to repeat a failed major course no more than two times.
- *Individualized Specialization: With the approval of his or her advisor and the chair of the department, a student may develop his or her own specialization in lieu of the above specific major. Such specializations must consist of (as listed above) the Supporting Courses, the Lower Level Core, the Upper Level Core, and at least five additional upper-level courses in a cohesive subject-area germane to business. Such specializations are possible and encouraged as long as they satisfy the department's conditions for rigor and substance.*

Subtotal: 61

Total Credit Hours: 61

BUSINESS ADMINISTRATION: MARKETING - B.S. DEGREE

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

Email: julie.fitzpatrick@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MAJOR REQUIREMENTS

A minimum grade of C - or better is required for all courses in the major.

Supporting Courses:

MATH 120	Survey of Calculus I	3
	and	
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
	and	
CSIT 251	Information Systems Structures	3
	or	
BUAD 260	Business Intelligence	3
		Subtotal: 9

Lower Level Core Courses:

BUAD 101	Understanding Business	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
		Subtotal: 18

Upper Level Core Courses:

BUAD 300	Statistical Analysis	3
	and	
BUAD 310	Legal Environment of Business	3
	or	
ACCT 311	Business Law I	3
	and	
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 327	Operations Management	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3
		Subtotal: 21

Major Course Requirements for Marketing:

BUAD 342	Consumer Behavior	3
BUAD 410	Marketing Research & Analytics	3
BUAD 411	Strategic Marketing Management	3
BUAD 445	Integrated Marketing	3

BUAD 480	Communications Internship	1-12
		Subtotal: 13

NOTE:

- BUAD 101 will be waived for transfer students with an Associate of Arts (AA) or Associate of Science (AS) or roughly 60 credits.
- BUAD 480 is a variable 1-9 credit hour course. Students need to complete the course for at least one credit to satisfy the degree requirements.
- All Business Administration majors are allowed to repeat a failed major course no more than two times.

Subtotal: 61

Total Credit Hours: 61

Chemistry and Biochemistry

Office: 221 Science Center
(716) 673-3281
Dr. William D. Brown, *Chairperson*
Dr. Mark Janik, *Coordinator*
Email: chemistry.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/chemistry

The goals of the Department of Chemistry and Biochemistry are to prepare its majors for advanced study in chemistry, chemical engineering, related disciplines or professional programs; or careers in industrial, environmental, and governmental laboratories; or for careers in teaching. The department strongly believes in the value of rigorous course work combined with practical experience. Thus, students spend much of their time in the department participating in undergraduate research; this has led to an informal atmosphere with considerable student-faculty interaction. Often the results of such research are presented at conferences or published in chemistry journals. The Chemistry Club is very active and includes in its activities an outreach program to local schools. Departmental honors and scholarships include the Kaminski, Moos, Keller, Thumm, Marletta, Costanza, Maytum, Supple, Borriello, and Dingledy awards. The department offers two tracks, each leading to a B.S. in Chemistry degree. Track I, the Standard Major, is often chosen by students having second majors or minors in related disciplines. Track II satisfies the curriculum requirements of the American Chemical Society (A.C.S.) and is recommended for students interested in graduate or professional schools. Each track requires the completion of a Core Program plus additional coursework. The Department of Chemistry and Biochemistry also administers a major in Biochemistry.

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

Cooperative Engineering: The Department of Chemistry and Biochemistry participates in the Cooperative Engineering program. For more information on the Cooperative Engineering program, please consult the Cooperative Engineering section of the catalog.

Teacher Certification: Students wishing to teach chemistry in the secondary schools can obtain provisional certification by completing either of the tracks described below and the required courses in Professional Education. The procedure to be followed for admission to the professional sequence of courses is described in the Education section (p. 63) of the catalog.

Candidates in all education programs are required to demonstrate competence in a foreign language. This requirement must be satisfied in any one of the following ways:

- Score of 85 percent or higher on New York State Regents Exam or New York State High School Equivalent Exam*: Requirement is fulfilled.
- Scores of 65 percent - 84 percent on New York State Regents Exam or New York State High School Equivalent Exam*: Student needs to take an Elementary I level course or an Elementary II level course of a language or equivalent course(s), or successfully complete an equivalent Fredonia proficiency exam.
- Scores below 65 percent on New York State Regents Exam or New York State High School Equivalent Exam*: Student needs to take an Elementary I level course and an Elementary II level course or equivalent course(s) of the same language.
- If student did not take a New York State Regents Exam or New York State High School Equivalent Exam*: Student needs to take an Elementary I level course and an Elementary II level course or equivalent course(s) of the same language

NOTE: The General Education foreign language requirement differs from the certification requirement and must be satisfied for degree conferral.

** High School Equivalent Exam refers to a New York State Local School District Exam or Regional Exam in a Foreign Language.*

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Beginning in the

Fall 2013 semester, the training required under the Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU 303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

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

Other programs of interest: Prospective students who are interested in working with environmental science-related fields should check the Interdisciplinary Studies - Environmental Science program in the catalog. Students who are interested in the interdisciplinary Environmental Studies minor should check the Interdisciplinary Studies section of the catalog.

Chemistry/Biochemistry (Chemistry Track) Honors Program

This program provides talented majors significant research experience that culminates in a senior thesis and a presentation at an external conference. Our Honor Students will be recognized with a chemistry cord at graduation and the statement, Honors Chemistry Major (or Honors Biochemistry Major) on the student's transcript. This program is open to all Chemistry and Biochemistry (Chemical Track) majors who maintain a GPA of 3.3 and complete the research requirement of the program. Students are invited into the program in their sophomore year.

CHEMISTRY - B.S. DEGREE

Department of Chemistry
Office: 221 Science Center
(716) 673-3281
Dr. William D. Brown, *Chairperson*
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Email: chemistry.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/chemistry

MAJOR REQUIREMENTS

Core Courses:

CHEM 115	General Chemistry Lecture I	3
CHEM 116	General Chemistry Lecture II	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 126	General Chemistry Laboratory II	1
	or	
CHEM 130	Honors General Chemistry Laboratory	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
	or	
CHEM 230	Advanced Organic Laboratory	1
CHEM 315	Introduction to Physical Chemistry	3
CHEM 316	Advanced Physical Chemistry	3
CHEM 317	Analytical Chemistry, Quantitative Analysis	3
CHEM 318	Analytical Chemistry, Instrumental Analysis	3
CHEM 325	Physical Chemistry Laboratory I	1
CHEM 326	Physical Chemistry Laboratory II	1
CHEM 327	Analytical Chemistry I Laboratory	1
CHEM 328	Analytical Chemistry II Laboratory	2
CHEM 462	Inorganic Chemistry	3
CHEM 495	Seminar: Advances in Chemistry	1
CHEM 496	Seminar: Advances in Chemistry	2
		Subtotal: 38

Supporting Courses:

PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
		Subtotal: 18

One of the following tracks must be chosen:

Track I (Standard Major):

	Independent Lab research	3
	or	
CHEM 4XX	Advanced lecture elective (400 level)	3
		Subtotal: 3

Track II (A.C.S. Approved Major):

BIOL 333	Biochemistry	3
	or	
CHEM 333	Biochemistry	3
	and	
CHEM 391	Independent Lab Research	1-3
	or	
CHEM 392	Independent Lab Research	1-3
	or	
CHEM 491	Independent Laboratory Research	1-3
	or	

CHEM 492	Independent Laboratory Research	1-3
		Subtotal: 6

ACS-certified graduates must have at least one of the following lab courses:

CHEM 472	Inorganic Chemistry Laboratory	1
	or	
CHEM 334	Biochemistry Laboratory	1
	or	
CHEM 465	Advanced Experimental Biochemistry	2
		Subtotal: 1-2

Subtotal: 66-67

Total Credit Hours: 59-64

CHILDHOOD EDUCATION (GRADES 1-6) - B.S.ED DEGREE

Department of Education

Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Jill Marshall, *Program Coordinator*
Email: jill.marshall@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/education-department

The Bachelor of Science in Education in Childhood Education prepares teacher candidates for certification in Childhood Education (Grades 1 to 6).

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Courses:

EDU 105	Introduction to Contemporary Inclusive Education	3
EDU 106	Practicum in Inclusive Education I	1
EDU 225	Child Development EC/CH	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 276	Literacy and Technology in Inclusive Educational Settings	3
EDU 295	Introduction to Educational Assessment	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 305	Cultural & Linguistic Diversity of Students and Families	3
EDU 313	Practicum in Inclusive Education III	1
EDU 349	Educational Psychology	3
MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
MATH 202	Concepts of Foundational Mathematics II	3

	Elective course, upon advising	4

Subtotal: 30

NOTE:

- EDU 105, EDU 250, and EDU 305: courses that have a field experience component
- Grades of "B" or better in EDU 105, EDU 225, EDU 305 and all methods courses (402, 403, 404, 405 and 406) are required for all students. Please note: that "B -" is not an adequate grade.
- Grades of "B-" or better in EDU 250.
- Grade of "S" in EDU 106, EDU 251 and EDU 313.
- Successful completion of EDU 416 is required to receive a "Satisfactory" standing in Student Teaching.

Methods Courses:

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

Subtotal: 15

Capstone Experience – Student Teaching:

EDU 416	Capstone Seminar - Advanced Study in Classroom Organization, Management, and Instruction	3
EDU 420	Student Teaching Grades 1-3	6
EDU 422	Student Teaching Childhood: Grades 4-6	6

Subtotal: 15

Area of Concentration:

All Students will need to declare and complete an area of concentration ranging from 30-34 credit hours. Students should see Areas of Concentration (p. 69) in the Education section of the catalog.
Subtotal: 60

Total Credit Hours: 60

STUDENTS WITH DISABILITIES (ALL GRADES)/CHILDHOOD EDUCATION - B.S.ED DEGREE

Department of Education

Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Jill Marshall, *Program Coordinator*
Email: jill.marshall@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/education-department

The Bachelor of Science in Education in Students with Disabilities All Grades prepares teacher candidates for certification in Students with Disabilities All Grades.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Courses:

EDU 105	Introduction to Contemporary Inclusive Education	3
EDU 106	Practicum in Inclusive Education I	1
EDU 224	Adolescent Development	3
EDU 225	Child Development EC/CH	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 276	Literacy and Technology in Inclusive Educational Settings	3
EDU 295	Introduction to Educational Assessment	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 305	Cultural & Linguistic Diversity of Students and Families	3
EDU 313	Practicum in Inclusive Education III	1
EDU 321	Teaching in the Middle School	3
EDU 349	Educational Psychology	3
EDU 351	Classroom Management	3
EDU 355	Assessment & Instruction of Students with Learning & Behavior Disorders in Inclusive Ed Settings	3
EDU 356	Practicum in Inclusive Education IV	1
EDU 432	Sustaining Collaborative Relationships	3

Subtotal: 42

NOTE:

- EDU 105, EDU 250, EDU 305 and EDU 355 are courses that have a co-requisite field experience component.
- Grades of "B" or better in EDU 105, EDU 225, EDU 305, EDU 355 and all methods courses (402, 403, 404, 405 and 406) are required for all students. Please note: that "B -" is not an adequate grade.
- Grade of "B-" or better in EDU 250.
- Grade of "S" in EDU 106, EDU 251, EDU 313 and EDU 356.
- A candidate who earns a Satisfactory standing in the Student Teaching placement must also earn a passing grade in the co-requisite Seminar/ Methods course to advance. Successful completion of EDU 416 is required to earn a "Satisfactory" standing in Student Teaching.

Methods Courses:

EDU 360	Assessment & Intervention I - Low Incidence Disabilities	3
EDU 402	Teaching Mathematics in Inclusive Educational Settings	3

EDU 403	Teaching Science in Inclusive Educational Settings	3
EDU 404	Teaching Social Studies in Inclusive Educational Settings	3
EDU 405	Teaching Literacy in Inclusive Educational Settings	3
EDU 406	Literacy and Assessment in Inclusive Educational Settings	3
EDU 460	Assessment & Intervention II-High Incidence Disabilities	3

Subtotal: 21

Capstone Experience – Student Teaching:

EDU 416	Capstone Seminar - Advanced Study in Classroom Organization, Management, and Instruction	3
EDU 440	Student Teaching Inclusive/Special Education: Grades 1-3	6
	or	
EDU 441	Student Teaching Inclusive/Special Education: Grades 4-6	6
EDU 452	Student Teaching Inclusive/Special Education: Grades 7-12	6

Subtotal: 15

INTEGRATIVE STUDIES CONCENTRATION:

Science Requirement

Choose from one of the following:

BIOL 109	Biology, Health, and Medicine	3
BIOL 110	Human Biology	3
BIOL 115	Environmental Biology	3
BIOL 131	Introductory Ecology and Evolution	3
CHEM 113	Chemistry in the Environment: Issues and Solutions	3
GEO 150	Moons and Planets	3
GEO 160	Blue Planet	3
GEO 165	Planet Earth	3
GEO 175	Thirsty Planet	3
GEO 180	Weather and Climate	3
GEO 201	Introduction to Environmental Archaeology of North America	3
PHYS 117	Sound, Light and Color	3
PHYS 118	Introduction to Astronomy	3
PHYS 152	Observing the Sky	3

Subtotal: 3

Mathematics Requirement

Choose from one of the following:

MATH 110	Mathematics in Action	3
MATH 117	The Mathematical Experience	3
MATH 120	Survey of Calculus I	3
MATH 202	Concepts of Foundational Mathematics II	3

STAT 200	Statistical Methods I	3

Subtotal: 3

Upper Level Requirement

Choose two upper level electives (300/400 level) from the following departments in consultation with your academic advisor:

ENGL

GEO

HIST

MAED

WRTG

Subtotal: 6

Core courses

ENGL 274	Social Justice & The Written Word	3
	or	
ENGL 296	American Identities	3
ENGL 144	Reading Humanity	3
	or	
ENGL 227	Stage/Screen	4
HIST 170	American Pasts	3
	or	
HIST 171	American Patterns	3
HIST 150	Global Pasts	3
	or	
HIST 151	Global Patterns	3
	or	
HIST 152	Global Perspectives	3
MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
ESCI 226	The Earth As A System	3

Subtotal: 18-19

Subtotal: 30
Subtotal: 108

Total Credit Hours: 108

CHILDHOOD INCLUSIVE EDUCATION - B.S.ED DEGREE

Department of Education

Office: E268 Thompson Hall
(716) 673-3701

Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/education-department

The Bachelor of Science of Education in Education in Childhood Inclusive Education prepares teacher candidates for dual certification in Childhood Education (Grades 1-6) and Students with Disabilities (Grades 1-6).

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal

regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Courses:

EDU 105	Introduction to Contemporary Inclusive Education	3
EDU 106	Practicum in Inclusive Education I	1
EDU 225	Child Development EC/CH	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 276	Literacy and Technology in Inclusive Educational Settings	3
EDU 295	Introduction to Educational Assessment	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 305	Cultural & Linguistic Diversity of Students and Families	3
EDU 313	Practicum in Inclusive Education III	1
EDU 349	Educational Psychology	3
EDU 355	Assessment & Instruction of Students with Learning & Behavior Disorders in Inclusive Ed Settings	3
EDU 356	Practicum in Inclusive Education IV	1
MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
MATH 202	Concepts of Foundational Mathematics II	3

Subtotal: 30

NOTE:

- EDU 105, EDU 250, EDU 305, and EDU 355: courses that have a field experience component.
- Grades of "B" or better in EDU 105, EDU 225, EDU 305 and all methods courses (402, 403, 404, 405 and 406) are required for all students. Please note: that "B - " is not an adequate grade.
- Grades of "B-" or better in EDU 250.
- Grade of "S" in EDU 106, EDU 251 and EDU 313
- In addition to the above mentioned requirements, "B" or better in EDU 355 and "S" in EDU 356
- Successful completion of EDU 416 is required to receive a "Satisfactory" standing in Student Teaching.
- A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.
- Transfer students should consult with their academic advisor regarding Natural Science requirements.

EDU 295 - Effective Fall 2014, course required for ALL incoming students. Course available in Spring 2015 for education majors with sophomore level standing.

Methods Courses:

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

Subtotal: 15

Capstone Experience – Student Teaching:

EDU 416	Capstone Seminar - Advanced Study in Classroom Organization, Management, and Instruction	3
EDU 440	Student Teaching Inclusive/Special Education: Grades 1-3	6
EDU 441	Student Teaching Inclusive/Special Education: Grades 4-6	6

Subtotal: 15

Subtotal: 60

Total Credit Hours: 60

Plus Foreign Language Requirement:

Candidates in all education programs are required to demonstrate competence in a foreign language. Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) differs from the certification requirement and must be satisfied for degree conferral.

Plus an area of concentration: 30-34 credit hours. Students should see Areas of Concentration (p. 69) in the Education section of the catalog.
(*Note:* SCI courses are considered multi-disciplinary and will meet SUNY General Education requirement for Natural Science.)

For certification information, please see the Office of Student Services webpage.

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). The training required under the Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU 303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

Communication

Office: 325 McEwen Hall
(716) 673-4279
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

Communication relates to how individuals, groups, organizations, societies, and cultures may establish humane and productive relationships in expressing needs, mediating problems, and pursuing goals. It is one of the oldest areas of academic study and, because of the transformation of personal and social life by the growth of media technologies, a central discipline. Students approach processes, practices and distortions involved in human communication from a critical perspective, and integrate application and theory throughout the curriculum.

The Department of Communication offers majors in Digital Film Production, Journalism (print, online and TV broadcast tracks) and Strategic and Professional Communication (two specializations: public relations and professional communication). The department also offers a minor in Communication and a Social Media minor.

Graduates of the program have successful careers in corporate and public settings and working in media at all levels. Communication students have also continued their education in graduate programs and law schools around the country. Students are encouraged to supplement their academic work with participation in applied activities, including the Sheldon Multimedia Computer Lab, the campus radio stations (WCVF-FM and WDVL Cable/FM), the campus television station (WNYF-TV), the campus newspaper (The Leader), the Applied Communication Association (ACA) which provides communication services to the community, the Public Relations Student Society of America (PRSSA), the Society of Professional Journalists (SPJ), and off-campus internships.

The department offers several awards and scholarships. Please visit FREDscholar for scholarship opportunities.

Internal Transfers: Students seeking to transfer into the Department of Communication from another department must have a 2.0 or above cumulative grade point average (GPA) to be eligible. If the student's GPA is 3.0 or greater, he/she will be automatically admitted. If the GPA is below 2.0, the student must successfully complete a minimum of six credits of Fredonia Communication course work in their desired major. Grades in each COMM course must be C or above and the cumulative GPA in COMM courses must be above 2.0. Unless taken at another university, COMM 101- Fundamentals of Communication must be one of the above courses completed. An internal application form (available from the department office) must be completed and returned to the office in order for the application request to be processed.

Requirements for the Bachelor's Degree in Communication

Major Requirements: Students in the department may obtain a bachelor's degree in one of the following majors:

- Communication: Journalism – Bachelor of Arts - B.A. (p. 50)
- Communication: Digital Film Production – Bachelor of Science - B.S. (p. 52)
- Communication: Strategic and Professional Communication - Bachelor of Science - B.S. (p. 49)

A major program in the Department of Communication requires 40 to 51credit hours of study including 7 credit hours of core courses required by every student in the department and 33 to 44 credit hours of courses in the individual major. Students must complete 45 upper-level credit hours of course work from disciplines other than communication. This may include non-communication courses taken from other universities.

Department of Communication Minimum Standards Policy

Students in any of the communication majors and minors must earn a minimum of 2.0 GPA in the coursework taken for the degree.

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

If a course in the major is a prerequisite for another course in the major, the student will not be allowed to enroll in the second course if the grade in the prerequisite was less than a C. In addition, students must have, in order to graduate, a least a 2.0 average in the departmental core and in the rest

of the courses in their chosen major. This does not include courses taken in the Department of Communication that do not apply to the student's major.

Any student whose cumulative average in the major falls below 2.0 for three consecutive semesters in the department will be required to change to a major outside of the Department of Communication.

Double Major: Any student wishing to take a double major with both majors inside the Communication department must complete all requirements for both majors. Students should be aware that they may have to take more than 120 credit hours in order to accumulate the required 66 credit hours outside the department to graduate. At least 15 credits in the second major must not be used in the first major.

In addition, the department requires all students to declare and complete a minor or a semester studying abroad. The minor must be officially recognized by the offering department and be chosen in consultation with a Communication advisor. Students electing the study abroad option are required to complete a complimentary course at Fredonia chosen in consultation with their advisor.

Students who have dual majors with both majors inside the Communication department are still required to have a minor outside the department or meet the criteria for the study abroad option. A second major outside the Communication department will also satisfy this requirement.

On the occasion that the requirements for an outside major are the same as the CORE courses for a major within the Department of Communication (e.g. Arts Administration), students must complete all requirements for both majors. Students may "double-dip" one course that is required for both majors. If there is more than one duplicate course required, students must take one approved elective from the Communication major per each additional course required by the outside major. One or more of the electives must be 300/400 level.

Minor: The department requires all students to declare and complete a second major or minor outside the department, or a 15 credit hour semester study abroad. The minor must be officially recognized by the offering department (including Interdisciplinary Studies minors) and be chosen in consultation with a Department of Communication advisor. A second major outside the communication department will also satisfy the minor requirement. Students electing the study abroad option are required to complete a complementary 3 credit hour course at Fredonia and should consult the department's policies on appropriate overseas course work. International students, by virtue of studying at Fredonia, have already completed the study abroad/minor requirement.

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

Substitutions in requirements for majors may be made only by approval of faculty members designated for the specific majors. Special topics classes used to fulfill the requirements for majors must be approved by faculty members designated for the specific majors.

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

COMMUNICATION: AUDIO PRODUCTION - B.S. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Communication: Audio Production (p. 48)

COMMUNICATION: COMMUNICATION STUDIES- B.S. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

Emphasizes the study of human interaction in both mediated and non-mediated communication. Courses will cover theories and skills regarding relational development, group decision-making, public speaking, communication ethics, research and evaluation, and organizational communication. The goal of the major is to develop the student's ability to understand and apply theories and skills in communication performance, message construction, and communication analysis and evaluation across social and professional settings. Please note: at least 12 credit hours must be taken at Fredonia.

This program will NOT be accepting new applications beginning Spring 2025

Please view the prior program requirements here: Comunication: Communication Studies

STRATEGIC AND PROFESSIONAL COMMUNICATION- B.S. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

The degree provides a variety of highly employable skills as students learn how to become effective and savvy producers of strategic communication in a variety of civic, interpersonal, and professional contexts. The major emphasizes communication ethics, cultural awareness, decision-making, informative and persuasive message construction, professional speaking, research and evaluation, stakeholder management, brand awareness, and skills necessary to succeed in an organizational environment. The Strategic and Professional Communication major synthesizes theoretical and applied learning by offering influential and conceptual grounding for lifelong learning and career flexibility. Students can choose one of two tracks: In Public Relations you will concentrate on effectively mediating the goals and obligations of an organization and the needs and concerns of the public as well as campaign design and management, both of which prepare you to serve as a communication advocate in a variety of professional and civic settings. In Professional Communication, you will learn skills emphasizing both mediated and non-mediated relational development, effective participation in and leadership of teams, and communication analysis and performance across public, social, and professional settings.

MAJOR REQUIREMENTS

The department requires all students to declare and complete a minor or a semester studying abroad. The minor must be officially recognized by the offering department and be chosen in consultation with a Communication advisor. Students electing the study abroad option are required to complete a complimentary course at Fredonia chosen in consultation with their advisor.

Students who have dual majors with both majors inside the Communication department are still required to have a minor outside the department or meet the criteria for the study abroad option. A second major outside the Communication department will also satisfy this requirement.

At least 12 credit hours and all capstone courses must be taken at Fredonia.

A grade of C or better is required for a course to satisfy a major requirement.

Communication Core:

COMM 101	Fundamentals of Communication	3
COMM 105	Public Speaking	3
COMM 199	Communication Orientation	1
		Subtotal: 7

Major Core Courses:

COMM 102	Mass Media and Society	3
	or	
COMM 155	Rhetoric of Vision and Sound	3
COMM 244	Introduction to Social Media	3
COMM 323	Research Methods	3
COMM 336	Introduction to Business Communication	3
COMM 480	Communication Internship	1-15
		Subtotal: 13

* COMM 480-Communication Internship should be completed for at least 1 credit.

Track Requirements

A track in Public Relations or Professional Communication is required, select one.

Professional Communication Track

COMM 221	Interpersonal Communication	3
COMM 302	Rhetoric and Criticism	3
COMM 365	Communication and Leadership	3
COMM 465	Intercultural Communication	3

Professional Communication Electives

9 Credits chosen from the following:

COMM 222	Principles of Public Relations	3
COMM 303	Health Communication	3
COMM 313	Political Communication	3
COMM 321	Environmental Communication	3
COMM 342	Presidential Campaign Communication	3
COMM 373	Gender and Communication	3
COMM 379	Persuasion	3
COMM 460	Organizational Communication	3
		Subtotal: 24

Public Relations Track

COMM 222	Principles of Public Relations	3
COMM 322	Public Relations Writing	3
COMM 344	Public Relations Case Analysis	3

COMM 420	Communication Law and Ethics	3
COMM 422	Public Relations Campaigns	3

Public Relations Electives

9 Credits (max 3 credits at 100/200 level) chosen from the following:

COMM 130	Foundations in Journalism	3
COMM 221	Interpersonal Communication	3
COMM 255	Studio Production	3
COMM 302	Rhetoric and Criticism	3
COMM 313	Political Communication	3
COMM 342	Presidential Campaign Communication	3
COMM 365	Communication and Leadership	3
COMM 379	Persuasion	3
COMM 460	Organizational Communication	3
COMM 465	Intercultural Communication	3

Subtotal: 24

Subtotal: 20

Total Credit Hours: 44

COMMUNICATION: JOURNALISM - B.A. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

Emphasizes the theory and practice of all forms of journalism including print, electronic, and Internet. An interdisciplinary approach will prepare critical thinkers and reflective practitioners. Research, writing, production, and analysis are all stressed. The program balances the teaching and learning of the practical skills needed in the profession with intellectual, historical, theoretical, and analytic foundations necessary for good journalists. Please note: at least 12 credit hours must be taken at Fredonia.

MAJOR REQUIREMENTS

All students must complete the Communication Core and choose either Print & Online Journalism Track or Broadcast Journalism Track.

The department requires all students to declare and complete a minor or a semester studying abroad. The minor must be officially recognized by the offering department and be chosen in consultation with a Communication advisor. Students electing the study abroad option are required to complete a complimentary course at Fredonia chosen in consultation with their advisor.

Students who have dual majors with both majors inside the Communication department are still required to have a minor outside the department or meet the criteria for the study abroad option. A second major outside the Communication department will also satisfy this requirement.

A grade of C or better is required for a course to satisfy a major requirement.

Communication Core:

COMM 101	Fundamentals of Communication	3
COMM 105	Public Speaking	3
COMM 199	Communication Orientation	1

Subtotal: 7

PRINT & ONLINE JOURNALISM TRACK

Major Core Courses:

COMM 130	Foundations in Journalism	3
COMM 230	News Gathering	3
COMM 231	Storytelling: Words, Images, Sound	3
COMM 332	Critical Analysis of Journalism	3
COMM 420	Communication Law and Ethics	3
COMM 440	Journalism Convergence Capstone	3
COMM 395	Radio News and Podcasting	4
	and	
COMM 345	Broadcast Writing and Presentation	3
	or	
COMM 346	Editing and Design	3
	and	
COMM 347	Social Media Practicum	3

Subtotal: 24-25

One course from each of the following three categories:

Experiential Courses:

	Short-term study abroad	
COMM 470	Fredonia Radio	3
	Systems/WNYF/Leader Practicum	
COMM 480	Communication Internship	1-15

Subtotal: 1

Theory Courses:

COMM 302	Rhetoric and Criticism	3
COMM 313	Political Communication	3
COMM 323	Research Methods	3
COMM 359	Special Topics in Communication	1-3
COMM 460	Organizational Communication	3
COMM 465	Intercultural Communication	3

Subtotal: 3

Non-Journalism Electives:

COMM 111	Web Design	1

COMM 112	Desktop Video	1
COMM 113	Flash	1
COMM 114	Electronic Darkroom	1
COMM 115	Advanced Electronic Darkroom	1
COMM 116	Desktop Publishing	1
COMM 118	Desktop Audio	1
COMM 244	Introduction to Social Media	3
COMM 251	Audio Production I	3
COMM 254	Video Field Production	3
COMM 255	Studio Production	3
COMM 459	Special Topics in Communication	1-3
WRTG 366	Opinion in Journalism	3

Subtotal: 3

NOTE: COMM 111-116 and COMM 118: 3 of these mini courses may be completed to earn the three elective credits.

Selected Topics in Journalism:

COMM 315	Selected Topics in Journalism	3

Subtotal: 6

NOTE:

- COMM 315 is to be taken twice, with different topics, for a total of 6 credit hours.
- Specialty topics will include Governmental Affairs Reporting, Arts Journalism, Sports Journalism, Investigative Journalism, and others depending on demand and availability of staff.

BROADCAST JOURNALISM TRACK

Major Core Courses:

COMM 130	Foundations in Journalism	3
COMM 155	Rhetoric of Vision and Sound	3
COMM 200	Electronic Media Writing	3
COMM 230	News Gathering	3
COMM 231	Storytelling: Words, Images, Sound	3
COMM 332	Critical Analysis of Journalism	3
COMM 420	Communication Law and Ethics	3

Subtotal: 21

TV Broadcasting Specializations:

COMM 251	Audio Production I	3
COMM 254	Video Field Production	3
COMM 255	Studio Production	3
COMM 307	History of Television	3
COMM 366	Postproduction	3

Subtotal: 15

Capstone Courses:

COMM 401	Television Studio Production II	4

Subtotal: 8

Electives:

COMM 315	Selected Topics in Journalism	3
COMM 345	Broadcast Writing and Presentation	3
COMM 347	Social Media Practicum	3
COMM 395	Radio News and Podcasting	4
COMM 470	Fredonia Radio Systems/WNYF/Leader Practicum	3

Subtotal: 6-7

Total Credit Hours: 44-58

COMMUNICATION: MEDIA MANAGEMENT - B.S. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

This program will NOT be accepting new applications after June 5, 2024

For students interested in non-production areas of electronic media. Includes sales, management, regulation, promotion, and research in broadcast and other electronic media such as cable television, telephone, and satellites. Please note: at least 12 credit hours must be taken at Fredonia.

Please view the prior program requirements here: Communication: Media Management

COMMUNICATION: PUBLIC RELATIONS - B.S. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

****This program is no longer accepting applications as of Spring 2025****

Please view the prior program requirements here: Communication: Public Relations

COMMUNICATION: DIGITAL FILM PRODUCTION - B.S. DEGREE

Department of Communication
Office: 311 McEwen Hall
(716) 673-4729
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

Focuses on the theoretical, technical, and practical issues of digital film production. Hands-on, project-based major with emphasis on pre-production, production, post-production and distribution. Students gain experience in field production and fiction narrative. Topics covered include: concept development, visualization, writing, aesthetics, ethics, shooting and editing techniques. Please note: at least 18 credit hours and capstone classes must be taken at Fredonia.

MAJOR REQUIREMENTS

The department requires all students to declare and complete a minor or a semester studying abroad. The minor must be officially recognized by the offering department and be chosen in consultation with a Communication advisor. Students electing the study abroad option are required to complete a complimentary course at Fredonia chosen in consultation with their advisor.

Students who have dual majors with both majors inside the Communication department are still required to have a minor outside the department or meet the criteria for the study abroad option. A second major outside the Communication department will also satisfy this requirement.

A grade of C or better is required for a course to satisfy a major requirement.

Communication Core:

COMM 101	Fundamentals of Communication	3
COMM 105	Public Speaking	3
COMM 199	Communication Orientation	1
	Subtotal:	**7**

Capstone Courses:

COMM 454	Fiction I	4
COMM 464	Fiction II	4
	Subtotal:	**8**

Major Core Courses:

COMM 155	Rhetoric of Vision and Sound	3
COMM 251	Audio Production I	3
COMM 254	Video Field Production	3
COMM 255	Studio Production	3
COMM 309	Film Analysis	3
COMM 361	Screenwriting	3
COMM 366	Postproduction	3
COMM 368	Video Camera and Lighting Techniques	3
COMM 420	Communication Law and Ethics	3
	Subtotal:	**27**

Elective:

COMM 316	Videojournalism	3
COMM 317	Production Management	3
COMM 318	Directing	3
	Subtotal:	**3**

Subtotal: 45

Total Credit Hours: 45

Communication Disorders and Sciences

Office: W123 Thompson Hall
(716) 673-3202
Dr. Kevin Kearns, *Chairperson*
Email: cds@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/college-education/communication-disorders-sciences

Important Notification to All Communication Disorders and Sciences Majors

All programs and degree options are held accountable to national standards of the American Speech-Language-Hearing Association (ASHA) with the Council on Academic Accreditation (CAA) in Speech-Language Pathology and Audiology.

Any changes made by New York State Board of Regents, CAA, and ASHA have the potential to impact the requirements of the program.

Individuals qualified as Speech-Language Pathologists are in demand in a variety of educational and medical settings. Upon completion of a master's degree, the graduate will complete a Clinical Fellowship (CF) to meet ASHA certification and state licensing requirements. Graduates may elect to work in school settings, hospitals, medical practice groups, rehabilitation agencies or in private practice.

At Fredonia, the M.S. in Speech-Language Pathology (p. 145) includes clinical practice, housed in the Henry C. Youngerman Center for Communication Disorders and at 95 possible medical and clinical placements.

Students, faculty, staff, and persons served in the program’s clinics are treated in a nondiscriminatory manner—that is, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

The graduate program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and offers students to meet the: 1) New York State Department of Education academic and practicum requirements for Initial and Professional Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD), 2) New York State Department of Education academic and clinical requirements for New York State licensure in Speech-Language Pathology, and 3) American Speech-Language and Hearing Association (ASHA) academic and clinical practicum requirements for the Certification of Clinical Competency in Speech-Language Pathology (CCC-SLP).

Scholarships

Please visit FREDscholar for scholarship opportunities.

Requirements for all Academic Majors

Students must hold a minimum GPA of 3.0 to transfer into the program. Students who are at or above 60 credit hours will be advised that a minimum 3.0 GPA is usually required for successful acceptance into a Speech-Language Pathology graduate program (p. 145).

COMMUNICATION DISORDERS AND SCIENCES - B.S. DEGREE

Department of Communication Disorders and Sciences
Dr. Kevin Kearns, *Interim Chairperson and Undergraduate Advisor*
Office: W123 Thompson Hall
(716) 673-3202
Email: cds@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/college-education/communication-disorders-sciences

MAJOR REQUIREMENTS

Core courses:

CDS 250	Speech and Language Development	3
CDS 268	Phonetics	3
CDS 280	Speech-Language Pathology I	3
CDS 310	Speech and Hearing Mechanism	3
CDS 316	Speech Science	3
CDS 322	Hearing Problems and Tests	3
CDS 323	Speech Sound and Language Disorders	3
CDS 398	ClinicalMethods in Evaluation	3
CDS 399	Clinical Methods in Intervention	3
CDS 410	Clinical Procedures: Observation and Analysis	3
CDS 418	Speech-Language Pathology II	3
	Subtotal: 33	

NOTE:

- Other course content (usually taken in an undergraduate program) required for application for ASHA certification: biology, chemistry or physics, statistics, social science or psychology.
- Other course content required for application for New York State Department of Education initial certification for TSSLD certificate: Literacy acquisition, language acquisition, and in learning processes of motivation, communication and classroom management of students with disabilities and autism. EDU 303 and EDU 304.
- A student may retake any departmental course once if they earned a D+ or lower and gain the instructor's permission.

Subtotal: 33

Total Credit Hours: 33

Computer and Information Sciences

Office:150 Houghton Hall
(716) 673-4820
Dr. Meral Arnavut, *Chairperson*
Email: csit@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/computer-information-sciences

The Department of Computer and Information Sciences provides its majors with contemporary quality education in computer science and computer information systems with an assortment of scientific and business applications including many courses in information technology. The department offers two Bachelor of Science degrees. One degree is in Computer Science (p. 56) and the other degree is in Computer Information Systems (p. 54) (CIS). A minor in Computer Science (p. 165) is also available which are useful in enhancing the marketability of students.

The Computer Science degree focuses on a modern computer science discipline with applications in scientific problem-solving and software development. The Computer Information Systems degree is geared toward computer-based information processing, management and administrative applications. The CS and CIS degrees prepare students for the future by providing a study of the current state of computers and information sciences embedded within a well-rounded liberal arts education. As a Computer Science or a Computer Information Systems major at Fredonia, a student may select a program that suits his/her career objectives and academic goals. The graduates of these programs gain competence in current hardware, software and computing applications in various segments of the industry.

The department has extensive experience in offering online courses. Many of these courses are offered during summer and inter-sessions and students may take them while they are working or have returned home for the holidays. For

additional information, students should contact the chairperson of the department.

Scholarships available to students in Computer and Information Sciences include the John Beck Scholarship, Arthur R. Maytum, Debbie J. Joy and the Feng Chiang Scholarships. The scholarships are awarded annually on the recommendation of the computer and information sciences faculty.

Double Major

Students may double major in Computer Science and Computer Information Systems by completing all requirements for both majors (credit hours from courses within the list of courses of the second major cannot be used to satisfy requirements in the first major.

Internships and Employment Opportunities

Experiential learning is encouraged through internships and senior projects. Internships are designed as a way to develop knowledge and gain experience with computers and information technology in a job setting. Recently, students have successfully completed internships at AL Tech Specialty Steel, Buffalo General Hospital, Chemical Process Corporation, Cott Beverages, Cummins Engine, General Dynamics, Lockheed-Martin, Brooks Memorial Hospital, Noyes Hospital, NASA, Paychex, and the Dunkirk and Fredonia Telephone Company. Several internships pay honoraria or wages. Every semester the department hires approximately 10 laboratory proctors to manage its Computer Science (CS) Lab. Many other opportunities exist across campus for students to earn money as tutors, work study, or computer laboratory assistants.

Computer Laboratories and Equipment

The department manages its own open access laboratory (Lab 115 Fenton Hall) and has classes scheduled in three other laboratories in Houghton Hall and one in Thompson Hall. The CS Lab is maintained by a systems administrator and a staff of student proctors from the Computer and Information Sciences Department. The main equipment in the lab consists of a cluster of 23 Intel-based workstations running MS-Windows. A Linux-based cluster of servers connected to a high-speed network provides access to various Linux apps and frameworks. Popular software development tools such as Alice, Blender, C, C++, Java, Python, Visual BASIC, ARTIS, Open GL and other utilities are available, in addition to standard Microsoft software packages such as Office and Visual Studio. The department has recently added new labs including Multimedia and Virtual Reality labs(259 Houghton), Computer Teaching lab (260 Houghton), OS, Network and Security labs (258 Houghton) and Robotics lab (224 Houghton). These labs house multimedia gaming PC's, Ubuntu and Windows desktops, microcontroller boards, IoT development platforms, experimental robots, multimedia server with dual GPU's and 3D printers. All of these facilities are dedicated to supporting instruction in the Computer and Information Sciences programs. There are also several other microcomputer laboratories on campus. The department upgrades its laboratory equipment regularly.

Faculty and Student Research and Scholarship

The Computer and Information Sciences faculty and majors are actively involved in various research activities such as participating in international, national, and regional conferences, workshops and seminars, and publishing their work in well-known journals and proceedings. With the cooperation of the Computer Science Club, the department runs joint faculty and student colloquia. Several students have co-authored research papers with the faculty, and teams have successfully competed in regional programming competitions. Current areas of faculty and student research are smart city and LoT, network applications, image processing, pattern recognition, machine learning, computer graphics, data compression, multimedia, performance analysis and bench-marking, automated performance tuning, embedded processor applications, computer science education, and interdisciplinary applications.

Computer and Information Sciences Programs

The department offers two degrees, a B.S. in Computer Science and a B.S. in Computer Information Systems. A minor is Computer Science is also offered. The department also participates in the Cooperative Engineering program. Many service level courses in subjects such as Microsoft Office, web programming and Java are also offered. Currently, the primary languages of computing instruction are Visual BASIC, C, C#, C++ and Python in the MS Windows, Mac OS, and Linux environments. For further details about the programs in computer and information sciences, interested persons should contact the chairperson of the Department of Computer and Information Sciences at (716) 673-4820 or email csit@fredonia.edu.

COMPUTER INFORMATION SYSTEMS - B.S. DEGREE

Department of Computer and Information Sciences
Office:150 Houghton Hall
(716) 673-4820
Dr. Meral Arnavut, *Chairperson*
Email: csit@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/computer-information-sciences

The common core of fundamental courses in the Computer Information Systems program provides essential emphasis on theory, practice and applications. Students majoring in Computer Information Systems will also complete a track in Systems Development, a track in Systems Management,

or, in consultation with their advisor, will select five additional courses chosen from an approved list of electives. The System Development track prepares graduates for careers in information systems design and development of typical business and commercial computing sectors. The System Management track prepares graduates for management and utilization of information systems and technology. Those students who opt to select additional coursework instead of a specific track will need to take two CSIT courses at the 300-level, two CSIT courses at the 400-level, and one course in CSIT, BUAD, or ECON at the 200-level.

MAJOR REQUIREMENTS

Computer Information Systems Core Courses:

CSIT 107	Web Programming I	3
CSIT 151	Introduction to Information Systems	3
CSIT 105	Visual BASIC I	3
	or	
CSIT 121	Computer Science I	3
CSIT 201	Computer Security and Ethics	3
CSIT 205	Visual BASIC II	3
	or	
CSIT 221	Computer Science II	3
CSIT 207	Introduction to Full Stack Web Development	3
CSIT 251	Information Systems Structures	3
CSIT 311	Assembly and Microprocessor Programming	3
CSIT 321	Paradigms of Programming Languages	3
CSIT 351	Business Systems Development	3
CSIT 425	Software Engineering	3
	or	
CSIT 471	Information Systems Management	3
CSIT 455	Relational and Object Databases	3

Subtotal: 39

- A minimum grade of C- is required for CIS majors in CSIT 105/CSIT 205 or CSIT 121/CSIT 221 courses

Business and Mathematics Core Courses:

MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4
STAT 200	Statistical Methods I	3
	or	
STAT 250	Statistics for Scientists	3
	or	
BUAD 200	Fundamentals of Statistics for Business and Economics	3
	or	
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3

Subtotal: 6-7

Subtotal: 60-61

TRACK REQUIREMENTS

Students must select either the Systems Development Track, Systems Management Track, or consult advisor to select 5 additional courses from the approved list of electives.

Systems Management Track

ECON 205	Principles of Microeconomics	3
CSIT 456	Information and Decision Support Systems	3
CSIT 473	Data Warehousing and Mining	3
CSIT 475	Electronic Commerce	3
	CSIT 300/400-level course	3

Subtotal: 12

- It is recommended that the students in Systems Management track also complete a minor in Business Administration

Systems Development Track

CSIT 314	Visual Programming	3
CSIT 333	Mobile Applications Development	3
CSIT 473	Data Warehousing and Mining	3
CSIT 475	Electronic Commerce	3
	CSIT 400-level course	3

Subtotal: 15

APPROVED CSIT ELECTIVES

The list of approved electives is provided below. Any CSIT course not listed below can be taken with prior approval of the department.

Electives

CSIT 300	Internship	1-12
CSIT 308	Computer Game Design and Implementation	3
CSIT 314	Visual Programming	3
CSIT 333	Mobile Applications Development	3
CSIT 390	Directed Study	1-3
CSIT 391	Special Topics	3
CSIT 400	Directed Independent Study	1-3

CSIT 435	Computer Networks	3
CSIT 456	Information and Decision Support Systems	3
CSIT 461	Artificial Intelligence	3
CSIT 462	Computer Graphics	3
CSIT 463	Introduction to Digital Image Processing and Computer Vision	3
CSIT 471	Information Systems Management	3
CSIT 490	Seminar on Selected Topics	1-3
CSIT 496	Special Topics	1-3
CSIT 497	Thesis	3
CSIT 499	Senior Project	3

- CSIT 300 internship is a variable 1-12 credit hour course; students must complete the course for 3 credit hours to satisfy the degree requirements
- Only one course numbered 490 or above is allowed

Total Credit Hours: 60-61

Students may double major in Computer Science and Computer Information Systems. All coursework unique to both majors must be completed.

COMPUTER SCIENCE - B.S. DEGREE

Department of Computer and Information Sciences
Office:150 Houghton Hall
(716) 673-4820
Dr. Meral Arnavut, *Chairperson*
Email: csit@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/computer-information-sciences

The common core of fundamental courses in the Computer Science program provides essential emphasis on the principles and practices of efficient and reliable computing. Students majoring in Computer Science will also complete ONE of the following: a track in Advanced Computing (AC), a track in Software Development (SD), or, in consultation with their advisor, they will select five additional courses chosen from an approved list of electives. The AC track is designed to prepare students for postgraduate education in computer science and careers in the scientific computing sectors. The SD track prepares graduates for systems-level software design and development as well as computer networking. Those students who opt to select additional coursework instead of a specific track will need to take two courses at the 400-level, two courses at the 300-level or above, and one course at the 200-level or above.

MAJOR REQUIREMENTS

Computer Science Core Courses:

CSIT 121	Computer Science I	3
CSIT 143	Discrete Mathematics	3
CSIT 201	Computer Security and Ethics	3
CSIT 221	Computer Science II	3
CSIT 231	Systems Programming	3
CSIT 311	Assembly and Microprocessor Programming	3
CSIT 321	Paradigms of Programming Languages	3
CSIT 341	Data Structures	3
CSIT 425	Software Engineering	3
CSIT 431	Introduction to Operating Systems	3
CSIT 435	Computer Networks	3
CSIT 441	Analysis and Design of Algorithms	3
CSIT 455	Relational and Object Databases	3

Subtotal: 39

Note:

- CSIT 121 and CSIT 221 require a minimum grade of C- or better

Mathematics and Statistics Requirements:

MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4
MATH 121	Survey of Calculus II	3
	or	
MATH 123	University Calculus II	4
MATH 115	Survey of Matrix Algebra	3
	or	
MATH 231	Linear Algebra	4
STAT 200	Statistical Methods I	3
	or	
STAT 350	Probability and Statistics	3

Subtotal: 12-15

Science Requirements:

Two 3-4 credit courses chosen from the following disciplines:

Biology / Chemistry / Geology / Physics

Subtotal: 6-8

Track Requirements:

Students must select either the Advanced Computing Track, Software Development Track or consult advisor to select 5 additional courses from the approved list of electives.

Advanced Computing Track:

CSIT 242	Discrete Mathematics for Computer Science II	3
CSIT 433	Compiler Construction	3
	or	
CSIT 443	Theory of Computation	3
	CSIT 300/400-level course	3
	CSIT 300/400-level course	3
	CSIT 400-level course	3
	Subtotal: 15	

If CSIT 433 or CSIT 443 are not offered, please see advisor for an acceptable replacement 400-level CSIT elective

Software Development Track:

CSIT 207	Introduction to Full Stack Web Development	3
CSIT 314	Visual Programming	3
CSIT 308	Computer Game Design and Implementation	3
	or	
CSIT 333	Mobile Applications Development	3
CSIT 463	Introduction to Digital Image Processing and Computer Vision	3
	CSIT 400-level course	3
	Subtotal: 15	

Approved CSIT Electives:

The list of approved electives is provided below. Any CSIT course not listed below can be taken with prior approval of the department.

CSIT 242	Discrete Mathematics for Computer Science II	3
CSIT 300	Internship	1-12
CSIT 308	Computer Game Design and Implementation	3
CSIT 314	Visual Programming	3
CSIT 333	Mobile Applications Development	3
CSIT 390	Directed Study	1-3
CSIT 391	Special Topics	3
CSIT 400	Directed Independent Study	1-3
CSIT 456	Information and Decision Support Systems	3
CSIT 461	Artificial Intelligence	3
CSIT 462	Computer Graphics	3
CSIT 463	Introduction to Digital Image Processing and Computer Vision	3
CSIT 471	Information Systems Management	3
CSIT 473	Data Warehousing and Mining	3
CSIT 475	Electronic Commerce	3
CSIT 490	Seminar on Selected Topics	1-3
CSIT 496	Special Topics	1-3
CSIT 497	Thesis	3
CSIT 499	Senior Project	3

- Only one course numbered 490 or above is allowed

Subtotal: 54-57

Total Credit Hours: 72-77

Students may double major in Computer Science and Computer Information Systems. All coursework unique to both majors must be completed.

CRIMINAL JUSTICE - B.A. DEGREE

Department of Social Work and Criminal Justice
Office: W363 Thompson Hall
(716) 673-3205
Dr. Michael Aiello, *Chairperson*
Email: sw.cj@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/social-work-criminal-justice/criminal-justice

The Bachelor of Arts program in Criminal Justice is an interdisciplinary curriculum that offers broad based knowledge of crime and delinquency, criminal law and procedure, police science and security, and the juvenile justice system. The curriculum includes courses in criminal law and procedure, crime theory, human deviant behavior, police science, security, corrections, statistics and research methods. Graduates will be prepared for careers in the field of juvenile justice, court system administration, law enforcement, adult corrections, rehabilitation, crime data analysis and security at the city, county, state and federal level. Internships are highly recommended. Participating internship sponsors include local police and sheriff departments, the county district attorney's office, Department of Probation, New York State Department of Corrections, Chautauqua County Jail, and the Chautauqua County Victim/Witness program. In addition to the Core Curriculum and elective requirements listed below, students are strongly urged to include elective courses that will help develop effectiveness in speaking and in writing. Familiarity with bibliographic and data search routines is strongly encouraged.

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

MAJOR REQUIREMENTS

Core courses:

CRMJ 100	Introduction to Criminal Justice	3
CRMJ 230	Criminal Law	3
CRMJ 240	Policing	3
CRMJ 340	Introduction to Corrections	3
CRMJ 370	Criminology	3
CRMJ 400	Senior Seminar	3
	Subtotal:	**18**

NOTE: Minimum grade of C- required in each course.

Data Analysis and Collection Sequence:

MATH 110	Mathematics in Action	3
SOC 200	Statistics in the Real World	3
	or	
	SOC 200 or equivalent	3
SOC 300	Research Methods	3
	Subtotal:	**9**

Criminal Justice Electives (chosen from the following):

CRMJ 250	Transnational Crime	3
CRMJ 325	Vigilantes and Community Crime Prevention	3
CRMJ 331	Criminal Procedure	3
CRMJ 332	Homeland Security	3
CRMJ 333	Criminal Investigations	3
CRMJ 350	Special Topics	3
CRMJ 355	Organized Crime	3
CRMJ 360	Criminal Justice Ethics	3
CRMJ 361	Capital Punishment	3
CRMJ 362	Sociology of Terrorism	3
CRMJ 375	Serial and Mass Murder in the U.S.	3
CRMJ 385	Social Media in Criminal Justice	3
CRMJ 440	Corrections Administration	3
CRMJ 441	Police Administration	3
CRMJ 450	Mentored Research	3
CRMJ 470	Criminal Justice Internship	1-15
	Subtotal:	**9**

Interdisciplinary Electives (chosen from the following):

POLI 276	Law and Society	3
POLI 370	American Constitutional Law	3
POLI 371	Civil Rights and Liberties	3
POLI 383	Courts and Social Policy	3
PSY 356	Psychological Disorders	3
PSY 358	Psychology and the Law	3
SOC 201	Social Problems	3
SOC 215	Introduction to Public Health	3
SOC 218	Introduction to Social Work	3
SOC 275	Social Inequalities	3
SOC 310	Sociology of Deviant Behavior	3
SOC 311	Sociology of Addiction	3
SOC 324	City and Community	3
SOC 350	Special Topics	1-3
SOC 363	Victimology	3
SOC 364	Juvenile Delinquency	3
SOC 365	Family Violence	3
	Subtotal:	**9**

- at least 6 of the 9 credits of electives need to be at the 300/400 level

NOTE:

- SOC 350 Special Topics (as advised).
- A minimum of 24 credit hours must be taken at 300-level or above

Subtotal: 45

Total Credit Hours: 45

Policy on Transfer Credit into the Major

Transfer students will be required to complete a *minimum* of 27 credit hours in the Criminal Justice major in residence at Fredonia. A *maximum* of 18 credit hours of coursework completed elsewhere may be transferred in as long as it is deemed equivalent to Fredonia's curriculum

Steven C. Croglio Scholarship

An annual scholarship given to a Senior Criminal Justice major exhibiting academic excellence and commitment to a career in law enforcement. This honor carries a financial award to be applied toward senior year tuition.

University Police Scholarship

The endowment for this scholarship began at the behest of members of our University Police force. The financial award is given to an exceptional junior student, for assistance in his or her senior year.

DANCE - B.F.A DEGREE

Department of Theatre and Dance

Office: 212 Rockefeller Arts Center
(716) 673-3596
Dr. Rob Deemer, *Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

The BFA in Dance at Fredonia provides students with a supportive and collaborative environment in which young dance artists can explore and evolve as both performers and creators. Focused primarily in Contemporary and Jazz Dance technique and performance, the program offers

supplementary training in Ballet, Tap, and Yoga, as well as Special Topics Courses ranging from Musical Theatre Dance to Hip-Hop to Global Dance Forms. Additional courses in Choreography, Dance History, Pedagogy Kinesiology, Music, and Theatre round out the core requirements, and students may investigate theatrical movement modalities such as Stage Combat and Physical Theatre through elective coursework.

- An audition is required for admission into the B.F.A Dance major. Please contact the Department of Theatre & Dance for audition dates and criteria.
- All majors in the Department of Theatre and Dance are expected to carry a minimum GPA of 3.0 in their major program, and a minimum cumulative GPA of 2.0.
- Students must earn a grade of "C" or better in all dance technique and theory courses in order to progress to the next level.

MAJOR REQUIREMENTS

Core Technique Courses:

DANC 111	Contemporary Technique I	2
DANC 111	Contemporary Technique I	2
DANC 112	Ballet I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 113	Jazz Dance I	2
DANC 211	Contemporary Technique II	2
DANC 211	Contemporary Technique II	2
DANC 212	Ballet II	2
DANC 213	Jazz Dance II	2
DANC 213	Jazz Dance II	2
DANC 250	Fall Chamber Concert	1-2
	or	
DANC 251	Fredonia Dance Ensemble	1-2
DANC 300	Company Class	.5
DANC 311	Contemporary Technique III	2
DANC 311	Contemporary Technique III	2
DANC 311	Contemporary Technique III	2
DANC 313	Jazz Dance III	2
DANC 313	Jazz Dance III	2
DANC 313	Jazz Dance III	2

Subtotal: 43

NOTE:

- The DANC 250/251 requirement may be satisfied by any combination of DANC 250 and DANC 251, as long as the total number of credit hours equals six (6)
- DANC 300 (Company Class) is a .5 credit course taken six (6) times for a total of three (3) credits

Choreography Sequence:

DANC 241	Dance Improvisation	2
DANC 264	Choreography I	3
DANC 364	Choreography II	3
DANC 464	Choreography III	3
DANC 490	Senior Project	1
DANC 490	Senior Project	1

Subtotal: 13

Wellness Sequence:

DANC 161	Dancer Wellness	3
DANC 260	Dance Kinesiology	3
DANC 242	Yoga: Physicality & Philosophy	2

Subtotal: 8

Theoretical Sequence:

DANC 353	Contemporary Dance History	3
DANC 375	Dance Pedagogy	3
DANC 453	Forces and Figures in American Jazz Dance	3
MUS 233	Musics of the World	3
THEA 100	Theatre & Dance Majors' Seminar	1
THEA 121	Introduction to Technical Theatre	3
THEA 133	Introduction to Acting	3

Subtotal: 19

Electives:

Students must take an additional 12 credit hours of electives chosen from the following:

DANC 114	Tap Dance I	2
DANC 214	Tap Dance II	2
DANC 243	Ballroom Dance	2
DANC 282	Independent Studies in Dance	.5-3
DANC 312	Ballet III	2
DANC 341	Selected Topics in Dance	.5-3
DANC 482	Independent Studies in Dance	.5-3
THEA 215	Voice and Movement for the Stage	3
THEA 347	Stage Combat: Unarmed	3
THEA 359	Physical Theatre	3
THEA 415	Stage Combat: Medieval Weapons	3
THEA 416	Stage Combat - Renaissance Weapons	3

Subtotal: 12

Subtotal: 95

Total Credit Hours: 95

DANCE - B.S. DEGREE

Department of Theatre and Dance
Office: 212 Rockefeller Arts Center
(716) 673-3596
Dr. Rob Deemer,*Chairperson*

Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

The BS in Dance is designed to provide students with a broad-spectrum, liberal arts and sciences-based dance degree. With a combination of various dance science and wellness courses, dance movement courses, theory and dance-playwriting (choreography) courses, and electives to choose from, the program appeals to students who would like to pursue: Multiple undergraduate degrees at Fredonia or a single undergraduate degree and multiple minors; a multifaceted career in dance science, dance research, creation, directing, teaching, or administration, and; pursue a graduate degree in dance. Students who intend to incorporate dance and creative training into their careers will benefit from the BS in Dance degree by using the knowledge gained from this program to find careers in: physical therapy, exercise science, nutrition, social work and human services,community dance organizations, cultural dance and art organizations, business and arts management, and K-12 dance education. Students can easily double major and tailor their undergraduate experience to their specific interests.

- All majors in the Department of Theatre and Dance are expected to carry a minimum GPA of 3.0 in their major program, and a minimum cumulative GPA of 2.0.
- Students must earn a grade of "C" or better in all dance technique and theory courses in order to progress to the next level.

MAJOR REQUIREMENTS

Core Coursework:

BIOL 110	Human Biology	3
DANC 161	Dancer Wellness	3
DANC 260	Dance Kinesiology	3
DANC 264	Choreography I	3
THEA 100	Theatre & Dance Majors' Seminar	1
THEA 121	Introduction to Technical Theatre	3

Technical Courses:

DANC 111	Contemporary Technique I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 211	Contemporary Technique II	2
DANC 213	Jazz Dance II	2

Advanced Core Coursework:

DANC 341	Selected Topics in Dance	.5-3
DANC 353	Contemporary Dance History	3
DANC 375	Dance Pedagogy	3
DANC 453	Forces and Figures in American Jazz Dance	3
DANC 460	Senior Project	1

Subtotal: 40

- DANC 341 variable credit, must be completed for 3 credits
- DANC 460, 1 credit course, must be completed twice

Dance Electives:

Students must take an additional 10 credit hours of DANC electives chosen from the following (7 credits must be at the upper level):

DANC 211	Contemporary Technique II	2
	or	
DANC 212	Ballet II	2
	or	
DANC 213	Jazz Dance II	2
DANC 241	Dance Improvisation	2
	or	
DANC 250	Fall Chamber Concert	1-2
DANC 300	Company Class	.5
DANC 311	Contemporary Technique III	2
	or	
DANC 313	Jazz Dance III	2
DANC 243	Ballroom Dance	2
DANC 341	Selected Topics in Dance	.5-3
DANC 364	Choreography II	3
DANC 370	Dance Studio Management	3
THEA 451	World Theatre in Context I	3
	or	
THEA 452	World Theatre in Context II	3
THEA 460	Performing Arts Organization and Management	3

Subtotal: 10

Note:

- DANC 341 (Special Topics) can be completed more than once to fulfill elective requirements, each course must be a unique iteration to satisfy the requirement

Minor Requirement

Students completing the B.S. in Dance are required to declare a minor to increase their engagement with other disciplines. This, in turn, enhances the depth of the senior capstone experience, which asks them to consider how dance is in constant dialogue with a large depth and breadth of seemingly unrelated areas of study. Students are not limited in their selection; they are encouraged to select any minor that appeals to them or that they believe might strengthen their competitiveness in a job search. Minors at Fredonia vary in credits; the majority fall between 18-21 credits.

Subtotal: 18-21

Subtotal: 68-71

Total Credit Hours: 68-71

EARLY CHILDHOOD-CHILDHOOD EDUCATION - B.S.ED DEGREE

Department of Education

Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Dr. Jaehee Kwon, *Program Co-Coordinator*
Email: kwon@fredonia.edu
Dr. Jill Marshall, *Program Co-Coordinator*
Email: marshall@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/education-department

The Bachelor of Science in Early Childhood/Childhood Education prepares teacher candidates for dual certification in Early Childhood Education (Birth-Grade 2) and Childhood Education (Grades 1-6)

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Courses:

EDU 105	Introduction to Contemporary Inclusive Education	3
EDU 106	Practicum in Inclusive Education I	1
EDU 221	Introduction to Early Childhood Education	3
EDU 222	Practicum in Early Childhood	1
EDU 225	Child Development EC/CH	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Practicum in Inclusive Education II	1
EDU 276	Literacy and Technology in Inclusive Educational Settings	3
EDU 295	Introduction to Educational Assessment	3
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 305	Cultural & Linguistic Diversity of Students and Families	3
EDU 313	Practicum in Inclusive Education III	1
EDU 315	Early Childhood Curriculum Development	3
EDU 349	Educational Psychology	3
MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
MATH 202	Concepts of Foundational Mathematics II	3
MUED 215	Music, Play & Self	3

Subtotal: 33

NOTE:

- EDU 105, EDU 221, EDU 250, and EDU 305: courses that have a field experience component
- Grades of "B" or better in EDU 105, EDU 225, EDU 305 and all methods courses (402, 403, 404, 405 and 406) are required for all students. Please note: that "B - " is not an adequate grade.
- Grades of "B-" or better in EDU 250.
- Grade of "S" in EDU 106, EDU 251 and EDU 313
- In addition to the above mentioned requirements, "B" or better in EDU 221 and "S" in EDU 222
- Successful completion of EDU 416 is required to receive a "Satisfactory" standing in Student Teaching.
- A candidate who receives a Satisfactory standing in the Student Teaching placement must also receive a passing grade in their co-requisite Seminar/Methods course to advance.

- Transfer students should consult with their academic advisor regarding Natural Science requirements.

Methods Courses:

EDU 402	Teaching Mathematics in Inclusive Educational Settings	3
EDU 403	Teaching Science in Inclusive Educational Settings	3
EDU 404	Teaching Social Studies in Inclusive Educational Settings	3
EDU 405	Teaching Literacy in Inclusive Educational Settings	3
EDU 406	Literacy and Assessment in Inclusive Educational Settings	3
EDU 416	Capstone Seminar - Advanced Study in Classroom Organization, Management, and Instruction	3
EDU 438	Student Teaching: Birth-Grade 2	6
EDU 439	Student Teaching: Grades 3-6	6
	Subtotal: 30	

Subtotal: 63

Total Credit Hours: 63

Plus Foreign Language Requirement:

Candidates in all education programs are required to demonstrate competence in a foreign language. Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) differs from the certification requirement and must be satisfied for degree conferral.

Plus an area of concentration: 30-34 credit hours. Students should see Areas of Concentration (p. 69) in the Education section of the catalog.

(*Note:* SCI courses are considered multi-disciplinary and will meet SUNY General Education requirement for Natural Science.)

For certification information, please see the Office of Student Services webpage.

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). The training required under the Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU 303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

EARTH SCIENCE - B.A. DEGREE

Department of Geology and Environmental Sciences
Office: 150 Houghton Hall
(716) 673-3303

Dr. Thomas Hegna, *Chairperson*
Email: earth@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

MAJOR REQUIREMENTS

Core Program:

GEO 102	Freshman Seminar	1
GEO 150	Moons and Planets	3
	or	
PHYS 152	Observing the Sky	3
GEO 160	Blue Planet	3
GEO 165	Planet Earth	3
GEO 169	Planet Earth Lab	1
GEO 210	Earth History	3
GEO 211	Earth History Lab	1
GIS 201	Geographic Information Systems I	3
GEO 370	Structural Geology	4
GEO 311	Global Climate	3
GEO 312	Earth Materials I	4
GEO 330	Geomorphology	4
GEO 459	Seminar in Geosciences	1
	Two GEO 300/400 level elective courses	6-8
	Two 300/400 Level Elective Courses in GEO, ESCI or GIS	6-8
	Subtotal: 46-50	

Supporting Courses:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1
MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4

	A course in Statistics at the 200-level or higher	3

Subtotal: 22-25

Subtotal: 68-75

Total Credit Hours: 68-75

Economics

Office: E336 Thompson Hall
(716) 673-3505
Dr. Julie Fitzpatrick, *Chairperson*
Email: economics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/economics

Economics provides an understanding of how a modern society makes decisions regarding what to produce, how to produce, and for whom to produce, while engaging the society's scarce resources in the most effective ways. It offers insight into the nature of real-world business events, issues, and problems while teaching the student a way of thinking that is clear, logical, analytical and rigorous. The study of economics encompasses a wide range of human behavior and experiences. Therefore, it has come to be widely recognized as a solid preparation for many professional careers in business, finance, non-profit organizations, and government. Courses in economics that emphasize the relevance of economic principles to areas in business, finance, quantitative and computer applications, public administration or industrial relations, provide the student with an excellent background for a variety of jobs and professions. The study of economics also provides an excellent preparation for graduate study in such professional areas as law, industrial relations, business and public administration.

Economics majors have the opportunity to participate in Omicron Delta Epsilon, the International Honor Society in Economics. Annually, the Arthur Maytum, Christine Dilacqua, and Hart-Gorman scholarships go to the outstanding majors and double majors in Economics.

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

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

Economics Major as Pre-Law Study

There are no precisely prescribed pre-law programs or undergraduate courses. However, according to the Chronicle of Higher Education, many law schools believe that economics is one of the best preparations for the study of law. A recent study found that among the 14 majors that had more than 2,000 students taking the Law School Admission Test (LSAT), Economics majors received the highest average test scores in recent years.

ECONOMICS - B.A. DEGREE

Office: E336 Thompson Hall
(716) 673-3505
Dr. Julie Fitzpatrick, *Chairperson*
Email: economics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/economics

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Economics (p. 63)

Education

College of Education, Health Sciences and Human Services - Professional Education Unit

Office: 705 Maytum Hall
(716) 673-3311
Janeil C. Rey, Ph.D, *Dean of the College of Education and Chief Certification Officer*
Email: janeil.rey@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe

Department of Education
Office: E268 Thompson Hall
(716) 673-3701

Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe

Office of Field Experiences

Office: W249 Thompson Hall
(716) 673-3443
Debra Karpinske-Keyser, *Director*
Email: field.experiences@fredonia.edu

Office of Student Services

Office: E264 Thompson Hall
(716) 673-4768
Diane Sercu, *Coordinator*
Email: edu@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/student-services

This section of the catalog provides information about the College of Education, Health Sciences and Human Services - Professional Education Unit at Fredonia, including but not limited to:

- education program links within catalog
- certification information
- advisement
- department office addresses
- pre-student teaching requirements
- accreditation
- areas of concentration & middle school extensions
- overview of adolescence education courses
- eligibility requirements for student teaching
- education grant programs
- education partnerships
- student teaching experiences in Houston, TX, New York City and Hamburg, N.Y.
- College of Education honors and awards

COLLEGE OF EDUCATION, HEALTH SCIENCES AND HUMAN SERVICES - PROFESSIONAL EDUCATION UNIT INFORMATION

Important Notification to All Education Majors

All programs and degree options in the College of Education lead to New York State Certification and are subject to the guidelines and mandates established by New York State. Additionally, all programs and degree options are held accountable to the Association for the Advancement of Quality in Educator Preparation (AAQEP) standards. As such, any changes made by the New York State Board of Regents, or AAQEP, have the potential to impact the requirements of the program. Undergraduate programs are reviewed each semester to check compliance with state certification and national accreditation requirements.

Candidates should meet with their faculty advisors and attend all academic advisement sessions for up-to-date information on current programs and certification requirements.

New Teacher Education Admission Requirements as of Fall 2015

In response to a State University of New York Board of Trustees mandate, Fredonia adopted new admission requirements for all new students beginning Fall 2015.

Undergraduate Requirements

Students who are interested in becoming teachers may declare and explore the education major of their choice through designated initial courses. To continue in good standing as a candidate for teacher certification, students will be reviewed by the College of Education and those with satisfactory performance will be formally admitted as a teacher candidate of that program. The core program, including student teaching, will be restricted to teacher candidates only. Applicants for Teacher Candidacy must meet the following requirements:

- Grades of "B" or better in EDU 105, EDU 225, EDU 250, EDU 305 and all methods courses (402, 403, 404, 405 and 406) are required for all students entering their major in FALL 2020 or later. Please note: that "B -" is not an adequate grade.
- Grade of "S" in EDU 106, EDU 251 and EDU 313
- In addition to the above mentioned requirements, for Early Childhood Program and Early Childhood/Childhood dual majors, "B" or better in EDU 221 and "S" in EDU 222
- In addition to the above-mentioned requirements, for Students with Disabilities (All Grades)/Childhood Education, grades of "B" or better in EDU 355 and "S" in EDU 356
- Overall GPA of 3.0 or better
- Record of Positive Professional Dispositions

Each program maintains requirements for continuing in the program including overall GPA, minimum course grade requirements, and maintaining appropriate professional dispositions.

For Freshmen interested in Adolescence Education and Music Education Programs:

Interested applicants should refer to the specific content departments or the School of Music sections of this catalog for admission requirements and application procedures of those programs.

For Transfer and Current Fredonia Students interested in any Education Programs:

Prospective transfer students or current Fredonia students in other majors outside of Education, wishing to enter a teacher certification program will need to be reviewed and formally admitted as a teacher candidate in that program. The core program, including student teaching, will be restricted to teacher candidates only. To continue in good standing as a candidate for teacher certification, students must meet the following requirements:

- Overall GPA 3.0 or better
- Any additional program requirements

Each program maintains requirements for continuing in the program including overall GPA, minimum course grade requirements, and maintaining appropriate professional dispositions.

Graduate Admission Requirements

For all Education Programs:

New graduate students applying for acceptance into education programs must meet the following requirements:

- An undergraduate minimum overall GPA of 3.0
- Unless applying to a program leading to a recommendation for a first initial teaching certificate, applicants must provide proof of an initial certificate
- Any additional program requirements

Applicants should contact the Graduate Admissions Office for application procedures. Each program maintains requirements for continuing in the program including overall GPA and minimum course grade requirements and maintaining appropriate professional dispositions.

Association for the Advancement of Quality in Educator Prep

The State university of New York college of Education is a member in good standing of the Association for Advancing quality in Educator Preparation (AAQEP). Pursuant to Part 52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by the State University of New York at Fredonia are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation, as per the New York State Education Department's Office of Higher Education.

Program Philosophy and Conceptual Framework for All Certification Programs

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

Candidate Organizations for All Certification Programs

Within the College of Education, a dynamic and active Teacher Education Club (TEC) offers activities that provide an array of opportunities for academic, personal, and professional growth, as well as community service. A student chapter of the Council for Exceptional Children (CEC) is dedicated to improving the success of children and youth with disabilities and/or gifts and talents, and Friends Across Borders (FAB) is a service organization that encourages understanding the histories and cultures of other people around the world. The College of Education also houses the Zeta Upsilon Chapter of the International Honor Society in Education, Kappa Delta Pi. (KDP) This invitation-only, service-orientated organization provides multiple opportunities for professional growth. In addition, the College of Education sponsors a chapter of the Golden Key International Honour Society. These student led professional organizations allow aspiring teachers to meet, collaborate, provide service and grow professionally. Additionally selected members of the Executive Boards of these organizations comprise the Dean's Student Advisory Council and as such contribute to the constant evaluation and improvement of the COE programs.

Diverse Student Teaching Opportunities

Helen L. Johnson Internship Program

The College of Education and the Hamburg (N.Y.) Central School District collaboratively sponsor an innovative teacher education program for Childhood Education and Students with Disabilities (All Grades)/Childhood Education majors that combines the Professional Methods Semester course work (on campus) with an extended student teaching experience in the Hamburg school district during a full college academic year internship. The program received the Distinguished Program Award in 1985 from the National Association of Teacher Educators. Further information concerning the program can be obtained from the Director of the Office of Field Experiences.

SUNY Urban Teacher Education Center (SUTEC)

The Office of Field Experiences works closely with the SUNY Urban Teacher Education Center (SUTEC), under

the direction of the New York City Department of Education. SUTEC's primary mission is to assist the 17 SUNY campuses that offer teacher education programs in the placement of student teacher candidates in New York City public schools. These experiences prepare candidates for teacher certification to become competent and confident education professionals in urban, multicultural environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for research and scholarship in urban education.

Student Teaching in Aldine, Texas
After years of hiring SUNY Fredonia graduates, the Aldine Independent School District in Houston, Texas, established a student teaching partnership with SUNY Fredonia in 2015. Teacher candidates teach in Houston for their first student teaching placement and return to Fredonia for their second placement. This allows for fulfillment of NYS teaching requirements and also includes the experience of teaching in a different part of the country. While in Texas, Fredonia candidate are supervised by experienced Aldine teachers and administrators, and they remain connected to their Fredonia peers and faculty through regular communication.

UNDERGRADUATE PROGRAMS LEADING TO NEW YORK STATE CERTIFICATION

Undergraduate Programs Leading to New York State Certification

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

Childhood Education *Bachelor of Science in Education:* Preparation to teach elementary school (B.S. in Ed. degree: Certification Grades 1 to 6). This program resides in the Department of Education. Jill Marshall, Program Coordinator. Email: jill.marshall@fredonia.edu.

Students with Disabilities (All Grades)/Childhood Education *Bachelor of Science in Education:* Preparation for educators to teach students with disabilities. (B.S. Ed. degree: Certifications Students with Disabilities All Grades). This program resides in the Department of Education. Carrie Fitzgerald, Program Coordinator. Email: Carrie.Fitzgerald@fredonia.edu

Early Childhood-Childhood Education *Bachelor of Science in Education:* Preparation to teach very young children through elementary school (B.S. in Ed. degree: Certification Birth through Grade 6). This program resides in the Department of Education. Jill Marshall and Jaehee Kwon, Program Coordinators. Email: jill.marshall@fredonia.edu, jaehee.kwon@fredonia.edu.

Middle School Extension: Majors in Childhood may also obtain a certificate extension to teach a specific discipline in the Middle School grades. The Middle School Extension requirements are determined by the faculty in the Department of Education and the faculty in the various disciplines.

Music Education: The School of Music offers a Bachelor of Music in Music Education. Please see the Music Education Bachelor of Music section of the catalog for more information.

Adolescence Education: Preparation to teach biology, chemistry, earth science, English, French, mathematics, physics, social studies or Spanish (B.A. or B.S. degree: Certification Grades 7 to 12). Core education courses for these degrees are taught in both the College of Education and the academic departments. Candidates in these degree programs major in the academic discipline and will be assigned an academic advisor from the appropriate academic department. Students are encouraged to declare their intent in an adolescence certification curriculum upon entering the university. However, this may be done later by meeting with the department chair. It is recommended that this change be made no later than Nov. 1 of the year in which the student will have earned 60 credit hours. However, declaration of an adolescence curriculum code does not guarantee admission to methods and student teaching. For more information on Adolescence Education programs, students should refer to the appropriate academic department in the catalog:

To teach high school English, English Adolescence Education (p. 22)
To teach high school Earth Science, Earth Science Adolescence Education (p. 21)
To teach high school Biology, Biology Adolescence Education (p. 18)
To teach high school Mathematics, Mathematics Adolescence Education (p. 27)
To teach high school Chemistry, Chemistry Adolescence Education (p. 39)
To teach high school Social Studies, Social Studies Adolescence Education
To teach high school Physics, Physics Adolescence Education (p. 134)

Graduate Programs in Education: For information on graduate programs in Education, please see either the Education Graduate Program (p. 73) or the Graduate Teacher Education Certification section (p. 570) of the catalog; for graduate Music Education programs, please see the Music Graduate Program section; for Speech Language Pathology, please see the Communication Disorders & Sciences Graduate Program section (p. 145) of the catalog.

TEACHER CERTIFICATION INFORMATION AND EDUCATION ADVISEMENT

Office of Student Services
Office: E264 Thompson Hall
(716) 673-4768
Diane Sercu, *Coordinator*
Email: edu@fredonia.edu

The Office of Student Services provides undergraduate academic student services for the College of Education, Health Sciences and Human Services. This office strives to offer a user-friendly, all-purpose student response structure that guides Fredonia's New York State Certification candidates along the path to becoming responsive, well-rounded, and effective educators.

For more information on the Office of Student Services, please see their web page at http://home.fredonia.edu/coe/student-services.

Certification Information (based on New York State Department of Education requirements)

Requirements for All Certification Programs
Candidates in the College of Education, Health Sciences and Human Services - Professional Education Unit are regularly monitored and evaluated throughout the program via program-specific Assessment Models. Transition Points represent an organized series of performance based checkpoints, that document candidates' competencies and positive impact on learners. Specific requirements, deadlines, and minimal satisfactory performance levels (including grade point average requirements) are detailed in the models. All candidates should obtain a copy of the appropriate Assessment Model from an academic advisor and become familiar with the requirements established therein.

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

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

Special Requirements for All Certification Programs
In light of the statutory requirements found in the Commissioner's Regulations subdivision 52.21(b), ALL candidates for New York State certification must complete required training in Child Abuse Detection and Reporting; Abduction Prevention; Alcohol, Tobacco and Drug Abuse Prevention; Fire Safety; Schools Against Violence in Education (SAVE); and Dignity for All Students Act (DASA) legislation. In the College of Education, candidates participate in a series of two 1-credit-hour courses (EDU 303 and EDU 304) to fulfill these New York State requirements. In addition, New York State legislation effective July 1, 2001, requires that all applicants for initial certification and all new school employees be cleared through FBI fingerprinting and criminal background check. The candidate incurs the costs for the fingerprinting and the background check. Current forms and regulations are available at NYSED Fingerprinting. Candidates for Initial teacher certification must successfully complete the following New York State Teacher Certification Examinations, the Educating All Students Test (EAS) and the appropriate Content Area Specialty Test for the area of certification. Further information on New York State Teacher Examinations is available at http://www.nystce.nesinc.com.

EARLY FIELD EXPERIENCES

Students planning to become teachers in New York State are required to complete 100 hours of early and continuous pre-student teaching field experiences in public schools and other educational settings. At Fredonia all candidates complete at least three field-based pre-student teaching experiences in a school with a Cooperating Teacher. Each field-based experience is taught in conjunction with a required education course to better establish the link between theory and practice.

The Office of Field Experiences is responsible for arranging Pre-Student Teaching placements that provide candidates with a minimum of three hours per week for approximately 11 weeks in a classroom for each placement. **Students must have fingerprints on file to participate in required early field experience courses.**

ELIGIBILITY FOR STUDENT TEACHING

Office of Field Experiences

Office: W249 Thompson Hall
(716) 673-3443
Debra Karpinske-Keyser, *Director*
Email: karpinsk@fredonia.edu

The Office of Field Experiences

The Office of Field Experiences places over 500 student teachers each academic year. This includes Childhood, Early Childhood, Students with Disabilities (All Grades)/Childhood Education, Music, Speech Pathology

and Audiology, plus those students seeking Adolescence certification in English, Social Studies, Mathematics, Biology, Earth Science, Chemistry, Physics, and Spanish. In addition candidates participate in at least 100 pre-service clock hours of supervised Early Field Experiences. All monitoring of placements and placement requests is done in the Office of Field Experiences. For more information on the Office of Field Experiences, please consult the web page at http://home.fredonia.edu/coe/field-experiences-office.

Eligibility for Student Teaching - Adolescence Education, Childhood, Students with Disabilities (All Grades)/Childhood Education, Childhood/Early Childhood Education, and TESOL Option II

Student Teaching is a full time, semester long experience under the supervision of a mentor teacher and a Clinical Field Supervisor which can take place in the fall or spring semester. To be eligible to student teach, candidates must successfully meet the requirements designated by the student's Professional Education Program, maintain the required 3.0 minimum cumulative grade point average (GPA), successfully complete all required education courses, and submit the Student Teaching Application materials to the Office of Field Experiences (OFE) in a timely manner.

Teacher candidates are responsible for attending all mandatory pre-student teaching meetings, which are held the fall and spring semesters preceding the student teaching year. Applications for student teaching must be submitted by the February deadline in order for OFE to begin the placement process for the following academic year. Placements are made by the Office of Field Experiences, and candidates should not solicit their own placements. Once placements are assigned, they are not changed due to location and/or desire for a certain teacher/grade/age level/school district or building.

Student teachers are expected to observe the calendars, regulations, and philosophies of the schools in which they are placed. The Office of Field Experiences, in collaboration with the participating schools, determines the beginning and ending dates for student teaching placements. Student teaching placements are full-day, Monday through Friday involvement for the entire semester, and prospective student teachers are advised to plan their extracurricular schedules accordingly.

Placements for all candidates in all certification areas is at the discretion of the Dean of the College of Education, Health Sciences and Human Services, based upon factors including candidate's content area qualifications, availability of Clinical Field Supervisors, willingness of schools to host student teachers, and College of Education's commitment to serve schools equally. The Dean of the College of Education, Health Sciences and Human Services reserves the right to remove any teacher candidate from any student teaching placement at any time for inadequate performance or inappropriate behavior.

Successful completion of the Student Teaching Seminar course is required to receive a Satisfactory standing in student teaching.

COLLEGE OF EDUCATION, HEALTH SCIENCES AND HUMAN SERVICES HONORS AND SCHOLARSHIPS

Excellence in Student Teaching Awards

Open to all students who complete Student Teaching. The college supervisors will submit nominations of student teachers at the conclusion of each student teaching experience. To receive the Certificate of Excellence, a student must receive two nominations and demonstrate "exceptional promise" of continued growth as a future classroom teacher.

Scholarships and Awards

Each May, the College of Education, Health Sciences and Human Services, hosts an Awards Celebration for senior education students who receive a scholarship or award. Monetary values of awards may vary from year to year, but the eligibility criteria remain unchanged. The application process is fully electronic. The submission period is usually in March of each year and usually includes the university Spring break to allow students time to complete their application forms. Some award recipients are determined by faculty nomination. Students should consult the College of Education, Health Sciences and Human Services website for application forms and specific details of awards.

College of Education, Health Sciences and Human Services, scholarships and awards are open to all education majors unless the award itself carries specific criteria.

An "education major" means any student enrolled in any first time Initial Certification, Teacher Education program at any level (freshman, sophomore, junior, senior).

This excludes students in programs requiring an initial certification for entrance, but includes the following Programs as identified on the COE webpage:

Childhood Education (p. 41) (CE)
Students with Disabilities (All Grades/Childhood Education) (p. 42) (CIE)
Early Childhood/Childhood Education (p. 61) (EC/CH)
Music Education K-12 (p. 126)
Teaching English to Speakers of Other Languages (TESOL K-12 Option 2) (p. 86)

Adolescence Education (p. 69): Biology, Chemistry, Earth Science, English, Physics, Social Studies, and Mathematics

NOTE: Adolescence education majors should also consult their discipline departments for discipline-specific awards.

Current Scholarships include:

Please visit FREDscholar for scholarship opportunities.

AREAS OF CONCENTRATION FOR CHILDHOOD AND EARLY CHILDHOOD/CHILDHOOD MAJORS

Department of Education

Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Website: http://home.fredonia.edu/coe

Candidates registered in the Childhood Education or Early Childhood/Childhood programs must select one of the approved concentrations listed below. Childhood majors may select a Middle School Extension. The requirements are included in the Middle School Extension section of the catalog.

ENGLISH CONCENTRATION:

ENGL 106	Introduction to Literary Studies	3
ENED 357	Literacy/Language/Learning Theory	3
Electives		
	Two 200-level ENGL/WRTG elective courses	6
	Three 300- 400-level ENGL/WRTG elective courses	9
	Three 300- 400-level ENED elective courses	9

Subtotal: 30

MATHEMATICS CONCENTRATION:

MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
MATH 202	Concepts of Foundational Mathematics II	3
MAED 303	Advanced Mathematics for School Teachers	3
MAED 310	Reading and Writing Mathematics	3
One of the following sequences (9 or 12 credit hours):		
MATH 120	Survey of Calculus I	3
MATH 121	Survey of Calculus II	3
MATH 124	Survey of Calculus III	3
	or	
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 223	University Calculus III	4
One of the following (3 credit hours):		
MATH 115	Survey of Matrix Algebra	3
MATH 231	Linear Algebra	4
One of the following (3 credit hours):		
MATH 110	Mathematics in Action	3
MATH 117	The Mathematical Experience	3
One of the following (3 credit hours):		
STAT 350	Probability and Statistics	3
MAED 240	Statistics for School Teachers	3

Subtotal: 30-34

MUSIC CONCENTRATION:

MUS 101	Beginning Music Theory I	3
MUS 102	Beginning Music Theory II	3
MUS 113	Voice Class	1
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 215	Music, Play & Self	3
	Music History courses 300 and/or 400 level by advisement	6

12 credit hours in the following:

MUS	MUS Special Ensembles	0.5-1.0
MUS 042	African Drumming Ensemble	.5
MUS 115	Music Appreciation	3
MUS 119	Free Improvisation	1
MUS 233	Musics of the World	3
MUS 234	Music, Society, and Crisis	3
MUS 262	American Music	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 265	History of Jazz	3
MUS 267	African American Music	3
MUS 270	The History of American Popular Music, 1900-1950	3
MUS 450	Directed Studies	2
MUS 451	Directed Studies	2
MUED 160	Vernacular Music Making and Learning	1
MUED 203	Intermediate Voice Class	1.5
MUED 204	Advanced Voice Class	1.5
MUED 291	Technology in Music I	2
MUED 340	Introduction to Early Childhood Music Pedagogy	1

MUED 440	Applications of Early Childhood Music Pedagogy	1
MUTY 115	Introduction to Music Therapy	2
MUTY 240	Music for Children with Disabilities	1
INDS 299	Service Learning	1
INDS 499	Service Learning	1

Subtotal: 30

Please note:

- MUS Ensemble courses typically cannot be counted for more than 6 total credits toward the 12 required
- MUS Ensemble courses may require the student to either successfully pass an audition, or to have a special skill set in the focus of the ensemble. Students selecting ensembles as part of their elective requirements, should speak with the department as to what is appropriate
- When selecting electives, student's should be aware of any co-requisites and pre-requisites that may be associated with those courses

NATURAL SCIENCES CONCENTRATION:

ESCI 226	The Earth As A System	3
Physical Science 6 credit hours:		
CHEM 113	Chemistry in the Environment: Issues and Solutions	3
PHYS 121	College Physics I	3
PHYS 122	College Physics II	3
PHYS 205	Science and Civilization	3
Life Science 6 credit hours:		
BIOL 109	Biology, Health, and Medicine	3
BIOL 110	Human Biology	3
BIOL 111	Foundations of Biology	3
BIOL 115	Environmental Biology	3
BIOL 131	Introductory Ecology and Evolution	3
BIOL 133	Introductory Cell and Molecular Biology	3
ESCI 105	Global Environmental Issues	3
Earth/Space 6 credit hours:		
GEO 150	Moons and Planets	3
GEO 160	Blue Planet	3
GEO 165	Planet Earth	3
GEO 175	Thirsty Planet	3
GEO 180	Weather and Climate	3
PHYS 118	Introduction to Astronomy	3
9 elective credits at any level from Natural Science Disciplines above		

Subtotal: 30

SOCIAL SCIENCES CONCENTRATION:

Core Courses:		
HIST 243	Pre-Modern Global History	3
	and	
HIST 222	Survey of Early U.S. History	3
	or	
HIST 223	Survey of Modern U.S. History	3
	Any elective course	
	Any elective course	
	Any elective course	
	Any elective course	
	300- 400-level elective	
	300- 400-level elective	
	300- 400-level elective	
	300- 400-level elective	

Subtotal: 30

NOTE:

- Lower Level Elective courses may be chosen from at least **TWO** of the following departments.
  - Economics
  - Ethnic Studies
  - History
  - Political Science
  - Psychology
  - Sociology
- Students should continue with two courses in two of the same disciplines covered in Lower Level Electives

STEM CONCENTRATION:

Core courses:		
MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
MATH 202	Concepts of Foundational Mathematics II	3
MATH 202	Concepts of Foundational Mathematics II	3
MAED 303	Advanced Mathematics for School Teachers	3
	18 Credits of Science Electives	18

Subtotal: 30

NOTE: BIOL 100, 101, CHEM 100, CSIT 100, GEO 102, MATH 100, PHYS 101 not approved to satisfy Science Elective

WORLD LANGUAGES CONCENTRATION:

Primary languages: French, Spanish

Core courses (in Primary Language):

Intermediate I 215
Intermediate II 216
Conversation (300-level)
Composition (300-level)
Literature (300/400-level)

Electives (Choose one of the following):

- Option 1 (15 credits): A combination of Study Abroad Program in a non-English speaking country (recommended) and/or additional 300/400-level language courses in Literature, Civilization or Advanced Language courses in the primary language.

OR

- Option 2 (15 credits): Additional courses in the primary language above the 216 level in Literature, Civilization or Advanced Language, plus beginning courses in the secondary language, including American Sign Language (3-6 credits as determined by placement exam).

Subtotal: 30

REQUIREMENTS FOR CHILDHOOD EDUCATION (GRADES 1-6) PLUS MIDDLE SCHOOL EXTENSION (GRADES 7-9)

Department of Education
Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Website: http://home.fredonia.edu/coe

Candidates registered in the Childhood Education program can extend their certification via the Middle School Extension by completing (A) two additional courses in professional education and (B) one of the enhanced concentrations below (instead of the previously delineated concentrations).

Additional Education Course Work for Middle School Extensions:

EDU 224	Adolescent Development	3
EDU 321	Teaching in the Middle School	3

Subtotal: 6

Enhanced Concentrations for Childhood Education with Middle School Extension (select one):

ENGLISH MIDDLE SCHOOL EXTENSION:

ENGL 314	Women Writers	3
ENGL 373	English Grammar for Everyone	3
ENED 356	Teaching Writing in the Secondary School	3
ENED 357	Literacy/Language/Learning Theory	3
WRTG 377	Academic Writing	3
	Three ENGL 2XX courses	9

Subtotal: 27

FRENCH MIDDLE SCHOOL EXTENSION:

FREN 215	Intermediate French I	3
FREN 216	Intermediate French II	3
FREN 315	French Masterpieces	3
FREN 317	French Conversation	3
FREN 318	French Composition	3
FREN 319	Survey of French Literature I	3
EDU 419	Secondary School (Adolescence) Methods	3
	Study Abroad Experience	3-6
	or	
GERM 100	Introduction to German	2
	and	
	or	
ITAL 100	Introduction to Italian	2
	and	
	or	
RUSS 100	Introduction to Russian	2
	and	
RUSS 110	Essential Russian	3
	or	
SPAN 100	Introduction to Spanish	2
	and	
	and	
	300-400 Level Culture and Literature Courses	3-6

Subtotal: 27-36

Note: 300/400 Level Cultural and Literature Courses (Civilization or Advanced Language) by advisement from World Languages and Culture.

SPANISH MIDDLE SCHOOL EXTENSION:

SPAN 215	Intermediate Spanish I	3
SPAN 216	Intermediate Spanish II	3

SPAN 313	Spanish Conversation	3
SPAN 314	Spanish Composition	3
SPAN 315	Readings in Spanish	3
SPAN 319	Survey of Spanish Literature I	3
EDU 419	Secondary School (Adolescence) Methods	3
	or	
	Study Abroad Experience	3-6
GERM 100	Introduction to German	2
	and	
	or	
ITAL 100	Introduction to Italian	2
	and	
	or	
RUSS 100	Introduction to Russian	2
	and	
RUSS 110	Essential Russian	3
	or	
FREN 100	Introduction to French	2
	and	
	and	
	300-400 Level Culture and Literature Courses	3-6

Subtotal: 27-36

Note: 300/400 Level Cultural and Literature Courses (Civilization or Advanced Language) by advisement from World Languages and Culture.

MATHEMATICS MIDDLE SCHOOL EXTENSION:

MATH 115	Survey of Matrix Algebra	3
	or	
MATH 231	Linear Algebra	4
MATH 120	Survey of Calculus I	3
MATH 121	Survey of Calculus II	3
MATH 124	Survey of Calculus III	3
	or	
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 223	University Calculus III	4
MATH 201	Concepts of Foundational Mathematics: A Problem Solving Approach	3
MATH 202	Concepts of Foundational Mathematics II	3
MAED 303	Advanced Mathematics for School Teachers	3
MATH 210	Mathematical Structures and Proof	4
MAED 310	Reading and Writing Mathematics	3
STAT 350	Probability and Statistics	3
	or	
MAED 240	Statistics for School Teachers	3

Subtotal: 31-35

SOCIAL STUDIES MIDDLE SCHOOL EXTENSION:

ECON 210	Principles of Macroeconomics	3
HIST 222	Survey of Early U.S. History	3
	or	
HIST 223	Survey of Modern U.S. History	3
HIST 243	Pre-Modern Global History	3
POLI 120	Politics in American Life	3
PSY 129	Foundations of Psychology	3
SOC 116	Introductory Sociology	3
SOC 306	Sex and Gender	3
	One 300 level POLI course chosen in consultation with advisor	3
	One 300 level PSY course chosen in consultation with advisor	3

Subtotal: 27

Total Credit Hours: 33-41

Overview of Program Requirements for Adolescence Education and Middle Childhood Education

Each of these education programs is housed in the department of the corresponding academic discipline, where students take the various content courses for the degree. Students should check the department information in the catalog and on the web, for information on the content courses for the teaching of high school Biology, Chemistry, Earth Science, Physics, English, French, Spanish, Social Studies, and Mathematics, as well as for the teaching of Middle School Mathematics and for the teaching of K-12 Music. In addition to the content in the discipline, students are expected to complete a series of pedagogical content courses and professional education courses as well as early field experiences and student teaching. Some of these courses will be offered through the College of Education, whereas others will be offered through the content department.

Required Professional Education Courses Include:

EDU 105 (or Departmental Equivalent MAED 105, SCED 105, ENED 101, etc.) with field experience

EDU 224 Adolescent Development

EDU 250 Introduction to the Exceptional Learner

EDU 251 Practicum in Inclusive Education II

EDU 276 (or Departmental Equivalent ENED 276, MAED 276, SCED 276, SSED 276)

EDU 303 and EDU 304

EDU 305 (or Departmental Equivalent MAED 305, SCED 305, etc.) with field experience

EDU 313 (or Departmental Equivalent)

EDU 349 Educational Psychology

Methods and Student Teaching

PROGRAM CONTACTS

Adolescence Education - Biology

This program is housed within the Department of Biology. For more information, please contact the department:
Office: 221 Science Center
(716) 673-3282
William Brown, *Chairperson*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

Adolescence Education - Chemistry

This program is housed within the Department of Chemistry & Biochemistry. For more information, please contact the department:
Office: 221 Science Center
(716) 673-3281
William Brown, *Chairperson*
Email: chemistry.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/chemistry

Adolescence Education – Earth Science

This program is housed within the Department of Geology and Environmental Sciences. For more information, please contact the department:
Office: 340 Science Center
(716) 673-3301
Thomas Hegna, *Chairperson*
Email: geosciences.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

Adolescence Education - Physics

This program is housed within the Department of Physics. For more information, please contact the department:
Office: 112 Jewett Hall
(716) 673-3301
Thomas Hegna, *Chairperson*
Email: physics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics

Adolescence Education – Social Studies

This program is housed within the Department of History. For more information, please contact the department:
Office: E332 Thompson Hall
(716) 673-3277
David Kinkela, *Social Studies Education Coordinator*
Email: history.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/history

Adolescence Education – English

This program is housed within the Department of English. For more information, please contact the department:
Office: 277 Fenton Hall
(716) 673-3125
Kim Marie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

Adolescence Education – Mathematics

These programs are housed within the Department of Mathematical Sciences. For more information, please contact the department:
Office: 223 Fenton Hall
(716) 673-3243
Keary Howard, *Mathematics Education Coordinator*
Email: mathematics.department@fredonia.edu
Website: https://fredonia.smartcatalogiq.com/en/2023-2024/catalog/all-programs/adolescence-education-mathematics-bs-degree/

Music Education

This program is housed within the School of Music. For more information, please contact the School of Music:
Office: 1140 Mason Hall
(716) 673-3151
Dr. Christian Bernhard, *Program Coordinator*
Email: music@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/program/music-education

Education Graduate Programs

College of Education, Heath Sciences and Human Services - Professional Education Unit

Office: 705 Maytum Hall
(716) 673-3311
Janeil C. Rey, Ph.D, *Interim Dean of the College of Education and Chief Certification Officer*
Email: janeil.rey@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe

Department of Education

Office: E268 Thompson Hall
(716) 673-3701

Dr. Kathleen Gradel, *chairperson*
Email: kathleen.gradel@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/education-department

Graduate Assistant Criteria, Processes, Deadlines
Students wishing to be considered for a graduate assistantship in the College of Education, Health Sciences and Human Services, should check the appropriate box on the graduate application form. Upon approval of the applicant's acceptance into one of the graduate programs, the applicant should apply for a College of Education, Health Sciences and Human Services Graduate Assistantship via Interview Exchange. The department chair will review the applications and conduct interviews with all finalists to determine the final list of graduate assistants for the fall semester. Criteria for selection as a graduate assistant within the College of Education include: availability for work assignment during regular office hours, Monday through Friday; intellectual potential to support appropriate research and program evaluation activities of the unit; appropriate written and oral communication skills; and appropriate scholarly and professional dispositions.

Program Philosophy and Conceptual Framework for All Certification Programs

The College of Education, Health Sciences and Human Services, believes that all children can learn and that they learn best when taught by reflective and responsive educators who carefully assess their instructional competence via reflections upon pupil performance. Responsive educators act upon information gleaned from their professional reflections; make informed decisions and adjust instruction to enhance pupil progress.

Candidates enroll in course work related to child/adolescent development, educational foundations, and pedagogical strategies, as well as discipline-specific content courses. All of the courses strengthen the candidates' Four Pillars of Understanding (Knowledge, Pedagogy, Diversity, and Professionalism), which in turn support the process of effective planning, instructing, reflecting, and responding. Course work and instruction are rooted in a strong foundation of research-based practices and strategies, contextual factors that influence instruction, and standards for teaching and learning. Graduate programs provide a variety of gateways to advanced certification, further professional development, doctoral programs, and a stepping-stone to lifelong learning.

Association for Advancing Quality in Educator Preparation (AAQEP)

SUNY Fredonia's College of Education, Health Sciences and Human Services, is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP)

Office of Student Services

The Office of Student Services in E259 Thompson Hall provides information for candidates and potential candidates (in all certification programs) in the areas of advisement, New York State testing requirements, fingerprinting requirements, application for teacher certification using the online TEACH website, course selection and registration information, professional development opportunities, and more. The office telephone number is (716) 673-4768.

Teacher Education Certification
The Dean of the College of Education, Health Sciences and Human Services, serves as Fredonia's Chief Certification Officer and instructional leader for the graduate programs in education. The Dean is responsible for oversight of all applications for certification for compliance with institutional and New York State requirements. Any questions or concerns related to the process of acquiring certification should be directed to Dean Dr. Janeil Rey, 704 Maytum Hall, (716) 673-3311.

CLINICAL MENTAL HEALTH COUNSELING - M.S. DEGREE

College of Education, Health Sciences, and Human Services
Office: E294 Thompson Hall
(716) 673-4756

Sabrina Musson, *Program Coordinator*
Email: sabrina.musson@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education-health-sciences-human-services/program/clinical-mental-health-counseling

The Master of Science in Clinical Mental Health Counseling (CMHC) degree prepares individuals to be leaders and advocates in the field of mental health counseling and follows a nationally recognized curriculum aligned with national and state standards. The program’s 63 credits include course content in professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation.

This program is delivered in a low-residency format, which allows students to maintain their current professional responsibilities, while also pursuing a Master's Degree. Students attend in-person classes on the SUNY Fredonia campus one weekend per month throughout the year, and complete associated coursework online, with field work in clinical settings near their home.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Graduate Admission

- Bachelor's degree from an accredited institution
- Cumulative GPA: 3.0 (May be offered conditional admission for lower GPA)
- Online application; $75 application fee
- Resume
- Statement of Intent; Minimum: 1 page (no maximum); Topic: Educational & professional strengths & goals; Address to: Admissions committee
- Transcripts; Official transcripts with degree conferral are required after you have completed your degree from your previous institution. Official transcripts need to be sent to Fredonia directly from the institution(s) you attended. Applicants who have attended or are attending SUNY Fredonia for their undergraduate degrees are not required to submit official transcripts.
- Two recommendation letters; Online (preferred):see application for details; Offline: both letter and form are required
- Statement of Intent/Professional Statement should focus on the following: 1). Your perception of potential success in forming effective and culturally relevant interpersonal relationships in the Clinical Mental Health Counseling Program 2).Your perception of your aptitude and ability to reach the level of demands placed upon you in the Clinical Mental Health Counseling Program 3). Your perception of the relevance of the Clinical Mental Health Program in meeting your career goals.
- An individual interview with program faculty may be scheduled with applicants.

MAJOR REQUIREMENTS:

Required Courses:

CMHC 520	Introduction to the Counseling Profession	3
CMHC 521	Psychopathology: Diagnosis and Treatment in Counseling	3
CMHC 530	Trauma Informed Care and Crisis Intervention	3
CMHC 540	Counseling Techniques	3
CMHC 550	Legal and Ethical Issues in Counseling	3
CMHC 560	Treatment of Substance Abuse in Counseling	3
CMHC 570	Human Growth and Development	3
CMHC 580	Counseling Children and Adolescents	3
CMHC 590	Psychological Measurement	3
CMHC 600	Social and Cultural Issues in Counseling	3
CMHC 610	Career Development	3
CMHC 620	Group Counseling Procedures	3
CMHC 630	Couples and Family Counseling	3
CMHC 640	Counseling Theories and Intervention	3
CMHC 650	Helping Relationships	3
CMHC 660	Counseling Practicum	3
CMHC 660	Counseling Practicum	3
CMHC 670	Counseling Internship	3
CMHC 670	Counseling Internship	3
CMHC 680	Research Methods	3
CMHC 690	Supervision in Clinical Mental Health	3

Subtotal: 54

NOTE: CMHC 660 & CMHC 670 are to be completed twice to satisfy program requirements
Subtotal: 62-68

GRADUATE PROGRAMS LEADING TO NEW YORK STATE CERTIFICATION

Graduation and Certification Requirements

Before graduation, all students must complete an Application for Degree form in the Office of the Registrar.

Graduate students enrolled in one of the degree programs below are required to apply for their appropriate teacher certification online at http://www.highered.nysed.gov/tcert/teach/. It is the candidate's responsibility to apply for and maintain the appropriate New York State certificate.

Graduate students should check with the Office of Student Services for specific directions related to applying for teacher certification.

Upon degree conferral, Fredonia will enter the appropriate college recommendation in TEACH, as listed below. When the recommendation is for Professional certification, the candidate will be recommended for Professional certification in his/her area of initial certification.

Master's Degrees Offered	HEGIS CODES	Certification Recommended
Curriculum and Instruction in Inclusive Education MSEd (p. 79)	0829	Professional
English 7-12 MA	1501	Professional
Literacy Education All Grades MSEd (p. 83)	0830	Initial/Professional ***
Literacy Education Grades 5-12 MSEd	0830	Initial/Professional ***
Mathematics 7-12 MSEd (p. 107)	1701.01	Professional
Music Education K-12 MM (p. 126)	0832	Professional
Music Education Studies MM (p. 127)	0832	Professional
Music Education MM (p. 124) (Multi-Award)	0832	Initial/Professional
Speech Language-Pathology MS (p. 145)	1220	Initial/Professional ****
TESOL MSEd (p. 86)	1508	Initial/Professional ***
Educational Leadership	0828	Initial/Professional
Bilingual Education ADV CRT (p. 77)	0899.60	Extension
TESOL ADV CRT (p. 90)	1508	Initial/Professional

****After completing one of these degree programs in Literacy Education and TESOL, candidates may also be eligible to apply for Professional certification in her/his area of provisional/initial certification after appropriate teaching experience has been completed.*

***** Leads to certification for Teachers of Students with Speech and Language Disabilities K-12.*

Important Notification to All Certification Candidates

All programs and degree options in the College of Education leading to New York State Certification are subject to the guidelines and mandates established by New York State. Additionally, programs and degree options are held accountable to the Association for Advancing Quality in Educator Preparation (AAQEP). As such, any changes made by the New York State Board of Regents or AAQEP have the potential to impact the requirements of the program. Graduate programs are reviewed each semester to verify compliance with state certification and national accreditation requirements. Candidates should meet with their faculty advisors and attend any group advisement sessions that may be offered to secure up-to-date information on current programs and certification requirements.

Ongoing Assessment for All Certification Programs

Candidates in all certification programs are regularly monitored and evaluated throughout their programs via degree-specific Assessment Models. Each model includes a series of transition points that must be successfully completed in order for a candidate to remain in good standing in the program. Specific requirements and deadlines, minimal satisfactory performance levels (including grade point average requirements), and remediation plans are detailed in these models. All candidates should obtain a copy of the appropriate Assessment Model from their academic advisors and become familiar with the requirements established therein.

Candidates in graduate programs leading to recommendations for professional certifications/teacher licensure have the following additional requirements:

- Present performance-based evidence of impact on student learning through engagement in a Structured Field Experience. Courses in which this occurs will vary from program to program. Consult your program advisor for the appropriate means for completing this requirement.
- Present performance-based evidence of technology use in being an effective teacher and professional colleague. Consult your program advisor for specific information on meeting this requirement.
- Present performance-based evidence of cultural responsiveness as an educator. Consult your program advisor for specific information on meeting this requirement.

Candidate Disposition for All Certification Programs

Candidates in professional education are expected to demonstrate a set of dispositions consistent with the highest professional standards. The dispositions must be demonstrated in concrete ways in interactions with members of the faculty, school personnel, and P-12 pupils. Dispositional concerns may warrant remediation, probation, or dismissal from the program.

Candidates are expected to demonstrate the following Interstate Teacher Assessment and Support Consortium (InTASC) aligned dispositions:

1. Demonstrate cognitive ability to assume responsibility of own and students' development;
2. Appreciate and value human diversity and show respect for varied talents and perspectives;
3. Contribute to a positive climate in university and P-12 classrooms;
4. Master content and effectively create learning experiences that assure P-12 mastery of content;
5. Commitment to developing as a creative and collaborative problem-solver;
6. Commitment to reflection, assessment and learning as ongoing processes;
7. Plan instruction that supports every student in meeting rigorous learning goals by drawing on knowledge of content, curriculum, and pedagogy in context;
8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding and connections among content areas;
9. Demonstrate level of responsibility appropriate for a professional; and
10. Demonstrate sensitivity to community and cultural norms of the teacher education program, university classroom, and practicum settings.

Special Requirements for All Certification Programs

In light of the statutory requirements found in the Commissioner's Regulations subdivision 52.21(b), all candidates for New York State certification must complete required training in Child Abuse Detection and Reporting; Abduction Prevention; Alcohol, Tobacco and Drug Abuse Prevention; Fire Safety; and Schools Against Violence in Education (SAVE) legislation. In the College of Education, candidates participate in a series of two 1-credit hour courses (EDU 303 and EDU 304) to fulfill these New York State Requirements.

In addition, New York State legislation requires that all applicants for initial certification and all new school employees be cleared through FBI fingerprinting and criminal background check. The candidate incurs the costs for the fingerprinting and the background check. Current forms and regulations are available at NYSED Fingerprinting.

International Exchange Program

TESOL candidates can apply to student teach in Mexico.

BILINGUAL EDUCATION - ADVANCED CERT.

Department of Education
Office: E268 Thompson Hall

(716) 673-3701
Dr. Kathleen Gradel, *chairperson*
Email: kathleen.gradel@fredonia.edu
Kate Mahoney, Program Coordinator
Email: Mahoney@fredonia.edu
Website: https://home.fredonia.edu/coe/ci

This eighteen (18) credit hour program leads to a recommendation for a Bilingual Extension to any NYS certification (except ESOL).

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Admission to the Program with Matriculated Acceptance

- Completion of a baccalaureate degree in an area of arts, science, or education
- Undergraduate GPA of 3.0 or above
- Evidence of New York State DASA Training* (if NYS teacher professional or permanent certification is dated prior to 2014)
- Current New York State Certification (other than ESOL)
- Completed Graduate Application submitted to the Office of Graduate Studies including:
  a. three (3) names with current contact information of professional associates who will speak on the candidate's behalf. These names are in lieu of submitting written recommendation letters. The TESOL Program Coordinator has the option of contacting these professional people for a reference.
  b. official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia)
- Language Proficiency Requirements:

  <u>For Native Speakers of English</u>:

  - a graduate-level 800-1,200 word essay in English which addresses the topic: "Describe your reasons for pursuing a graduate program in Bilingual Education and support your rationale with specific information pertinent to your desired degree"
  - oral and written proficiency in English and a target language of instruction. This can be accomplished via one of the following:
    1. Twelve (12) or more credits successfully completed in a language other than English
    2. An equivalent experience such as study abroad or language intensive training, in a language other than English.
    3. Be a native speaker of a language other than English

  <u>For Non-Native Speakers of English</u>:

  - a graduate-level 800-1,200 word essay in English which addresses the topic: "Describe your reason for pursuing a graduate program in Bilingual Education and support your rationale with specific information pertinent to your desired degree"
  - further stipulations as listed below under "Additional requirements for non-native speakers of English to the Bilingual Education Program

* Conditional acceptance may be granted if DASA information is pending.

Additional Requirements for Non-Native Speakers of English to the Bilingual Education Program

- The program requires that non-native speakers of English show evidence of English proficiency by providing scores which are different from those required of the Graduate Studies. Proof of proficiency may be shown by achieving the following test scores:
  - TOEFL: 550 (paper), 213 (computer), or 79 (internet)
  - IELTS (with no subsection below 6.0): 6.5

  Fredonia's code for reporting the TOEFL and IELTS scores electronically is 2539. International students who have been awarded a prior degree from the U.S., U.K./Ireland, Australia, Anglophone Canada, New Zealand, Anglophone Africa, Singapore, and the Commonwealth Caribbean prior to applying to Fredonia are not required to submit TOEFL or IELTS scores.
- International applicants must provide official copies of all previous degrees/diplomas and transcripts issued in the original language with a literal English translation of each. Proof of an official certification of the award of any and all degrees must be provided. Include documentation describing in which language the courses were taught. The latter can be included in a separate document as a chart or statement.
- International applicants must also have transcripts translated and evaluated by WES (www.wes.org) or a similar agency against the American 4.0 standard.

Additionally, all International applicants must meet the requirements outlined by the Graduate Studies website.

PROGRAM COMPLETION REQUIREMENTS

Core Courses:

EDU 518	Second Language Acquisition and Development	3
EDU 540	Content Area English as a New Language	3
EDU 541	Practicum in TESOL II	0
EDU 555	Methods of Bilingual Education	3
EDU 567	Practicum in TESOL III	0
EDU 568	Foundations of Bilingual Education	3
EDU 569	Assessment and Evaluation of English Language Learners (ELLs)	3

Subtotal: 15

* As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). The training required under the Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia.

* Note: to obtain a Bilingual Extension to a teaching certificate, candidates are required to achieve a passing score on the NYSTCE Bilingual Education Assessment (BEA) in a target language of instruction.

Gainful Employment

All non-degree certificate programs at The State University of New York at Fredonia are subject to Gainful Employment (GE) rules. As part of the GE program regulations, institutions must disclose specific employment data about each of their GE programs to prospective students.

This information is intended to help students make informed choices about enrolling in a GE Program.

State Authorization Disclosure (p. 553)

CURRICULUM AND INSTRUCTION IN INCLUSIVE EDUCATION - M.S.ED DEGREE

Department of Education

Office: E270 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Cynthia Smith, *Program Coordinator*
Email: cynthia.smith@fredonia.edu

The College of Education at the State University of New York at Fredonia prepares early childhood, childhood, middle childhood, and adolescence educators for the significant instructional challenges that await them. The general philosophy underlying the Responsive Educator Program is an organized, yet complex model, which correlates with the themes that characterize current educational research. That is, we believe that all children can learn, and that they can learn best by teachers who are responsive.

The Curriculum and Instruction in Inclusive Education program is open to educators who possess initial certification in one or more of the following:

- Early Childhood Education
- Childhood Education (formerly Elementary Education)
- Adolescence or Middle Childhood Education in English, French, Mathematics, Social Studies, Spanish, or the Sciences
- Childhood Inclusive Education or Students with Disabilities

This program requires a minimum of 36 credit hours of graduate level courses.

This program includes a capstone experience and specific exit requirements. They are intended to be rigorous and to provide evidence that each degree candidate is worthy of a master's degree. The following are the current exit requirements for the Master of Science in Education in Curriculum and Instruction in Inclusive Education program.

1. Performance-based evidence of impact on p-12 student learning (currently in EDU 530)
2. Performance-based evidence of technology use in being an effective teacher and professional colleague via portfolio assignment (see program coordinator for this assignment)
3. Performance-based evidence of cultural responsiveness as an educator via portfolio assignment (see program coordinator for this assignment)
4. Thesis/Project (as culminating experience in EDU 690)

SPECIAL NOTE: Several Courses are offered each semester during the academic year. Candidates are advised not to rely exclusively on summer offerings to meet graduation goals.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Admission to the Program without Deficiencies:

- Initial certification to teach early childhood, childhood, middle childhood, adolescence education, or students with disabilities in the public schools of New York State or equivalent.
- Prior (undergraduate) GPA of 3.00 or above.
- Completed Graduate Application submitted to the Office of Graduate Studies, including two current (within six months) letters of recommendation, evidence of completion of DASA training, and official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia).
- Applicants whose native language is not English must also submit proof of demonstrated English proficiency as measured by TOEFL iBT score of 78 (or equivalent) or better.

CURRICULUM AND INSTRUCTION IN INCLUSIVE EDUCATION (INITIAL CERTIFICATIONS EARLY CHILDHOOD TO CHILDHOOD - GENERALIST OR STUDENTS WITH DISABILITIES)

Minimum number of credit hours required for program completion: 36

Research:

EDU 570	Using Educational Research to Improve Instruction	3
EDU 660	Conducting Educational Research	3
	Subtotal:	**3**

EDU 570: Should be completed within the first semester

EDU 660: Must have completed EDU 570 with a B grade or better and 24 credit hours of graduate work

Inclusive Education Core:

EDU 508	Teaching Exceptional Learners in Inclusive Settings	3
EDU 514	Assessment and Instruction of Diverse Learners I	3
EDU 529	Proactive Approaches to Classroom Management in Inclusive Settings	3
EDU 530	Assessment and Instruction of Diverse Learners II	3
	Subtotal:	**12**

Linking Content and Pedagogy:

Choose 12 credits from the following:

Literacy/Language Arts

EDU 506	Introduction to Literacy Instruction	3
EDU 536	Adolescent Literacies, Literature and Technology	3
EDU 605	Issues, Trends, and Research in Elementary (Childhood) Language	3
ENGL 5XX	By advisement	
	or	
ENGL 6XX	By advisement	
EDU 591	Special Topics: Curriculum and Instruction	3

EDU 591: Candidates may take no more than 6 credit hours of EDU 591 courses.

Any graduate course not used to satisfy other requirements; advisor approval required.

Capstone (Must have completed EDU 660 with a B grade or better and 30 credit hours of graduate work)

Social Studies

EDU 635	Curriculum Development in Social Studies Education	3
EDU 636	Issues, Trends, and Research in the Social Sciences	3
HIST 5XX	By advisement	
	or	
HIST 6XX	By advisement	
POLI 5XX	By advisement	
	or	
POLI 6XX	By advisement	
EDU 591	Special Topics: Curriculum and Instruction	3

EDU 591: Candidates may take no more than 6 credit hours of EDU 591 courses.

Mathematics/Science/Technology

EDU 603	Issues, Trends, and Research in Elementary (Childhood) Science	3
EDU 640	Issues, Trends, and Research in STEM	3
EDU 642	Activity-Oriented Elementary Mathematics	3
EDU 643	Math Assessment in Support of All Learners	3
MAED 5XX	By advisement	
	or	
MAED 6XX	By advisement	
SCED 5XX		
	or	
SCED 6XX	By advisement	
EDU 591	Special Topics: Curriculum and Instruction	3

EDU 591: Candidates may take no more than 6 credit hours of EDU 591 courses.

Interdisciplinary

EDU 520	Curriculum Framework Theory/Development	3
EDU 525	Curriculum Framework Integration/Innovation	3
EDU 528	Technology in the Schools	3

EDU 543	Education for Gifted and Talented Students	3
EDU 562	Infant Development and Education	3
EDU 625	Early Childhood Curriculum	3
EDU 629	Issues, Trends, and Research in Early Childhood Education	3

Subtotal: 12

Any graduate course not used to satisfy other requirements; advisor approval required.

Electives:

Subtotal: 3

Any graduate course not used to satisfy other requirements; advisor approval required.

Capstone:

Must have completed EDU 660 with a B grade or better and 30 credit hours of graduate work

EDU 690	Master's Thesis/Project	3-6

Subtotal: 3

Subtotal: 36

CURRICULUM AND INSTRUCTION IN INCLUSIVE EDUCATION (INITIAL CERTIFICATIONS MIDDLE TO ADOLESCENCE - GENERALIST OR STUDENTS WITH DISABILITIES)

Minimum number of credit hours required for program completion: 36

Research:

A minimum of 6 credit hours, not counting the Capstone requirement (see below). Note: At least one course that meets this requirement is offered each semester during the academic year.

EDU 570	Using Educational Research to Improve Instruction	3
EDU 660	Conducting Educational Research	3

Subtotal: 6

EDU 570: Should be completed within the first semester

EDU 660: Must have completed EDU 570 with a B grade or better and 24 credit hours of graduate work

Inclusive Education Core:

EDU 508	Teaching Exceptional Learners in Inclusive Settings	3
EDU 514	Assessment and Instruction of Diverse Learners I	3
EDU 529	Proactive Approaches to Classroom Management in Inclusive Settings	3
EDU 530	Assessment and Instruction of Diverse Learners II	3

Subtotal: 12

Linking Content and Pedagogy:

To meet the requirements of the program and NYS regulations, candidates need 12 credit hours of courses that link pedagogy with the content area of their initial certificate. Courses are offered both through the College of Education and the content departments in the College of Liberal Arts & Sciences.

Candidates should select 12 credit hours of course work in consultation with the C&I Program Coordinator and the appropriate department from the College of Liberal Arts & Sciences.

Subtotal: 12

Electives:

Subtotal: 3

Any graduate course not used to satisfy other requirements; advisor approval required.

Capstone:

Must have completed EDU 660 with a B grade or better and 30 credit hours of graduate work

EDU 690	Master's Thesis/Project	3-6

Subtotal: 3

Subtotal: 36

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). The training required under the Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia. Graduate candidates who may have completed EDU 303 on campus prior to Spring 2014 must complete the EDU DASA workshop prior to full admission.

LANGUAGE AND LEARNING - M.A. DEGREE

Department of Education
Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Kate Mahoney, *Program Coordinator*
Email: Mahoney@fredonia.edu

This program will NOT be accepting new applications after June 5, 2025

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these

programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

The Master of Arts in Language and Learning does not lead to recommendation for teacher certification in New York State. There are two specialization areas from which a student may choose; the selected area will be indicated on the student's transcript when degree is awarded:

- TESOL/TEFL
- Bilingualism/Multilingualism

Requirements for Admission to Fredonia's Language and Learning, MA

- Completion of a baccalaureate degree in an area of arts, science, or education.
- Undergraduate GPA of 3.0 or above.
- Completed Graduate Application submitted to the Office of Graduate Studies including:
  - Three (3) names with current contact information of professional associates who will speak on the candidate's behalf. These names are in lieu of submitting written recommendation letters. The TESOL Program Coordinator has the option of contacting these professional people for a reference.
  - Official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia).

Language Proficiency Requirements

- for Native Speakers of English:
  - A graduate-level 800-1,200 word essay in English which addresses the topic: “Describe your reasons for pursuing a graduate degree in Language and Learning and support your rationale with specific information pertinent to your desired degree.”
  - Twelve (12) post-secondary credit hours in a Language Other than English (LOTE), or an approved equivalency, in a single language. Candidates may be accepted conditionally into the program without the LOTE credits fulfilled, but matriculation from the program is contingent upon the satisfactory completion of this requirement.
- for Non-Native Speakers of English:
  - A graduate level 800-1,200 word essay in the candidate's native language. This can be any completed academic paper (e.g., a paper from a college course).

PROGRAM REQUIREMENTS:

Research Methods Sequence:

EDU 570	Using Educational Research to Improve Instruction	3
EDU 660	Conducting Educational Research	3
EDU 690	Master's Thesis/Project	3-6
		Subtotal: 9

NOTE:

- EDU 690 is a variable 3-6 credit hour course. Students must complete the course for 3 credit hours to satisfy the degree requirements.

Core Courses required for Specializations:

EDU 518	Second Language Acquisition and Development	3
EDU 565	Language and Learning: Psycho- and Sociolinguistic Considerations for Educators of ELL Students	3
	or	
EDU 568	Foundations of Bilingual Education	3
EDU 564	Linguistics for ESL Educators	3
		Subtotal: 9

NOTE:

- EDU 568 is the core course taken for the TESOL/TFL, Language Policy, and Bilingualism/Multilingualism Specializations

ELECTIVES FOR SPECIALIZATIONS:

TESOL / TEFL:

EDU 592	Special Topics: Language, Learning, and Leadership	3
EDU 519	Curriculum Theory for the English as a New Language (ENL) Classroom	3
EDU 540	Content Area English as a New Language	3
	Elective	3
		Subtotal: 12

Language Policy:

EDU 592	Special Topics: Language, Learning, and Leadership	3
EDU 565	Language and Learning: Psycho- and Sociolinguistic Considerations for Educators of ELL Students	3
	Electives	6
		Subtotal: 12

Bilingualism / Multilingualism:

EDU 592	Special Topics: Language, Learning, and Leadership	3
EDU 565	Language and Learning: Psycho- and	3

	Sociolinguistic Considerations for Educators of ELL Students	
EDU 555	Methods of Bilingual Education	3
	One course in Study Abroad in L2 context (by advisement)	3
		Subtotal: 12

Sociolinguistics:

EDU 592	Special Topics: Language, Learning, and Leadership	3
EDU 568	Foundations of Bilingual Education	3
	Electives	6
		Subtotal: 12

Heritage Languages:

EDU 592	Special Topics: Language, Learning, and Leadership	3
EDU 519	Curriculum Theory for the English as a New Language (ENL) Classroom	3
EDU 568	Foundations of Bilingual Education	3
	Elective	3
		Subtotal: 12

COURSES EXISTING IN OTHER DEPARTMENTS WHICH MAY BE CONSIDERED AS ELECTIVES FOR SPECIALIZATIONS

Using these courses to satisfy a specialization elective depends on the specialization and requires approval from both the Chair of the department housing the course and the TESOL Program Coordinator.

English:

ENED 554	Teaching Writing in the Secondary School	3
ENED 665	Studies in English Education	3
ENGL 520	Graduate Seminar in Literature and Culture	3

INED: Study abroad courses

Education:

EDU 503	Evaluation in the Schools	3
EDU 505	The Process of Writing: K-12	3
EDU 506	Introduction to Literacy Instruction	3
EDU 508	Teaching Exceptional Learners in Inclusive Settings	3
EDU 529	Proactive Approaches to Classroom Management in Inclusive Settings	3
EDU 539	Current Issues and Problems in Education	3
EDU 552	Introduction to Literacy Assessment	3
EDU 556	Teaching Language Arts in Spanish	3
EDU 579	Foundations of Literacy	3
EDUL 614	Introduction to Educational Leadership	3

NOTE:

- For the Bilingualism / Multilingualism, any of the required courses for the bilingual extension (CAS-BLE) may serve as an elective.

Total Credit Hours: 30

LITERACY EDUCATION ALL GRADES - M.S.ED

Department of Education

Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu

TBD, *Program Coordinator*

This program leads to a Master of Science in Education: Literacy Education Birth to Grade 12 degree and recommendations for initial certification. Program completion results in the ability to teach as a reading specialist, a literacy coach, or an informed classroom teacher with a specialization in literacy. The content of the program includes practicum work, research, and opportunities to provide professional development for paraprofessionals and classroom teachers.

The State University of New York at Fredonia does not have the authority to recommend graduating Literacy candidates for a professional certification in the area of their original initial certification, only for Literacy Education (initial and professional). Graduates of the Literacy program who are interested in applying for their professional certification related to their original initial certification area will submit their materials directly to NYSED through the TEACH online system. Please see the following link for further information about this topic: http://www.highered.nysed.gov/tcert/certificate/relatedmasters.html

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Admission to the Degree Program with Matriculated Acceptance

Submit a completed Graduate Application to the Office of Graduate Studies, including two current (within six months) letters of recommendation that address the applicant's academic and teaching abilities, official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia), evidence of initial teaching certification and evidence of DASA training.

- Baccalaureate Degree awarded
- Baccalaureate GPA of 3.0 or above
- Initial teacher certification* for New York State or equivalent
- Evidence of completion of DASA* training
- For non-native speakers of English, the following sub-scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS):
  - TOEFL Reading: 21 *or* IELTS Reading: 6.5
  - TOEFL Speaking: 18 *or* IELTS Speaking: 6.0
  - TOEFL Listening: 15 *or* IELTS Listening: 6.0
  - TOEFL Writing: 21 *or* IELTS Writing: 6.5

** Applicants may be granted conditional acceptance and will have one semester to meet the conditions.*

PROGRAM REQUIREMENTS

Core courses:

EDU 513	Literacy in the Content Areas	3
EDU 552	Introduction to Literacy Assessment	3
EDU 574	Multicultural Children's Literature & Technology	3
EDU 575	Using Educational Research to Improve Instruction: Reading Comprehension	3
EDU 579	Foundations of Literacy	3
EDU 583	Literacy Interventionist Practicum I	3
EDU 613	Literacy Interventionist Practicum II	3
EDU 623	Leadership and Advanced Literacy Assessment	3
EDU 651	Research in Literacy: Writing Intervention	3
EDU 659	Capstone: Literacy Portfolio	3

Subtotal: 30

Additional Program Requirements:

It is the candidate's responsibility to be aware of course prerequisites, the Program Assessment Plan and Transition Point Grid, and the required passing grade of B or higher for EDU 552, EDU 583, EDU 613, EDU 651, and EDU 659, as well as the additional program requirements of:

- The New York State Content Specialty Test (CST) in Literacy
  - Candidates must pass this CST to become certified in Literacy Education in New York State
- Specific Program Assessments aligned with the International Literacy Association (ILA) Standards

Subtotal: 30

Total Credit Hours: 30

CHILD ADVOCACY STUDIES - ADVANCED CERT.

Child Advocacy Studies - Advanced Cert.

Department of Education
Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu

This program consists of 16 credit hours of graduate level courses and focuses on developing students' understanding of the various factors that lead to child maltreatment and of multiple existing responses to incidents. Students learn about the appropriate disciplinary responses to child maltreatment and develop a multidisciplinary understanding of the most effective responses. Students completing the courses in this program will be better equipped to carry out the work of agencies and systems (education, healthcare, criminal justice, social services) as they advocate on behalf of the needs of children as victims and survivors of child abuse. Research in various fields (education, social work, psychology, counseling, medicine) has emphasized the need for education and training around Adverse Childhood Experiences (ACES) and Trauma-Informed Practices. The goal of the Child Advocacy Studies curriculum is to improve the knowledge and skills of those individuals who will interact with children during the course of their careers, often as mandated reporters. Development of this knowledge will enable these professionals to recognize, react, and respond appropriately in circumstances where children are maltreated or at risk of maltreatment.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student

Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Admission to the Advanced Certificate Program without Deficiencies

- Master's degree in education or related field with a minimum GPA of 3.0
- A completed graduate application.

PROGRAM REQUIREMENTS

Courses:

CAST 501	Perspectives on Child Maltreatment & Advocacy	3
CAST 502	Global Child Advocacy	3
CAST 503	Professional & System Responses to Maltreatment	3
CAST 504	Trauma-Informed Practices with Vulnerable Populations	3
CAST 505	Child Advocacy Research Studies	4

EDUCATIONAL LEADERSHIP - ADVANCED CERT.

Educational Leadership - Advanced Cert.

Department of Education
Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *chairperson*
Email: kathleen.gradel@fredonia.edu
Jeffrey Rabey, *Program Coordinator*
email: Jeffrey.Rabey@fredonia.edu

The Advanced Certificate in Educational Leadership is a fully online program open to anyone already possessing teaching certification, a master's degree in education or a related field, and three years of satisfactory teaching or professional experience in a Pre-K-12 setting. This program consists of 30 credit hours of graduate-level courses and includes a total of 600-hours of internship experiences. The program leads to a recommendation to the New York State Education Department for School Building Leader (SBL) certification; candidates progress from the Initial certificate to the Professional certificate. Initial certificates are valid for five years, while Professional certificates are continuously valid. The program also leads to a recommendation to the New York State Education Department for School District Leader (SDL) Professional certification. Those state certificates allow the candidate to assume roles as principal, assistant principal, various supervisors, and district office administrative roles, including superintendent.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Admission to the Advanced Certificate EDUL Program without Deficiencies

- Valid New York State Education Department (NYSED) teaching certification or equivalent
- Master's degree in education or related field with a minimum GPA of 3.0
- Three (3) years of satisfactory teaching or professional experience in a PreK-12 school or its equivalent
- Evidence of completion of DASA training* for New York State *Applicant may be conditionally accepted pending completion of DASA.
- Two written recommendations, one from the applicant's
  a) district superintendent and
  b) immediate supervisor
- A resume
- Applicant's letter of intention to the admissions committee
- A completed graduate application.

Advising

Candidates should (virtually) meet with the Coordinator once every semester for program planning and course selection.

Program Requirements

There are Fall, Spring, and Summer enrollment portals. The introductory course, EDUL 614 Introduction to Educational Leadership, is open to anyone interested in educational leadership and administration. It is also the prerequisite course for other EDUL courses.

The coursework for this program consists of 30-credit

hours total. There are 10 courses of 3 credits, and all conducted online. They are offered in various semesters depending on the candidate's starting semester. Candidates consult with their advisors to plan their schedules.

The Educational Leadership Advanced Certificate is an online, asynchronous graduate studies program. Candidates take one course for half of the semester and, at midterm, transition to another course.

Candidates take one EDUL course at a time. However, candidates may take another course while taking EDUL 640 Internship I: School Building Level or EDUL 641 Internship II School District Level. Candidates are limited to one course per Extended Learning semester.

With advisor approval, candidates may petition the program coordinator for an exception from one course per half-semester scheduling structure.

The Educational Leadership- Advanced Certificate Program meets licensure requirements in the following States: New York

For more information about graduation rates, loan repayment rates, and post-enrollment earnings about this institution and other postsecondary institutions please click here: **https://collegescorecard.ed.gov/**

PROGRAM REQUIREMENTS

Courses:

EDUL 614	Introduction to Educational Leadership	3
EDUL 615	Operation & Management Systems	3
EDUL 616	School Law	3
EDUL 617	Personnel Leadership	3
EDUL 618	Instructional Leadership	3
EDUL 619	Problem Solving & School Improvement	3
EDUL 620	Culturally Responsive Leadership	3
EDUL 630	School District Leadership	3
EDUL 640	Internship I: School Level	3
EDUL 641	Internship II: School District Level	3
	Subtotal: 30	

Candidates are also required to submit an internship portfolio providing evidence of the candidate's impact on students in a Pre-K-12 setting.

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Those entering the program without the DASA requirement may take EDU 303.

Candidates must also successfully pass a comprehensive oral or written examination and the New York State School Building Leadership Examination. In order to be eligible for New York State School Building Leader Initial Certification, candidates must pass the applicable state examinations.

Gainful Employment

All non-degree certificate programs at The State University of New York at Fredonia are subject to Gainful Employment (GE) rules. As part of the GE program regulations, institutions must disclose specific employment data about each of their GE programs to prospective students.

This information is intended to help students make informed choices about enrolling in a GE Program.

State Authorization Disclosure (p. 553)

Teaching English to Speakers of Other Languages - M.S.Ed / Advanced Cert

Department of Education
Office: E268 Thompson Hall
(716) 673-3701
Dr. Kathleen Gradel, *Chairperson*
Email: kathleen.gradel@fredonia.edu
Lacey Golaszewski, *Program Coordinator*
Email: lacey.golaszewski@fredonia.edu

TESOL offers two degree choices for candidates seeking ESOL certification in New York State*:

- a Master of Science in Education (MSEd) in TESOL
  - Option 1 for candidates with a current NYS teaching certificate:

    Appropriate for candidates who have a baccalaureate degree and current New York State teacher certification. This 36 credit hour program leads to the M.S.Ed in TESOL. In addition, New York State requires proof of successful completion of at least 12 post-secondary credit hours of study in a Language Other Than English (LOTE) for ESOL Certification.

    Program Admission and Completion Requirements (p. 87)

  - Option 2 for candidates without a current NYS teaching certificate:

Appropriate for those who have a baccalaureate degree or a master's degree but do not have current New York State teacher certification. These candidates must complete the 36 credit hour program leading to the M.S.Ed in TESOL but must also complete additional coursework. In addition, New York State requires proof of successful completion of at least 12 post-secondary credit hours of study in a Language Other Than English (LOTE) for ESOL certification.

Program Admission and Completion Requirements (p. 88)

- a Certificate of Advanced Study (CAS) in TESOL
    - for candidates with a current NYS teaching certificate and a Master's degree

Both TESOL degree choices lead to a recommendation for an initial and/or professional certification in ESOL PreK-Gr12 in New York state. However, both degrees have different admission and completion requirements.

For the MSED in TESOL, see the TESOL Program Options section in this catalog.

For CAS in TESOL, see the TESOL Certificate of Advanced Study section (p. 90) in this catalog.

For Bilingual Education, see the Bilingual Education section (p. 77) in this catalog.

* Candidates wanting a degree in TESOL but not interested in NYS certification should apply to the Master of Arts in Language and Learning (p. 81).

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

TESOL (OPTION 1) - M.S.ED

Requirements for Admission to Fredonia's TESOL M.S.Ed Program (Option 1) with matriculated acceptance:

- Completion of a baccalaureate degree in an area of arts, science, or education.
- Undergraduate GPA of 3.0 or above
- Current New York State Teaching Certificate
- Completed Graduate Application submitted to the Office of Graduate Studies including:
    - Three (3) names with current contact information of professional associates who will speak on the candidates behalf. These names are in lieu of submitting written recommendation letters. The TESOL Program Coordinator has the option of contacting these professional people for a reference.
    - Official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia).
- Language Proficiency Requirements:
    - <u>for Native Speakers of English</u>:
        - A graduate-level 800-1,200 word essay in English which addresses the topic: "Describe your reasons for pursuing a graduate degree in TESOL and support your rationale with specific information pertinent to your desired degree."
        - Twelve (12) post-secondary credit hours in a Language Other than English (LOTE*), or an approved equivalency, in a single language. Candidates may be accepted conditionally into the TESOL program without the LOTE credits fulfilled, but matriculation from the TESOL program is contingent upon the satisfactory completion of this requirement.
    - <u>for Non-Native Speakers of English</u>:
        - A statement of your background and goals in addition to a curriculum vitae (maximum three pages).
        - A graduate level 800-1,200 word essay in English which addresses the following topic: "Describe your reasons for pursuing a graduate degree in TESOL and support your rationale with specific information pertinent to your desired degree.
        - Further stipulations as listed under "Additional requirements for non-native speakers of English to the TESOL Program."

** Conditional Acceptance may be granted if LOTE, and/or DASA scores are not completed*

Additional Requirements for Non-Native Speakers of English to the MSEd Program:

- The program requires that non-native speakers of English show evidence of English proficiency by providing scores which are different from those required of the Graduate Studies. Proof of proficiency may be shown by achieving the following test scores:
    - TOEFL: 550 (paper), 213 (computer), or 79 (internet)

- IELTS (with no subsection below 6.0): 6.5

Fredonia's code for reporting the TOEFL and IELTS scores electronically is 2539. International students who have been awarded a prior degree from the U.S., U.K./Ireland, Australia, Anglophone Canada, New Zealand, Anglophone Africa, Singapore, and the Commonwealth Caribbean prior to applying to SUNY Fredonia are not required to submit TOEFL or IELTS scores.

- International applicants must provide official copies of all previous degrees/diplomas and transcripts issued in the original language with a literal English translation of each. Proof of an official certification of the award of any and all degrees must be provided. Include documentation describing in which language the courses were taught. The latter can be included in a separate document as a chart or statement.
- International applicants must also have transcripts translated and evaluated by World Education Services (WES) (www.wes.org) or a similar agency against the American 4.0 standard.

Additionally, all International applicants must meet the requirements outlined by the Graduate Studies website.

DEGREE REQUIREMENTS

EDU 570	Using Educational Research to Improve Instruction	3
EDU 518	Second Language Acquisition and Development	3
EDU 519	Curriculum Theory for the English as a New Language (ENL) Classroom	3
EDU 521	Practicum in TESOL I	0
EDU 540	Content Area English as a New Language	3
EDU 541	Practicum in TESOL II	0
EDU 564	Linguistics for ESL Educators	3
EDU 565	Language and Learning: Psycho- and Sociolinguistic Considerations for Educators of ELL Students	3
EDU 568	Foundations of Bilingual Education	3
EDU 567	Practicum in TESOL III	0
EDU 569	Assessment and Evaluation of English Language Learners (ELLs)	3
EDU 671	ESOL Practicum & Supervision	3
	or	
INED 671	ESOL Practicum & Supervision (20 day) in Puebla, Mexico	3
	TESOL Program Portfolio Graduation Requirement	
	Approved CP Elective	3

Subtotal: 30

Total Credit Hours: 30

Candidates in all education programs are required to complete training under the Dignity for All Students (DASA). Candidates entering the program without the DASA requirement may takeEDU 303.

TESOL (OPTION 2) - M.S.ED

Requirements for Admission to Fredonia's TESOL M.S.Ed Program (Option 2) with matriculated acceptance:

- Completion of a baccalaureate degree in an area of arts, science , or education
- Undergraduate GPA of 3.0 or above
- Completed Graduate Application submitted to the Office of Graduate Studies including:
  - Three (3) names with current contact information of professional associates who will speak on the candidate's behalf. These names are in lieu of submitting written recommendation letters. The TESOL Program Coordinator has the option of contacting these professional people for a reference.
  - Official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia).
- Language Proficiency Requirements
  - For Native Speakers of English:
    - A graduate-level 800 – 1,200 word essay in English which addresses the topic: "Describe your reasons for pursuing a graduate degree in TESOL and support your rationale with specific information pertinent to your desired degree."
    - Twelve (12) post-secondary credit hours in a Language Other Than English (LOTE*), or an approved equivalency, in a single language. Candidates may be accepted conditionally into the TESOL Program without the LOTE credits fulfilled, but matriculation from the TESOL Program is contingent upon the satisfactory completion of this requirement.
  - For Non-Native Speakers of English:
    - A statement of your background and goals in addition to a curriculum vitae (maximum three pages).
    - A graduate-level 800-1,200 word essay in the candidate's native language. This can be any

completed academic paper (e.g., a paper from a college course).

- Further stipulations as listed under "Additional requirements for non-native speakers of English to the TESOL Program."

** Conditional Acceptance may be granted if LOTE credits are not fulfilled.*

Additional Requirements for Non-Native Speakers of English to the Bilingual Education Program

- The program requires that non-native speakers of English show evidence of English proficiency by providing scores which are different from those required of the Graduate Studies. Proof of proficiency may be shown by achieving the following test scores:
  - TOEFL: 550 (paper), 213 (computer), or 79 (internet)
  - IELTS (with no subsection below 6.0): 6.5

  Fredonia's code for reporting the TOEFL and IELTS scores electronically is 2539. International students who have been awarded a prior degree from the U.S., U.K./Ireland, Australia, Anglophone Canada, New Zealand, Anglophone Africa, Singapore, and the Commonwealth Caribbean prior to applying to Fredonia are not required to submit TOEFL or IELTS scores.
- International applicants must provide official copies of all previous degrees/diplomas and transcripts issued in the original language with a literal English translation of each. Proof of an official certification of the award of any and all degrees must be provided. Include documentation describing in which language the courses were taught. The latter can be included in a separate document as a chart or statement.
- International applicants must also have transcripts translated and evaluated by WES (www.wes.org) or a similar agency against the American 4.0 standard.

Additionally, all International applicants must meet the requirements outlined by the Graduate Studies website.

DEGREE REQUIREMENTS

EDU 570	Using Educational Research to Improve Instruction	3
EDU 518	Second Language Acquisition and Development	3
EDU 519	Curriculum Theory for the English as a New Language (ENL) Classroom	3
EDU 521	Practicum in TESOL I	0
EDU 540	Content Area English as a New Language	3
EDU 541	Practicum in TESOL II	0
EDU 564	Linguistics for ESL Educators	3
EDU 565	Language and Learning: Psycho- and Sociolinguistic Considerations for Educators of ELL Students	3
EDU 568	Foundations of Bilingual Education	3
EDU 567	Practicum in TESOL III	0
EDU 569	Assessment and Evaluation of English Language Learners (ELLs)	3
EDU 673	ESOL Practicum & Supervision, Grades PreK-6 (40 Day)	1.5
EDU 683	ESOL Practicum & Supervision Grades 7-12 (40 day)	1.5
	TESOL Program Portfolio Graduation Requirement	
	Approved CP Elective	3

Subtotal: 30

ADDITIONAL COURSE REQUIREMENTS FOR NYS TEACHER CERTIFICATION

All of the following courses:

EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
EDU 504	Intro to the Exceptional Learner	3
EDU 558	Practicum in Inclusive Education II	1
EDU 559	Educational Psychology	3

Subtotal: 7

One of the following two courses:

EDU 501	Child Development	3
EDU 502	Psychology of Adolescence	3

Subtotal: 3

Total Credit Hours: 40

Also required for New York State Teacher Certification:

- Fingerprinting;
- Completion of pertinent New York State Teacher Certification Exams (NYSTCE);
- Meeting of all existing and current requirements as mandated by the New York State Education Department.

Candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). The training required under the Dignity for All Student Act (DASA) is included in EDU 303 at Fredonia.

TESOL - ADVANCED CERT.

This eighteen (18) credit hour program leads to a recommendation for a New York State (NYS) Certification in ESOL. The NYS requirement for twelve (12) credit hours of Language Other Than English (LOTE) is in addition to the 18 credit hours listed below for CAS program completion.

Requirements for Admission to the Program with Matriculated Acceptance

- Completion of a baccalaureate degree in an area of arts, science, or education
- Undergraduate GPA of 3.0 or above
- Evidence of New York State DASA Training* (if NYS teacher professional or permanent certification is dated prior to 2014)
- Current NYS Teaching Certificate
- Completed Graduate Application submitted to the Office of Graduate Studies including:
  - Three (3) names with current contact information of professional associates who will speak on the candidate's behalf. These names are in lieu of submitting written recommendation letters. The TESOL Program Coordinator has the option of contacting these professional people for a reference.
  - Official academic transcripts from all prior undergraduate and graduate institutions (except Fredonia).
- **Language Proficiency Requirements: <u>for Native speakers of English</u>:**
  - A graduate-level 800-1,200 word essay in English which addresses the topic: "Describe your reasons for pursuing a graduate degree in TESOL and support your rationale with specific information pertinent to your desired degree."
  - Twelve (12) post-secondary credit hours in a Language Other Than English (LOTE*), or an approved equivalency, in a single language. Candidates may be accepted conditionally into the TESOL program without the LOTE credits fulfilled, but matriculation from the TESOL program is contingent upon the satisfactory completion of this requirement.
- **Language Proficiency Requirements: <u>for Non-Native speakers of English</u>:**
  - A graduate level 800-1,200 word essay in the candidate's native language. This can be any completed academic paper (e.g., a paper from a college course).
  - Further stipulations as listed below under "Additional requirements for non-native speakers of English to the TESOL program"

** Conditional Acceptance may be granted if LOTE, and/or the DASA are pending.*

Additional Requirements for Non-Native Speakers of English to the TESOL Program

- The TESOL graduate program requires that non-native speakers of English show evidence of English proficiency by providing scores which are different from those required of the Graduate Studies. Proof of proficiency may be shown by achieving the following test scores:
  - TOEFL: 550 (paper), 213 (computer), or 79 (internet)
  - IELTS (with no subsection below 6.0): 6.5

  Fredonia's school code for reporting the TOEFL and IELTS scores electronically is 2539. International students who have been awarded a prior degree from the U.S., U.K./Ireland, Australia, Anglophone Canada, New Zealand, Anglophone Africa, Singapore, and the Commonwealth Caribbean prior to applying to Fredonia are not required to submit TOEFL or IELTS.
- International applicants must provide official copies of all previous degrees/diplomas and transcripts issued in the original language with a literal English translation of each. Proof of an official certification of the award of any and all degrees must be provided. Include documentation describing in which language the courses were taught. The latter can be included in a separate document as a chart or statement.
- International applicants must also have transcripts translated and evaluated by WES (www.wes.org) or a similar agency against the American 4.0 standard.

Additionally, all International applicants must meet requirements outlined by the Graduate Studies website.

DEGREE REQUIREMENTS

Program Completion Courses:

EDU 518	Second Language Acquisition and Development	3
EDU 519	Curriculum Theory for the English as a New Language (ENL) Classroom	3
EDU 521	Practicum in TESOL I	0
EDU 540	Content Area English as a New Language	3
EDU 541	Practicum in TESOL II	0
EDU 568	Foundations of Bilingual Education	3
EDU 567	Practicum in TESOL III	0
EDU 569	Assessment and Evaluation of	3

	English Language Learners (ELLs)	
EDU 671	ESOL Practicum & Supervision	3
	Subtotal: 15	

Subtotal: 15

*Candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Candidates entering the program without the DASA requirement may take an EDU 303.

Gainful Employment
All non-degree certificate programs at The State University of New York at Fredonia are subject to Gainful Employment (GE) rules. As part of the GE program regulations, institutions must disclose specific employment data about each of their GE programs to prospective students.

This information is intended to help students make informed choices about enrolling in a GE Program.

State Authorization Disclosure (p. 553)

ENGINEERING (COOPERATIVE) PROGRAM

Office:150 Houghton Hall
(716) 673-3301
Dr. Thomas Hegna, *Chairperson*
Dr. Justin Conroy, *Program Coordinator*
Email: cooperative.engineering@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics

****This program is no longer accepting applications as of 8/14/26****

Please view the prior programs requirements here: Cooperative Engineering Program (p. 91)

English

Office: 278 Fenton Hall
(716) 673-3125
Dr. KimMarie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

Mission Statement

Working collaboratively with faculty, Fredonia English students explore the power of language and image in the 21st century. They discover new perspectives and develop crucial skills: strong writing, thoughtful reading, and critical thinking. Whether they choose to focus on literature, creative writing, professional writing, or English education, students personalize their paths through the flexible major in consultation with department advisors. As a vibrant community of learners, we investigate how texts respond to and shape experience in and beyond the classroom.

About Fredonia English

The English Department at Fredonia values the importance of studying literature across cultures; fostering lifelong readers and writers; engaging multiple forms of textual literacy; practicing the arts of creative and critical writing; and championing the key role of the humanities in higher education. Our English programs give students numerous opportunities for hands-on learning through student research, community partnerships and internships. We produce top-notch graduates who get hired by regional and national organizations or go on to graduate programs all over the country. Recent graduates of the department are employed by law and business firms, journals and publishers, news and arts organizations, and schools.

English and English Adolescence Education majors at Fredonia actively participate in local small-press and online writing internships; community service learning projects; literacy campaigns; creative collaborations and field experiences with area schools; public readings of literature to area children, seniors, and the broader community through open-mic events; collaborations with Visual Arts and School of Music students in pairing original writings with graphic design and musical accompaniment; host visiting writers and literary critics; and read a whole lot of terrific literature.

The ***B.A. in English*** (p. 92) combines required foundational courses with a wide range of options among skills- and content-based course categories in order to open pathways for every student to gain the most from the major and our faculty. Internships and other applied learning opportunities in English-related fields help our students turn those pathways into careers.

The ***B.A. in English Adolescence Education*** (p. 22) combines required foundational courses in pedagogy and literature field experiences in order to open pathways for all students to develop the ideas and practices that will make them effective in the classrooms of an increasingly complex and diverse society.

The ***B.A./M.A in English Adolescence Education*** (p. 24) leads to initial 7-12 certification and eligibility for professional certification (after meeting New York State requirements for classroom teaching experience following completion of the program), allowing students to earn both their B.A. and M.A. in English Adolescence Education in five years, rather than the six required in traditional B.A. and M.A. programs. Through courses at both the undergraduate and graduate level, this program offers a solid content background in English, a wide range of courses focused on teaching secondary English, field experiences in secondary schools, and a graduate-level student teaching experience. Graduates of this clinically-

rich combined B.A./M.A. will be fully prepared to teach in the secondary schools.

The ***B.A. in Writing*** (p. 157) combines work in creative and professional writing to students leave the major well-versed in the skills and techniques to create original works as well as the critical eye to reflect and revise their own and others' texts. This blend of genres and experiences allows students to leave ready to work as creative or professional writers, go on to graduate school in writing, and engage in their communities, taking words into the world.

The ***Minor in English*** (p. 168) gives students maximum flexibility to explore the department's range of offerings in American Studies, creative and persuasive writing, drama, English Education, film, linguistics, literary theory, popular culture, women's and gender studies, and world literature.

The ***Minor in Professional Writing*** (p. 179) empowers students from an array of disciplines to write effective, persuasive prose for a variety of audiences, contexts, and purposes.

The ***Minor in Creative Writing*** (p. 166) offers talented fiction writers, essayists, and poets an opportunity to develop their voices and hone their craft through a progression of workshop courses in and across genres taught by our award-winning writers. Students also learn to read like a writer and engage in hands-on experiences.

Awards and Scholarships

The department awards scholarships and prizes recognizing both financial need and superior achievement. Please visit FREDscholar for scholarship opportunities.

Honor Society

Qualified undergraduate students may apply for membership in the international English honor society, Sigma Tau Delta. Candidates for undergraduate membership must have four semesters of college work, as well as a minimum of four college courses in the English Department at Fredonia beyond the usual requirement for Craft of Writing. They must also have a minimum of a 3.5 grade point average in English courses.

Requirements for Transfer Credit

The English Department requires majors in English to complete a minimum of 21 credit hours of courses applied to the major at Fredonia. Thus, students transferring to Fredonia should normally expect no more than 21 credit hours earned elsewhere to apply to the major in English.

Advising

An assigned faculty advisor will aid each student majoring in English or English Adolescence Education in completing his or her portfolio or e-portfolio. Advisors also help both major and minor advisees in preparing course schedules, understanding requirements, making broad educational decisions, and solving academic problems. As a further aid, the department puts course descriptions on our website that feature additional details each semester that are not found in the University Catalog, such as required texts and assignments. Please see https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english/fredonia-english-courses.

Dual-Majors within the English Department

All of our English majors are designed for maximum flexibility, and students are encouraged to major in multiple majors to satisfy their interests and develop additional skills. The minor requirement is waived for students taking a second major. Additionally, while students may complete both capstone experiences, they are required to complete the only in their primary major, either ENGL 400, ENED 450, or WRTG 495. In consultation with the student's advisor, students will request a substitution of an additional upper-level elective in the second major.

ENGLISH - B.A. DEGREE

Department of English
Office: 278 Fenton Hall
(716) 673-3125
Kim Marie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

- The major in English requires a minimum of 36 credit hours of courses selected according to the outline given below. In special circumstances, a particular course requirement may be waived and another course substituted. Students seeking a waiver of a particular course requirement should consult their advisors and complete a Degree Exception Request form; approval for such waivers is granted by the English Department chairperson or designee.
- All English majors must complete at least 36 credit hours at Fredonia in order to graduate, of which at least 21 credit hours must be taken within the major.
- All English majors must complete at least 24 credit hours at or above the 300 level within the major.

- All majors must complete at least 66 credit hours outside the English (ENGL) major in order to graduate. Credits earned for ENGL 100 (Craft of Writing) do not count toward the major, but do count as credit hours outside the major. Credits transferred as ENGL 099 do not count toward the major, but do count as hours outside the major.
- The following Fredonia Foundations courses may count toward the English major: ENGL 227, ENGL 274, ENGL 275, ENGL 296, and WRTG 260.
- Students may count up to 6 credit hours of internships and independent studies toward the major.
- Majors must take at least one course in literature written before 1800 from among ENGL 291, ENGL 312, ENGL 331, ENGL 389, ENGL 397, ENGL 408, ENGL 412, ENGL 414, and ENED 413.
- ENGL 373 or WRTG 372 and a Theoretical Approaches course are prerequisites for ENGL 400.
- All English majors must complete a minor or second major. English majors who declare the Creative Writing minor, Professional Writing minor, or Writing B.A. may count up to six (6) common credit hours toward both their English B.A. and minor or second major within the English Department.

Major Requirements

Foundations Courses:

ENGL 106	Introduction to Literary Studies	3
ENGL 213	Texts and Contexts	3
ENGL 373	English Grammar for Everyone	3
	or	
WRTG 372	Grammar and Style for Writers	3

Subtotal: 9

Core Courses:

3 credits chosen from each of the following focuses:

Subtotal: 9

Literary History Focus

These courses enable students to connect changes in literary styles, movements, and modes to changing historical, social, cultural, and political contexts and issues, either by surveying a broad sweep of literature, delving deeply into a specific time period, or by focusing on one or two particular authors. Pre-1800 options can be found in this category, as well as in World Literature.

Pre-1800 Options

ENGL 312	Renaissance Literature	3
ENGL 331	American Literary Roots	3
ENGL 412	Shakespeare: Romances and Comedies	3
ENGL 414	Shakespeare: Histories and Tragedies	3
ENED 413	Teaching Shakespeare	3

Post-1800 Options

ENGL 204	Survey of English Literature	3
ENGL 206	Survey of American Literature	3
ENGL 301	American Literary Landmarks	3
ENGL 302	British Literary Landmarks	3
ENGL 319	Modern Drama	3
ENGL 321	Contemporary Drama	3
ENGL 322	The Romantic Age	3
ENGL 326	Victorian Literature	3
ENGL 328	Modern British Literature	3
ENGL 332	American Romanticism in Literature	3
ENGL 334	Realism/Naturalism in American Literature	3
ENGL 336	Modernism in American Literature	3
ENGL 338	Contemporary American Literature	3
ENGL 341	Harlem Renaissance	3
ENGL 387	American Film Directors	4
ENGL 427	Major Writers	3

Subtotal: 3

World Literature Focus

In our increasingly global society, engagement with the writings of different cultures is essential to intercultural communication, understanding, and empathy. These courses offer students the chance to travel textually across the globe and to examine patterns in perspectives, aesthetics, and writing styles. Pre-1800 options can be found in this category, as well as in Literary History.

Pre-1800 Options

ENGL 291	The Bible as Literature	3
ENGL 389	Greek and Roman Literature	3
ENGL 397	Discourses of the Enlightenment	3
ENGL 408	Arthurian Literature	3

Post-1800 Options

ENGL 205	Epic and Romance	3
ENGL 300	European Literary Landmarks	3
ENGL 303	Global Literary Landmarks	3
ENGL 306	Middle Eastern Literatures	3
ENGL 382	Icelandic Noir: Crime Fiction and Film	3
ENGL 391	Romanticism in World Literature	3
ENGL 396	Russian Literature	3

Subtotal: 3

Theoretical Approaches Focus

These courses provide students with a range of methodologies for examining cultural texts and/or social

issues, with particular attention to the power of language and image.

Pre-1800 Option

ENGL 397	Discourses of the Enlightenment	3

Post-1800 Options

ENGL 313	Scribbling Women	3
ENGL 324	Myth and Symbol in Literature	3
ENGL 343	Queer Studies in Literature	3
ENGL 345	Literary Theory for Everyone	3
ENGL 349	Theories of Gender	3
ENGL 380	Film: Silence to Sound	4
ENGL 381	Film: Post War to the Present	4
ENGL 446	Contemporary Literary Theory	3
ENED 357	Literacy/Language/Learning Theory	3

Subtotal: 3

Elective Courses:

Students may choose from courses in the lists above or other ENGL, ENED, and WRTG courses.

Subtotal: 15

Including a maximum of 6 total credit hours in ENED/WRTG electives

Capstone Experience:

A Theoretical Approaches course is a prerequisite for ENGL 400.

ENGL 400	Senior Seminar	3

Subtotal: 3

Subtotal: 36

Total Credit Hours: 36

ENVIRONMENTAL SCIENCES - B.S. DEGREE

Department of Geology and Environmental Sciences
Office: 150 Houghton Hall
(716) 673-3302

Dr. Thomas Hegna, *Chairperson*
Dr. Courtney Wigdahl-Perry, *Program Coordinator*
Email: earthi@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

The B.S. program in Environmental Sciences is intended primarily for students seeking a career in an environmentally related field such as conservation, climate change, wildlife, and forestry. The interdisciplinary nature of this program prepares students for a wide variety of possible careers including: environmental consulting, resource management, conservation scientist, aquatic and fishery research/management, wildlife management, conservation officer, and environmental and community planning.

MAJOR REQUIREMENTS

Core Program:

ESCI 105	Global Environmental Issues	3
ESCI 310	Methods in Environmental Analysis	4
ESCI 410	Environmental Assessment	3
ESCI 441	Environmental Sciences Senior Seminar	1
ESCI 490	Environmental Sciences Practicum	1-3
STAT 250	Statistics for Scientists	3
BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
BIOL 243	Organismal Biology	3
BIOL 244	Organismal Biology Laboratory	1
BIOL 330	Ecology	3
BIOL 331	Ecology Laboratory	1
GEO 165	Planet Earth	3
GEO 169	Planet Earth Lab	1
GEO 311	Global Climate	3
GEO 330	Geomorphology	4
	or	
GEO 450	Hydrogeology	4
GIS 201	Geographic Information Systems I	3
CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 317	Analytical Chemistry, Quantitative Analysis	3
	or	
CHEM 341	Introduction to Environmental Chemistry	3

Subtotal: 62

NOTES:

- ESCI 490 must be taken for 3 credits
- BIOL 450: Global Change Biology (typically offered in Spring semesters) can be completed to replace GEO 311

Supporting Courses:

Two Environmental Perspectives from the following:

COMM 321	Environmental Communication	3
ECON 380	Environmental/Natural Resource Economics	3
ENGL 333	Environmental Literature	3
HIST 310	World Environmental History	3
HIST 352	Environmental History of North America	3
POLI 387	Environmental Policy	3
SOC 342	Food and Culture	3
WRTG 374	Writing and Social Change	3
		Subtotal: 6

Upper Level Electives:

BIOL 421	Biological Conservation	3
BIOL 424	Aquatic Ecology	3
BIOL 434	Animal Behavior	3
BIOL 447	Evolution	3
BIOL 450	Modern Concepts in Biology	1-4
BIOL 457	Biostatistics	3
BIOL 473	Animal Communication	3
BIOL 441	Undergraduate Research	1-3
BIOL 458	Lab Supervision in Biology	1
CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
CHEM 314	Principles of Physical Chemistry	3
CHEM 318	Analytical Chemistry, Instrumental Analysis	3
CHEM 305	Laboratory Supervision in Chemistry	1-2
CHEM 391	Independent Lab Research	1-3
CHEM 491	Independent Laboratory Research	1-3
CHEM 492	Independent Laboratory Research	1-3
CHEM 490	Independent Study	1-3
COMM 321	Environmental Communication	3
ECON 380	Environmental/Natural Resource Economics	3
ENGL 333	Environmental Literature	3
GEO 301	Cartography	4
GEO 343	Geochemistry	3
GEO 359	Vanishing Earth Resources	3
GEO 370	Structural Geology	4
GEO 400	Stratigraphy	4
GEO 411	Mineralogy	4
GEO 421	Petrology	4
GEO 455	Laboratory Supervision in Geosciences	1
GIS 350	Remote Sensing/Image Processing	3
HIST 310	World Environmental History	3
HIST 352	Environmental History of North America	3
POLI 387	Environmental Policy	3
SOC 342	Food and Culture	3
WRTG 374	Writing and Social Change	3
		Subtotal: 18

Subtotal: 86

Total Credit Hours: 86

ETHNIC AND GENDER STUDIES - B.A. DEGREE

Department of Interdisciplinary Studies
EGS Program Office/Student Lounge: 2109-2111 Fenton Hall

Dr. Heather McEntarfer,*Program Coordinator*
Email: heather.mcentarger@fredonia.edu
Office: 240 Fenton Hall
(716) 673-3859
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/program/ethnic-gender-studies

The mission of the Ethnic & Gender Studies Program (EGS) is to promote the values of diversity, equity, and social justice through education, campus and community outreach, and advocacy.

The Ethnic & Gender Studies Program directly supports the SUNY Fredonia campus mission and strategic plan and SUNY's general education goals promoting Diversity, Equity, Inclusion and Social Justice (DEISJ) coursework. EGS degree programs empower students to be knowledgeable agents of change to foster inclusive, equitable and respectful dialogues and to take action within their chosen professions and communities.

The EGS Program Coordinator serves as the primary advisor for students in the Ethnic & Gender Studies major. Students are expected to consult regularly to stay on track and learn about course offerings each semester.

Student Learning Objectives:

- Communicate cognizance of the student's background and how different social positions may lead others to have different perspectives and experiences;
- Demonstrate awareness of the way that historically and socially constructed difference has affected the distribution of rights, responsibilities, and resources;
- Study, evaluate, and explain what it means to be socially responsible in the context of the increasingly diverse United States; and

•
Theorize and assess problem solving strategies that would allow individuals and groups to address processes that limit full and equal participation of all groups in society.

MAJOR REQUIREMENTS

Forty-two (42) credit hours total, at least twenty-four (24) of which must be at the 300-level or above. Nine credit hours are required in core (introductory) courses, six credits in skills-based courses, 24 credits in content courses (12 each in courses with an Ethnic Studies focus and a Women's and Gender Studies focus), and three credits in a capstone course.

Students must earn at least a C- in all classes required for the major.

Core Courses:

ETHN 202	Foundations of Social Justice	3
	or	
WGST 202	Foundations of Social Justice	3
WGST 201	Topics in Gender Studies	3
ETHN 205	Native American Studies	3
	or	
ETHN 206	African American Studies	3
	or	
ETHN 225	Introduction to Latine History and Culture	3

Subtotal: 9

Skills Courses:

Students in the Ethnic and Gender Studies major are encouraged to select courses that address the development of skills as well as content knowledge as they progress through the major. There are many different professions for which this degree could make a student a strong competitor: consult the program's webpage for career opportunities, including alumni experiences. Students should consult with the coordinator to identify relevant upper-level skills-oriented courses that might help them prepare for a specific path in their junior and senior years. For example, a student who wishes to pursue work in policy could benefit from in-depth work in legal theory, social institutions and statistics. A student who wishes to work for a non-profit organization would benefit from a Grant Writing course and one with a critical community focus. Students with a dual major may count upper-level coursework in their second major for the Skills area in the EGS major. Students are also strongly encouraged to consider experiential learning opportunities such as internships to satisfy the Skills requirement. Consult with the program coordinator to identify the courses that will count in this area in Degree Works.

Subtotal: 6

Content Electives:

Students are encouraged to select a personalized course of study in consultation with your advisor. We particularly encourage students to take advantage of our special topics courses, which often foreground and explore contemporary issues.

Although there is value in studying issues particular to sex gender identity & sexual orientation and race & ethnicity, there is also significant value in studying the ways that our identities are made up of multiple components. Students are encouraged to explore the complexity of our identities by selecting courses which highlight intersectionality and transnationality.

To develop a deeper understanding of the discipline that underlies race & ethnicity studies and women's and gender studies, students are also encouraged strongly to select courses that emphasize theory, experiential learning (such as an internship or independent service learning project), and study abroad/study away experiences.

	Courses in Women's and Gender Studies (see below)	12
	Courses in Race and Ethnicity Studies (see below)	12

Subtotal: 24

Women's and Gender Electives: Any course with a WGST prefix can count towards the women, gender, and sexuality elective requirements. There are many other courses that could be used, including special topics courses. Consult with the coordinator for offerings and approvals. (Double-dipping is not allowed; that is, a course used to meet the core, skills, or capstone requirement CANNOT be used to meet the elective requirement.) A single course cannot be used as both a WGST and an ETHN elective.

Race and Ethnicity Electives: Any course with an ETHN prefix can count towards the race & ethnicity elective requirements. There are many other courses that could be used, including special topics courses. Consult with the coordinator for offerings and approvals. (Double-dipping is not allowed; that is, a course used to meet the core, skills, or capstone requirement CANNOT be used to meet the elective requirement.) A single course cannot be used as both a WGST and an ETHN elective.

Capstone Course:

ETHN 491	Social Change Capstone	3
	or	
WGST 491	Social Change Capstone	3

Subtotal: 3

Total Credit Hours: 42

EXERCISE SCIENCE - B.S. DEGREE

Department of Biology
Office: 221 Science Center
(716) 673-3282
Dr. William Brown, *Department Chairperson*
Dr. Todd Backes, *Program Coordinator*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

The Exercise Science program prepares students for a variety of career goals in applied human physiology. The major requires courses in exercise science, biology, chemistry, physics, statistics, and psychology. The senior capstone requires students to complete a senior level experience in research, internship or specialized coursework, and provides a significant experience in problem solving, written and oral communication. Our graduates pursue advanced study in health related areas, including physical therapy, occupational therapy and sports medicine, and in graduate programs in athletic training and exercise physiology. They are also prepared for career opportunities in health education, cardiac rehabilitation, advanced personal training, health and fitness instruction, weight management consulting, and strength and conditioning.

MAJOR REQUIREMENTS

Core Courses:

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
BIOL 220	Principles of Human Nutrition	3
BIOL 245	Human Anatomy and Physiology I	4
BIOL 246	Human Anatomy and Physiology II	4
EXSC 250	Introduction to Applied Human Physiology	1
EXSC 300	Exercise Physiology	4
EXSC 302	Exercise Prescription	3
EXSC 350	Kinesiology	3
EXSC 425	Biomechanics	3
EXSC 491	Senior Capstone - Research	1-3
	or	
EXSC 492	Senior Capstone - Internship	1-3
	or	
EXSC 493	Senior Capstone - Course	3
	Upper level electives (300 level or higher) by advisement	9

Subtotal: 45

NOTE:

- EXSC 491 and EXSC 492 are variable, 1-3 credit hour courses. Students are to complete the course they are advised to enroll in for at least 3 credit hours to satisfy the degree requirement.

Supporting Courses:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
	and	
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
	and	
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1
PSY 129	Foundations of Psychology	3
PSY	Psychology Elective 200 level or higher	3
STAT 250	Statistics for Scientists	3

Subtotal: 25-27

Subtotal: 70-72

Geology and Environmental Sciences

Office: 150 Houghton Hall
(716) 673-3303
Dr. Thomas Hegna, *Chairperson*
Email: earth@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

The Department of Geology and Environmental Sciences offers four degree programs - three Bachelor of Science degrees and one Bachelor of Arts degree.

Bachelor of Science Programs:

The B.S. degree program in Geology (p. 99) is intended primarily for students planning to undertake employment or graduate study in geology or who desire a liberal arts education with an emphasis in geology. Graduates of this program will have met the educational requirements for licensure in the State of New York. Most geologists are employed by private industry – in petroleum, mining, cement, ceramic, sand and gravel, and in environmental and engineering firms. Many work for various federal agencies and the 50 state geological surveys, or are self-employed, often working as consultants. Colleges and universities offer teaching and/or research positions.

The B.S. degree program in Environmental Sciences (p. 94) is intended primarily for students seeking a career in an environmentally related field such as conservation, climate change, wildlife, and forestry. The interdisciplinary nature of this program prepares students for a wide variety of possible careers including: environmental consulting, resource management, conservation scientist, aquatic and fishery research/management, wildlife management, conservation officer, and environmental and community planning. Graduates will also be well prepared for graduate studies and research across multiple disciplines.

The B.S. degree program in Adolescence Education Earth Science (p. 21) is intended for those students who plan to teach earth science in secondary schools. It includes the fundamental courses in geology, meteorology, astronomy, and oceanography, which constitute the "content" of Earth science, and the necessary professional education courses.

Bachelor of Arts Program:

The B.A. degree program in Earth Science (p. 21) is intended primarily for students who want a liberal arts education with a broad emphasis in the several sub-disciplines that constitute Earth science. It is useful to those who have career goals in production, technical services, information systems/processing, marketing/sales, administration and/or finance, rather than goals of becoming professional scientists.

It is recommended that students planning to pursue a career in the Earth sciences as a professional scientist should earn either the B.S. degree in Geology or the B.S. degree in Environmental Science rather than the B.A. degree in Earth Science, because the Bachelor of Science degrees require a more rigorous background in physics and mathematics with is needed to pursue graduate studies in the geosciences or employment as a professional scientists.

Teacher Certification: Students who desire to teach Earth science in secondary schools may obtain initial certification by completing the B.S. degree program in Adolescence Education: Earth Science with its required professional courses in Education EDU 224, EDU 250, EDU 303, EDU 304, EDU 349, EDU 430 and Science Education SCED 105, SCED 276, SCED 303, SCED 305, SCED 419). Students in all education programs are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following ways: (1) Achieving an 85 percent on a Regents language exam, (2) Achieving a 65 percent or better on a Regents language exam and successfully completing an Elementary I or Elementary II level college language course, (3) successfully completing Elementary I level and Elementary II level college language courses in the same language, or (4) successfully completing an equivalent Fredonia language proficiency exam. The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral. Students are screened by the department chairperson before entering SCED 419.

Students are encouraged to participate in the activities of the Geology and Environmental Science Club.

The department awards scholarships for academic achievement each semester and annually presents the Roy Angus MacDiarmid Award to the department's outstanding graduating senior, the Paul D. Willette Scholarship to the outstanding junior, the Walther M. Barnard Geosciences Scholarship to the outstanding sophomore, and the Florence M. Eikenburg scholarship is awarded to outstanding sophomore or junior majors, with first preference going to female students. The Susan Mara Scholarship, The Mark D. and April Hoefner Orgren Scholarship, the Fahnestock Memorial Fund Scholarship, and Geoscience Alumni Scholarship are awarded by the faculty to students deserving of special recognition. In addition, the department awards the Spatial Studies Award to outstanding students pursuing studies in Geographic Information Systems (GIS) and related fields, the Gary and Eileen Lash Award to promote student growth in the area of field studies, and the Temporal Studies Award for students doing outstanding work in time-based studies of geological processes relevant to issues facing society. Scholarships are also available for costs associated with Field Geology (GEO 461) through the David and Carol Larson Field Camp endowment. In addition to scholarships offered within this department, students with environmental interests may also be eligible for the Making a Difference Scholarship (campus-wide) as well as multiple environmental-specific awards hosted by the Biology Department., including the Garlapow Memorial Scholarship (incoming students), the Herber and Marion

Mackie Scholarship, the Ken Mantai Scholarship Endowment, the Willard F. Stanley Memorial Fund, the Kourelis/Stavrids Award for Outdoor interests, the Kourelis/Stavrides Scholarship, and the Sons of Karen West Scholarship.

Laboratory credit: 1 credit hour of laboratory work includes three clock hours in the laboratory per week. Four (4)-credit hour courses in geosciences include 1 credit hour of laboratory work.

GEOLOGY - B.S. DEGREE (LICENSURE - QUALIFYING)

Department of Geology and Environmental Sciences
Office: 150 Houghton Hall
(716) 673-3303

Dr. Thomas Hegna, *Chairperson*
Email: earth@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Core Courses:

GEO 102	Freshman Seminar	1
GEO 165	Planet Earth	3
GEO 169	Planet Earth Lab	1
GEO 210	Earth History	3
GEO 211	Earth History Lab	1
GEO 312	Earth Materials I	4
GEO 330	Geomorphology	4
GEO 345	Paleontology	4
GEO 370	Structural Geology	4
GEO 400	Stratigraphy	4
GEO 412	Earth Materials II	4
GEO 459	Seminar in Geosciences	1
GEO 461	Field Geology	3
	One GEO or GIS 300/400 level elective course	3-4

Subtotal: 40-41

Supporting Courses:

MATH 120	Survey of Calculus I	3
MATH 121	Survey of Calculus II	3
	or	
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
	and	
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
	and	
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1
STAT	Statistics 200 level course or higher	3

Subtotal: 25-29

- This major cannot be combined with the Earth Science major or a Geology minor.
- If combined with a major in Adolescence Education: Earth Science, the upper-level electives required for the Geology major must be different from the upper-level elective used for Adolescence Education: Earth Science.
- If combined with a major in Environmental Sciences, the required upper-level electives cannot double count with Environmental Siences' upper-level electives.

Subtotal: 65-70

Total Credit Hours: 65-70

HEALTHCARE ADMINISTRATION - B.S. DEGREE

Office: 221 Science Center
(716) 673-3282
Dr. William D Brown, *Chairperson*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

This program is designed to prepare students to obtain entry-level positions in the area of healthcare administration by offering a strong foundation in the skills and knowledge necessary to navigate the ever-changing

landscape of healthcare systems and delivery. Graduates of this program will be able to understand and implement healthcare policy, analyze the financial and operational elements of a healthcare organization, lead others effectively and ethically, and understand the varying needs and expectations of the diverse segments of the populations receiving healthcare. Our curriculum offers latitude for students to learn about the health and social issues related to the healthcare setting in which they wish to find work, including long-term care, physician offices (e.g., pediatrics), mental health organizations, addiction clinics, etc.

MAJOR REQUIREMENTS

Lower-Level Foundation Courses:		
ACCT 201	Principles of Financial Accounting	3
BIOL 109	Biology, Health, and Medicine	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
MATH 120	Survey of Calculus I	3
PSY 129	Foundations of Psychology	3
SOC 116	Introductory Sociology	3
SOC 215	Introduction to Public Health	3
	Subtotal: 27	
Plus one statistics course selected from the following:		
BUAD 200	Fundamentals of Statistics for Business and Economics	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
PSY 200	Statistics for Psychology	3
SOC 200	Statistics in the Real World	3
STAT 200	Statistical Methods I	3
STAT 250	Statistics for Scientists	3
	Subtotal: 3	
Core Courses:		
HCA 115	Introduction to Healthcare	3
HCA 401	Healthcare Informatics	3
HCA 403	Leadership and Management in Healthcare	3
HCA 404	Healthcare Policy	3
HCA 405	Operational Analysis and Quality Improvement	3
HCA 490	Internship	1-15
BUAD 323	Organizational Behavior	3
BUAD 330	Human Resource Management	3
	Subtotal: 24	

Note: HCA 490 needs to be taken for at least 3 credits

Upper-Level Focus Courses:

Health Finance and Management Focus		
BUAD 319	Health Care Finance	3
BUAD 320	Managerial Finance	3
BUAD 333	Health Insurance	3
	Subtotal: 3	
Healthcare and Social Systems		
SOC 312	Plagues and Peoples	3
SOC 340	Medical Sociology	3
	Subtotal: 3	
The Individual in the Healthcare System		
COMM 303	Health Communication	3
PSY 349	Child Psychology	3
PSY 356	Psychological Disorders	3
PSY 379	Child Psychological Disorders	3
SOC 311	Sociology of Addiction	3
SOC 337	Sociology of Aging	3
SOC 345	Women, Health and Society	3
	Subtotal: 6	

Total Credit Hours: 63

History

Office: E368 Thompson Hall
(716) 673-3277
Dr. Mary Beth Sievens, *Chairperson*
Email: history.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/history

The Department of History offers a broad-based and worldwide curriculum, with an emphasis on developing critical thinking and writing skills. History majors study the complexities of the human experience, deepen their knowledge of their own society and its past, explore other cultures and societies, and prepare for life in a multi-cultural and international community. The History major also prepares the student for a variety of career opportunities in business and industry, including development planning, data analytics, and publishing. In addition, many History majors pursue careers in government, public policy, the law, higher education, journalism, librarianship, and public history. The Social Studies Adolescence Education major prepares students to teach social studies in middle school and high school.

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

Scholarships and Awards

Please visit FREDscholar for scholarship opportunities

HISTORY/SOCIAL STUDIES ADOLESCENCE EDUCATION DOUBLE MAJOR

In order to achieve a double major in History and Social Studies-Adolescence Education, the student must complete the History Capstone course, as well as 3-6 credit hours of HIST classes in consultation with an academic advisor.

Other Requirements

All majors must fulfill all testing and assessment requirements set by the Department of History. At present, these include gated assessment requirements. Grades must be C+ or better in all required courses in the Social Studies program. The Written Communication requirement within the Fredonia Foundations must be passed with a C or better.

HISTORY - B.A. DEGREE

Department of History
Office: E368 Thompson Hall
(716) 673-3277
Dr. Mary Beth Sievens,*Chairperson*
Email: history.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/history

MAJOR REQUIREMENTS

Forty-five (45) credit hours in history, at least 27 credit hours of which must be at the 300-level or above. Six (6) credit hours above the 100 level must be taken in courses that focus on the period prior to 1800. Ideally, students should complete HIST 100 (Decoding History) and HIST 201 (Doing History) before taking 300- or 400-level courses. All students must complete a Capstone Seminar (HIST 495). Students must earn at least a C- in all classes required for the major.

The program must include the following:

Methodologies:

HIST 100	Decoding History	3
HIST 201	Doing History	3
HIST 320	Applied History	3
HIST 495	Capstone Seminar	3
	Subtotal: 12	

NOTE:

- HIST 320: Students may also fulfill the Applied History requirement by taking a study abroad course, completing an internship (HIST 490), or completing SSED 430 and 431. Discuss these possibilities with your advisor.

Subtotal: 12

BREADTH OF KNOWLEDGE:

Four survey classes total, including ONE European, ONE American, and TWO Global as indicated below.

European History:

HIST 232	Survey of Pre-Modern European History	3
	or	
HIST 233	Survey of Modern European History	3
	Subtotal: 3	

American History:

HIST 222	Survey of Early U.S. History	3
	or	
HIST 223	Survey of Modern U.S. History	3
	Subtotal: 3	

Global History:

HIST 243	Pre-Modern Global History	3
	and	
	One (1) World Regional Civilization course	3
	Subtotal: 6	

NOTE:

- World Regional Civilization courses are numbered HIST 250 to HIST 288.

Subtotal: 12

DEPTH OF KNOWLEDGE:

Seven upper-level classes; two each in European, American, and Global in addition to one elective in any area. The majority of these courses should be taken after you have completed your Breadth of Knowledge coursework.

European History:

Two (2) 300-Level courses:

Students will have taken a survey focused on either Pre-Modern or Modern Europe. At least one of these 300-level courses should focus on a different time period. (For example, if the student took HIST 232, Survey of Pre-Modern European History, then at least one of their 300-level courses needs to focus on the Modern period.) Select your 300-level courses in consultation with your advisor.

Subtotal: 6

American History:

Two (2) 300-Level courses:

Students will have taken a survey focused on either Early or Modern U.S. history. At least one of these 300-level courses should focus on a different time period. (For

example, if the student took HIST 222, Survey of Early U.S. History, then at least one of their 300-level courses needs to focus on the Modern period.) Select your 300-level courses in consultation with your advisor.

Subtotal: 6

Global History:

Two (2) 300-Level courses

Subtotal: 6

Subtotal: 18

UPPER LEVEL ELECTIVE

	Any HIST course at the 300-level or above	3

Subtotal: 3

Total Credit Hours: 42

Requirements for Transfer Credit
Students transferring credit to Fredonia should normally expect no more than 21 credit hours earned elsewhere to apply to the major in History. As a rule, the department will not accept as equivalents of upper-level courses (above HIST 299) credits earned at two-year colleges. HIST 100, HIST 201, and the capstone requirement (HIST 495) must be completed at Fredonia.

INTERNATIONAL STUDIES - B.A. DEGREE

Politics and International Affairs
Office: E368 Thompson Hall
(716) 673-3277
Dr. Mary Beth Sievens, Chairperson
Email: history.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/international-studies

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: International Studies (p. 102)

Interdisciplinary Studies

For information on the undergraduate interdisciplinary study self-design program
Academic Advising Services
Office:2114 Fenton Hall
(716) 673-3188
Amy Marshall, *Director of Academic Advising Services*
Email: amy.marshall@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary

INTRODUCTION TO THE GRADUATE INTERDISCIPLINARY STUDIES PROGRAM

Office: 2114 Fenton Hall
Academic Advising Services
(716) 673-3188
Amy Marshall, Director of Academic Advising
Email: Interdisciplinary.studies@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary/about

Interdisciplinary Studies offers two degrees, the Master of Arts and the Master of Science. These individually created degree programs are designed specifically for highly motivated, self-directed students whose personal, education or career goals require programs that are not found within the traditional graduate boundaries of a single discipline. Students may select courses from any Fredonia post-baccalaureate program in whatever combination that helps them achieve their goals (obtain any necessary department permission with the help of faculty advisors). The degrees do not lead to Fredonia's recommendation for certification, so applicants who are pursuing teaching credentials are advised to investigate alternative certification opportunities.

Application Requirements/Guidelines:

- Students applying to the program must have earned their B.A. or B.S. and have a cumulative GPA of 3.0 in order to be eligible to apply for the INDS Master's program. Two letters of recommendation are required as part of the application. Applications will be approved by the administrator in charge of Interdisciplinary Studies.
- Students will submit, as part of their application, a formal proposal outlining their educational and career objectives, proposing coursework from two distinct disciplines. The proposal should include a paragraph explaining why these objectives cannot be met through existing post-baccalaureate programs at Fredonia, and how the interdisciplinary program will allow the student to meet the Graduate Goals and Learning Outcomes. A list of tentative courses should be included as part of the proposal, including a tentative description of the intended capstone (thesis, degree

project, comprehensive examination). The proposal may be amended as the student progresses through the program.

- With consultation from the INDS Coordinator, students will select two faculty members representing the primary disciplinary areas, who will sever as advisors and mentors for the student's work in the program.
- Students are free to choose courses in any modality, as offered, and recommended by their advisors.

Program Parameters:

- The INDS Master's program is a 30 credit hour program
- All INDS Master's programs will require a 600- level capstone experience [=thesis, degree project, or comprehensive examination) minimally 3 credit hours - (INDS 690-694 (or program-specific 600-level capstone number)]
- Students may include no more than 15 hours from any one disciplinary area
- Students may include no more than 6 hours of independent study exclusive of capstone (whether taken as INDS 590 Independent Study, or program-specific graduate independent study number)
- Students may include no more than 6 hours of experiential coursework exclusive of capstone, such as a graduate-level internship
- Students may apply no more than 9 hours of transfer credit (open SUNY or other accredited graduate programs)
- Students may apply no more than 6 hours of undergraduate coursework taken at the graduate level
- Students will keep an E-portfolio of their work in the program to be submitted as part of their capstone
- Students entering the INDS program are strongly encouraged to take advantage of graduate workshops (e.g., 'Library Research Skills for Graduate Students' or 'Introduction to Zotero') and asynchronous research skills/information literacy modules offered through Reed Library (note: these are non-credit experiences intended to develop students' graduate-level research skills)

INTRODUCTION TO THE UNDERGRADUATE INTERDISCIPLINARY STUDIES PROGRAM

Office: 2114 Fenton Hall
Academic Advising Services
(716) 673-3188

Amy Marshall, Director of Academic Advising

Email: Interdisciplinary.studies@fredonia.edu
Website: http://home.fredonia.edu/interdisciplinary

The Interdisciplinary Studies degree program provides students with the greatest possible flexibility in meeting their educational goals by offering the opportunity to participate in creative and individualized interdisciplinary majors and minors. Students in the Interdisciplinary Studies programs are committed to exploring innovative connections and emerging relationships drawn from the traditional disciplines and those developing areas of overlap and interface. These students are typically explorers and creative problem solvers, and many Interdisciplinary Studies students construct their own topics of study (for either major or minor) using analytical approaches and tools from several fields. The degree program constitutes a student’s major; the interdisciplinary minors may be taken by students majoring in any program offered by the university.

Students who opt for a truly individualized degree program must develop their own program under the guidance of two faculty members and with the approval of the Associate Provost for Curriculum, Assessment and Academic Support. Students should see the Associate Provost for the necessary forms and guidelines for submitting a formal individualized major proposal. The individualized degree program and the model major programs will lead to the degree of Bachelor of Arts or Bachelor of Science (B.A. or B.S.). Students interested in declaring an interdisciplinary minor should consult with the coordinator from the appropriate area. Minor programs and coordinators are listed on the chart. All minors must be formally declared through the Office of the Registrar.

Requirements for the Undergraduate Major in Interdisciplinary Studies Degree Program

- Students must meet with the director of Academic Advising to discuss and develop a program. Once completed, it should be submitted to the office of Curriculum, Assessment and Academic Support for approval.
- All students in this major program must complete the university’s requirements for the General Education Program and earn the number of credit hours required outside of the major.
- A maximum of 45 credit hours in any one discipline may count toward the 120 credit hours total required for the baccalaureate.
- The proposed major must constitute at least 36 credit hours of which no more than 15 credit hours may come from one discipline.
- At least 24 of those 36 credit hours must be at the 300-400 level.

- A minimum of 45 credit hours of 300-400 level courses must be included overall in the 120 hours required for graduation.

Requirements for the Undergraduate Minor in Interdisciplinary Studies

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

Undergraduate Interdisciplinary Studies Courses

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

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

INTERDISCIPLINARY STUDIES COORDINATORS

Students interested in the Interdisciplinary Studies minors should consult with the coordinator from the appropriate area or the Director of Curriculum and Special Programming.

Areas of Study:	**Coordinators:**
Multi-Ethnic Studies African American Studies Latinx Studies Native American Studies Women's and Gender Studies	Jeanette McVicker Ethnic & Gender Studies / English 241 Fenton Hall (716) 673-3861
Film Studies	Shannon McRae English 275 Fenton Hall (716) 673-3848
Leadership Studies	Dr. Angela McGowan-Kirsch 324 McEwen Hall (716) 673-3260

Museum Studies	Nancy Hagedorn History E312 Thompson Hall (716) 673-3878
Public Health	Randolph Hohle Sociocultural & Justice Sciences W395 Thompson Hall (716) 673-3606
Undergraduate INDS Self-Design	Jennifer Hildebrand 810 Maytum Hall (716) 673-4267

Director of Curriculum and Special Programming: Jennifer Hildebrand
(716) 673-4267
hildebra@fredonia.edu

Undeclared Freshman Seminars

Office:2114 Fenton Hall
(716) 673-3188
Amy Marshall, *Director of Academic Advising*
Email: advising@fredonia.edu
Website: https://www.fredonia.edu/academics/undeclared

As part of the Academic Exploration Program, entering first year students who are undeclared and exploring their academic options are enrolled in the Undeclared First Year Seminar. This course is taught by faculty and/or professional staff members and is designed to support students as they explore college majors, career options, campus resources, and their own interests, skills, values, and personality.

For more information on the Academic Exploration Program,
see https://www.fredonia.edu/academics/undeclared

Mathematical Sciences

Office: 150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut,*Chairperson*

Dr. Keary Howard, *Mathematics Education Coordinator*
Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

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

The Department of Mathematical Sciences offers four undergraduate program options within mathematics. The Mathematics (p. 106) major is recommended for those who plan to pursue graduate study in mathematics or seek general employment following graduation. Students who plan a mathematics-related career in business, industry, or science may wish to major in Applied Mathematics (p. 30). For students planning a career in teaching, the department offers one major: Mathematics Adolescence Education (p. 27), to prepare high school mathematics teachers (grades 7 through 12). This teacher preparation program leads to recommendation for Initial Certification in New York State.

The department offers a Mathematics 7-12 Master of Science in Education (p. 107) degree program to provide middle and high school mathematics teachers the opportunity to work towards Professional Certification. The department also offers minors in Mathematics, Applied Mathematics, Statistics, and Data Science, and, in collaboration with the Department of Physics, a degree program in Mathematics-Physics (p. 107). It also participates in the Cooperative Engineering program.

Upon recommendation of the faculty, qualified students are invited to join the Honors Program in Mathematics. The objectives of the program are to: (1) deepen a student's understanding and appreciation of mathematics; (2) provide the student with the opportunity to conduct research on a selected topic with guidance from a faculty member; and (3) enhance the student's preparation for graduate study in mathematics. The requirements for the program are as follows:

- MATH 390 (Introduction to Mathematical Research, 2 credit hours);
- a MATH or STAT course numbered 311 or higher, to be approved by the Honors Mathematics Committee chairperson, that is an elective, i.e. not used to fulfill other program requirements for the student; and
- MATH 490 (Honors Thesis, 3 credit hours).

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

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

Several scholarships are awarded annually to mathematics majors based on academic performance and faculty recommendations please visit FREDscholar for scholarship opportunities.

For further details about the programs in mathematics, contact the chairperson of the Department of Mathematical Sciences. Interested persons should also examine the programs offered in Computer and Information Sciences.

MATHEMATICS - B.S. DEGREE

Mathematics Department
Office:150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*

Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Mathematics (p. 106)

MATHEMATICS 7-12 - M.S.ED

Department of Mathematical Sciences
Office: 150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*

Dr. Keary Howard, *Mathematics Education Coordinator*

Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This program is no longer accepting applications as of 8/14/16****

Please view the prior program requirements here: Math 7-12 MSED (p. 107)

MATH MIDDLE CHILDHOOD SPECIALIST - B.S. DEGREE

Department of Mathematical Sciences
Office:150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*
Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematics-adolescence-education

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: Math Middle Childhood Specialist (p. 107)

MATHEMATICS-PHYSICS - B.S. DEGREE

Physics Department
Office:150 Houghton Hall
(716) 673-3301
Dr. Thomas Hegna, *Chairperson*
Email: Physics.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics-bs

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Math/Physics (p. 107)

Medical Laboratory Science

Department of Biology
Office: Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*
Susan Bettker, *Program Coordinator*
Email: susan.bettker@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/program/medical-laboratory-science

The Medical Laboratory Science program prepares students for careers in many high demand areas of science. Recent program graduates are employed as clinical diagnostic scientists in hospital, forensic, industrial and biotechnology laboratories; as clinical research scientists in biomedical research facilities; and as sales representatives for pharmaceutical, medical instrumentation and computer corporations. Students typically obtain jobs within their discipline by the time they graduate; in most cases, they have job offers several months prior to graduation.

The program is recommended for students wishing to prepare for careers as clinical diagnostic scientists in hospital, forensic, industrial and biotechnology laboratories, and as sales representatives for pharmaceutical, medical instrumentation and computer companies. The curriculum requires the student to study three years at Fredonia and one year in an accredited clinical hospital program. Contracted agreements with four hospitals allow internship placement for students who have successfully completed university requirements. To ensure that students are prepared for clinical work, and can be successful, continuation to the clinical year requires students to have a minimum 3.0 GPA, strong letters of recommendation and successful interviews. Students who do not continue to the clinical year may change their major and complete either a Biology or Molecular Genetics degree at Fredonia on the same timeline.

The clinical year consists of study in a hospital laboratory where students are supervised and instructed by medical laboratory scientists and physicians. After successful completion of the internship, students receive clinical certification from the hospital, 30 university credits, and the B.S. degree with a major in Medical Laboratory Science from Fredonia. Students are then eligible to take the Board of Registry exam given by the American Society of Clinical Pathologists. Passage of the exam results in national board certification. Graduates are also eligible for licensure through the N.Y.S. Education Department Office of the Professions. The only individuals able to work as Clinical Laboratory Technologists in N.Y.S. hospitals are those who have received a B.S. degree in Medical Laboratory Science or related field and have obtained N.Y.S. licensure.

The percentage of Fredonia Medical Laboratory Science students passing the Board of Registry Examination on the first attempt has been 100 percent over the past 10 years, compared to a national passage rate of only 83 percent. Under affiliation agreements entered into by the university, the training of students during the senior clinical internship takes place at the following hospitals under the supervision of clinical Program Directors:

Michele Harms, MS, M.L.S. (ASCP), Program Director, Medical Laboratory Science Program, UPMC Chautauqua WCA, Jamestown, N.Y., Courtesy Faculty, State University of New York at Fredonia.

Stephen Johnson, MS, MT (ASCP), Program Director, Medical Technology Program, St. Vincent's Hospital, Erie, P.A., Courtesy Faculty, State University of New York at Fredonia.

Elizabeth Karnisky, MIHA, MT (ASCP), Program Director, School of Clinical Laboratory Technology, Rochester General Hospital, Rochester, N.Y., Courtesy Faculty, State University of New York at Fredonia.

Diane Cianciminio-Bordelon, MS, CLS, BSMT (ASCP), Program Director, Medical Laboratory Science Program, Monmouth Medical Center, Monmotuh Medical Center, Courtesy Faculty, State University of New York at Fredonia.

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

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Transfer Credit
The Medical Laboratory Science program requires students to complete 34 credit hours of biology courses and 30 credit hours of medical technology courses. Students are expected to complete at least half of the biology courses at Fredonia. Additional credit hours transferred may be used as general electives toward graduation. As a rule, the department will not accept as equivalent for upper level courses, credit earned at two-year colleges.

MEDICAL LABORATORY SCIENCE - B.S. DEGREE

Department of Biology
Office: 221 Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*

Susan Bettker, *Program Coordinator*
Email: susan.bettker@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/program/medical-laboratory-science

Core Requirements:

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
BIOL 237	Genetics	3
BIOL 238	Genetics Laboratory	1
BIOL 245	Human Anatomy and Physiology I	4
BIOL 246	Human Anatomy and Physiology II	4
BIOL 256	Introduction to Clinical Science	1
BIOL 333	Biochemistry	3
BIOL 334	Biochemistry Laboratory	1
BIOL 338	Microbiology	4
BIOL 344	Parasitology	1
BIOL 431	Senior Seminar	1
BIOL 453	Basic Hematology	1
BIOL 461	Immunology and Serology	3
		Subtotal: 35

Required supporting course work:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1

CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
STAT 250	Statistics for Scientists	3
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
	and	
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
	and	
PHYS 231	University Physics II	4
PHYS 233	University Physics II Lab	1

Subtotal: 27-29

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

Clinical Internship

MLS 490	Clinical Internship	15
MLS 491	Clinical Internship	15

Subtotal: 30

Subtotal: 92-94

Total Credit Hours: 92-94

Clinical Internship Courses (MEDT 490 and MEDT 491)

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

- *Clinical Chemistry:* Lecture and laboratory sequence involving the study and detection of biochemical components in body fluids. Methodology, theory, disease states, and instrumentation are stressed.
- *Clinical Microbiology:* Lecture and laboratory rotation in which bacteria, fungi, parasites and viruses are studied, the emphasis being on bacteria. Biochemical, morphological and serological properties are emphasized.
- *Hematology/Coagulation*: Lecture and laboratory sequence concerned with the study of blood. Theory and techniques dealing with cellular components and coagulation mechanisms of normal and abnormal blood are major topics.
- *Immunohematology (Blood Bank):* Lecture and laboratory rotation dealing with the immunological properties of the blood, especially concerning the various blood groups and transfusion therapy. (Other theories and techniques of basic immunology may be included here or in another category.)
- *Urinalysis:* Lecture and laboratory presentation of normal and abnormal physical, chemical, and cellular properties of urine.

MOLECULAR GENETICS - B.S. DEGREE

Department of Biology
Office: 221 Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*
Dr. Scott B. Ferguson, *Program Coordinator*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology/molgen

Virtually all areas of the life sciences use molecular approaches to solve biological problems. Molecular Genetics majors will develop a strong background in genetics, cell biology, biochemistry, and developmental biology that allows students to address problems in medicine, physiology, agriculture, environmental science, industry, forensics and basic biology. Indeed, molecular genetics is playing a central role in virtually all aspects of modern biology from genes to ecosystems.

Fredonia's Bachelor of Science program in Molecular Genetics, the first of its kind in New York State, provides students with the necessary background, skills and training to enter the exciting areas of medicine, molecular biology, and biotechnology. Students enrolled in the program will gain experience in DNA cloning, RNA analysis, tissue culture, fluorescent microscopy, protein biochemistry, forensic DNA analysis, bioinformatics, gene editing, and DNA sequencing, which form the backbone of molecular genetics research. Graduates in Molecular Genetics are well prepared for medical school or graduate work in molecular biology, cell biology, biochemistry, and developmental biology, immunology, genetic counseling or forensic science as well direct employment as a research technician.

The first two years of the program consist of a core of courses taken by most students interested in the biological sciences. The program then allows students to specialize in genetics, development, cell biology, biochemistry, and/or physiology. Many of the upper-level lab courses engage students in a research project setting. This provides bona fide research opportunities to all students as well as comprehensive, hands-on experience with the techniques employed in modern biomedical research.

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

complete a capstone research project as the culmination of their undergraduate experience.

Summer Research Fellowships are sponsored in biology each summer. Each sophomore or junior awarded a prestigious fellowship will work on a specific project designed in collaboration with a faculty sponsor. The fellowships are supported by the Holmberg Foundation, Falcone Endowment, Dr. Robert Wettingfeld Endowment, Constantine Barker Memorial Endowment, Biology Endowment, and the Yunghans-Dieter Award. Each award provides the student with a generous stipend and a supplies budget. For more information, interested students should contact a faculty sponsor in the department.

Each student performs a capstone experience in their senior year. The experience can take the form of research, an internship, a study abroad experience, or course, and provides significant learning experiences in problem solving and written and oral communication. These capstone experiences are extremely important in helping the student prepare for entry into professional programs, graduate school or employment.

Requirements for Transfer Credit
The Molecular Genetics program requires students to complete 40 credit hours of biology core courses and elective courses chosen under advisement. Students are expected to complete at least half of the biology courses at Fredonia. Additional credit hours transferred may be used as general electives toward graduation. As a rule, the department will not accept as equivalent for upper level courses, credit earned at two-year colleges.

MAJOR REQUIREMENTS

Core Courses:

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
BIOL 237	Genetics	3
BIOL 238	Genetics Laboratory	1
BIOL 333	Biochemistry	3
BIOL 334	Biochemistry Laboratory	1
BIOL 338	Microbiology	4
BIOL 380	Cell and Molecular Biology	3
BIOL 381	Cell and Molecular Biology Lab	1
BIOL 435	Developmental Biology	3
BIOL 437	Molecular Genetics Laboratory	2
BIOL 243	Organismal Biology	3
	or	
BIOL 245	Human Anatomy and Physiology I	4
	or	
BIOL 330	Ecology	3
	or	
BIOL 336	Mammalian Physiology	3
	or	
BIOL 447	Evolution	3
	or	
BIOL 450	Modern Concepts in Biology	1-4
	Nine additional credit hours of biology electives at the 300-400 level	9
BIOL 491	Senior Capstone - Research	1-3
	or	
BIOL 492	Senior Capstone - Internship	1-3
	or	
BIOL 493	Senior Capstone - Course	3

Subtotal: 44-45

NOTE:

- BIOL 491 and BIOL 492 are variable, 1-3 credit hour courses. Students are to complete the course they are advised to enroll in for at least 3 credit hours to satisfy the degree requirement.
- Chemistry and mathematics courses should be completed by the end of the sophomore year, physics courses by the end of the junior year.
- The Molecular Genetics major is strongly advised to plan on at least one year of Undergraduate Research (BIOL 440-BIOL 441) in the area of molecular biology.
- BIOL 450 is variable, 1-4 credit hour course. Students are to complete the course they are advised to enroll in for at least 3 credit hours to satisfy the degree requirement.

Supporting Courses:

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
CHEM 215	Organic Chemistry Lecture I	3
CHEM 225	Organic Chemistry Laboratory I	1
CHEM 216	Organic Chemistry Lecture II	3
CHEM 226	Organic Chemistry Laboratory II	1
	or	
CHEM 230	Advanced Organic Laboratory	1
PHYS 121	College Physics I	3
PHYS 123	College Physics Lab I	1
PHYS 122	College Physics II	3
PHYS 124	College Physics II Lab	1
	or	
PHYS 230	University Physics I	4
PHYS 232	University Physics I Lab	1
PHYS 231	University Physics II	4

PHYS 233	University Physics II Lab	1
MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4
	or	
STAT 250	Statistics for Scientists	3
		Subtotal: 27-30

Subtotal: 71-75

Total Credit Hours: 71-75

MUSIC - B.A DEGREE

Department of Music Studies
Office: Mason Hall
(716) 673-3151
Nick Weiser, *Chair of Music Studies*
Email: nick.weiser@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/ba-music

The Bachelor of Arts in Music is conceived as a flexible program that guides the student toward broad learning and a wide range of professional applications. The School of Music has established four tracks of specialization. All tracks require 66 credit hours outside of Music.

MAJOR REQUIREMENTS

Musicianship Core:

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 125	Applied Music Lessons	2
MUS 126	Applied Music Lessons	2
MUS 200	Recital Seminar	0
MUS 225	Applied Music Lessons	2
MUS 226	Applied Music Lessons	2
	Four semesters of one-credit ensembles	4
		Subtotal: 45

NOTE:

- Students enrolled in the Jazz track complete:
  - MUS 265 in place of MUS 263
  - MUS 361 in place of MUS 222
  - MUS 362 in place of MUS 224
- MUS 118 waived for students whose principal instrument is piano.
- MUS 107 and MUS 108 are required of all freshmen oboe and bassoon majors.
- MUS 120 is required each semester of private applied lessons.

TRACK SPECIALIZATIONS (SELECT ONE)

- Limited to 21-27 credit hours, 9 of which will be outside of music.

GENERAL TRACK:

In this plan, the student is able to explore subjects in and beyond music while fully developing musicianship skills and accessing four years of lessons and performance study.

MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 300	Recital Seminar	0
MUS 325	Applied Music Lessons	2
MUS 326	Applied Music Lessons	2
MUS 400	Recital Seminar	0
MUS 425	Applied Music Lessons	2
MUS 426	Applied Music Lessons	2
	Additional ensembles (1-credit ensemble each semester of residency)	4
	Additional electives outside of music	9
	Senior/Graduation Recital	0
		Subtotal: 23

NOTE:

- MUS 217 and MUS 218 are waived for students whose principal instrument is piano.

Additional requirements if voice is principal instrument:

MUS 033	Opera Prod Practicum	.5
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
		Subtotal: 2.5

NOTE:

- MUS 033: one semester of participation is required during the freshman year.

- Voice students in the B.A. in Music-Applied degree program are encouraged to utilize foreign language offerings to partially complete the required 66 hours outside the major area.

JAZZ TRACK:

Jazz is no longer a stylistic idiom in and of itself. This program treats jazz as an arm of American culture, allowing the student to fully develop performance skills while exploring its context within the whole of our complex society.

MUS 300	Recital Seminar	0
MUS 325	Applied Music Lessons	2
MUS 326	Applied Music Lessons	2
MUS 400	Recital Seminar	0
MUS 425	Applied Music Lessons	2
MUS 426	Applied Music Lessons	2
MUED 291	Technology in Music I	2
MUS 233	Musics of the World	3
HIST 339	20th Century American Culture	3
ETHN 206	African American Studies	3
	Jazz-oriented ensembles	4
	Senior/Graduation Recital	0

Subtotal: 21

Electives by advisement, selected from:

MUS 334	Music of Latin America	3
MUS 267	African American Music	3
HIST 334	African American History Since 1877	3
MUSB 201	The Business of Music	3
MUSB 301	Music Copyrights	3
MUSB 320	Music Contracts	3
COMM 465	Intercultural Communication	3

Subtotal: 9

ENTREPRENEURSHIP TRACK:

This program will provide the student a core of musical studies while exploring the world of business, non-profit organizations, foundation and corporate grants, and personal enterprise.

MUS 272	Arts Advocacy and Leadership	3
MUS 363	Music Entrepreneurship I	3
	and	
MUS 364	Music Entrepreneurship II	3
MUS 492	Music Capstone Project	3
ECON 205	Principles of Microeconomics	3
ACCT 201	Principles of Financial Accounting	3

Subtotal: 15

NOTE:

- ECON 205 serves General Education - Social Sciences category and Critical Thinking & Analysis theme

Electives by advisement, selected from:

MUSB 201	The Business of Music	3
MUSB 301	Music Copyrights	3
MUSB 320	Music Contracts	3
COMM 102	Mass Media and Society	3
COMM 111	Web Design	1
COMM 222	Principles of Public Relations	3
COMM 244	Introduction to Social Media	3
ECON 210	Principles of Macroeconomics	3

Subtotal: 9

Subtotal: 24

MUSIC TECHNOLOGY TRACK:

As with many industries today, music and its related fields have been influenced by the advances of new technologies. This program builds a foundation of musical skills and the knowledge to apply them to current digital and technological trends.

SRT 105	Recording Techniques for Music	1
MUED 291	Technology in Music I	2
	and	
MUED 292	Technology in Music II	2
MUS 440	Composition for Electronic Media: Analog	3
	and	
MUS 441	Composition for Electronic Media: Digital	3
	or	
MUS 442	Digital Music Seminar: Digital Orchestration	3
	and	
MUS 443	Digital Music Seminar: Sound Design	3
PHYS 121	College Physics I	3
PHYS 311	Acoustics I	3
	Guided Specialization	6

Subtotal: 23

NOTE:

- Guided Specialization: Courses fulfilling the guided specialization must be chosen in consultation with the advisor based on the student's potential career interest and the nature of the anticipated Capstone Project. These courses may be in the School of Music or in other departments with supporting courses.

Capstone

MUS 492	Music Capstone Project	3

Subtotal: 3

HISTORY AND LITERATURE TRACK:

History and Literature considers how music works as expressive testimony of people and events. It prepares students for the resurgent field of cultural criticism, thinking and writing about music and art. Students venture deeply into the history of music and explore across the humanities.

Music History Seminars, chosen from:

MUS 453	The Baroque Period in Music	3
MUS 454	The Classical Period in Music	3
MUS 455	The Romantic Period in Music	3
MUS 456	The Modern Period in Music	3

Subtotal: 6

Music History Electives, by advisement:

Subtotal: 6

Supporting courses outside of music

selected by consultation with the advisor, in areas such as history, art theory and history, and English and world literature.

Subtotal: 6

Capstone

MUS 492	Music Capstone Project	3

Subtotal: 3

*NOTE: ***** A total of two courses among these 12 credits may be selected to also satisfy General Education requirements.*
Subtotal: 21

Statement on Ensembles:

No undergraduate student will be allowed to enroll in more than two 1-credit ensembles in a given semester. Undergraduate students enroll in up to four curricular ensembles (1-credit and ½-credit) in a semester. Any student may be asked to be in more than one 1-credit ensemble in a semester, but they cannot be required to do so. This does not pertain to the choral requirements for instrumental Music Education majors, as that is a requirement of the major.

Each undergraduate student pursuing the General BA track is required to audition for and enroll in a 1-credit ensemble each semester. See below for requirements for the other BA tracks.

If an undergraduate student is in residence at Fredonia in a fifth (or later) undergraduate year, the ensemble participation requirement remains in force if the student is taking private lessons.

All students required to enroll in a 1-credit ensemble will do so on the instrument correlating to the primary studio assignment unless specifically exempted by the administration of the School of Music.

Exemption from any ensemble policy requires agreement between the ensemble director(s) and the studio instructor, and may be appealed to the department chair.

Specific Degree Program Requirements

- Bachelor of Arts in Music – General: 8 semesters of 1-credit ensemble (8 credits total).
- Bachelor of Arts in Music – Jazz: 4 semesters of 1-credit ensembles, and 4-credits of jazz-orientated ensembles (8 credits total)
- Bachelor of Arts in Music – Music Technology, Entrepreneurship, History and Literature: 4 semesters of 1-credit ensembles (4 credits total)

MUSIC STUDIES - B.A DEGREE

Department of Music Studies
Office: Mason Hall
(716) 673-3151
Dr. Nick Weiser, *Chair of Music Studies*
Email: nick.weiser@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/school-music/music/ba-music

The Bachelor of Arts in Music Studies is structured as a flexible program that allows the student to meet their educational goals through a music curriculum centered in non-performance coursework that can be individualized (in consultation with an advisor). In addition to the required and elective Music coursework, students are required to take 66 credit hours outside of Music.

Music Studies will prepare students educationally for a wide variety of endeavors and career objectives. It provides a strong foundation for students wishing to pursue opportunities in songwriting, music production, arts administration, and artist management. This is an advantage of this program that has been built with flexibility in mind for our students. By removing the heavy focus on coursework in music performance, it allows them to follow a path that is specific to their career goals. It lays a solid foundation for continued, lifelong learning as they continue to explore opportunities throughout their lives. Moreover, this degree will also prepare students for graduate study in Ethnomusicology, Musicology, and Music Theory as well as other areas.

MAJOR REQUIREMENTS

Creativity Requirement

MUSC 410	Digital Music Seminar: Scoring for Video Games	3
MUSC 411	Digital Music Seminar:Scoring for Film and Video	3
MUSC 412	Digital Music Seminar: Digital Orchestration	3
MUSC 413	Digital Music Seminar: Sound Design	3
MUSC 420	Composition for Electronic Media I: Analog	3
MUSC 421	Composition for Electronic Media II: Digital	3
		Subtotal: 3

Music Core Electives

MUS 115	Music Appreciation	3
MUS 103	Keyboard Fundamentals I	2
	or	
MUS 117	Piano Class, Elementary	1
MUS 118	Piano Class, Elementary	2
MUS 120	Concert Attendance	0
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
	Six (6) credit hours of Approved Social Work Electives	6
		Subtotal: 22-23

NOTE:

- MUS 120 is required each semester.

Major Electives

30 Credits Required

Students may select from a broad variety of MUS courses (excluding private lessons), MUED, MUSC, MUTY, and SRT courses. Excludes any course taken to meet core requirements. Between classes selected as Core Music Electives and Major Electives, twenty-four credits must be at the upper level (300/400).

Subtotal: 30

Subtotal: 55-56

MUSIC COMPOSITION - MUS.B. DEGREE

Department of Music Studies
Office:Mason Hall
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Dr. James Davis, *Chair of Music Studies*
Dr. Rob Deemer, *Program Coordinator*
Email: james.davis@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/program/music-composition

The program explores artistic concepts and pragmatic tools that are necessary to explore career paths in music composition.

MAJOR REQUIREMENTS

Musicianship Core

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 117	Piano Class, Elementary	1
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 105	Applied Music Major	1
MUS 106	Applied Music Major	1
		Subtotal: 36

NOTE:

- MUS 125 and MUS 126 (instead of MUS 105 and MUS 106 for students approved to take the Extended Applied Lessons;
- MUS 117 & 118: waived for students whose principal instrument is piano;
- MUS 120: each semester of private applied lessons (4 for general composition, 8 for extended lessons)

Composition Core:

MUSC 100	Composition Forum	0
MUSC 100	Composition Forum	0
MUSC 200	Composition Forum	0
MUSC 200	Composition Forum	0
MUSC 300	Composition Forum	0
MUSC 300	Composition Forum	0
MUSC 400	Composition Forum	0
MUSC 400	Composition Forum	0
MUSC 101	Beginning Composition I	2
MUSC 102	Beginning Composition II	2
MUSC 125	Composition Lessons	2

MUSC 126	Composition Lessons	2
MUSC 201	Songwriting	3
MUSC 225	Composition Lessons	2
MUSC 226	Composition Lessons	2
MUSC 325	Composition Lessons	2
MUSC 326	Composition Lessons	2
MUSC 425	Composition Lessons	2
MUSC 426	Composition Lessons	2
MUSC 301	Instrumentation	2
MUSC 302	Orchestration	2
MUSC 310	Composition Lab: Music Notation	1
MUSC 311	Composition Lab: Advanced Techniques	1
MUSC 312	Composition Lab: Styles & Genres I	1
MUSC 313	Composition Lab: Repertoire & Analysis I	1
MUSC 314	Composition Lab: Styles and Genres II	1
MUSC 315	Composition Lab: Repertoire and Analysis II	1
MUSC 401	Choral Scoring & Arranging	2
MUS 272	Arts Advocacy and Leadership	3
MUS 363	Music Entrepreneurship I	3
MUS 403	Counterpoint	3
MUSC 420	Composition for Electronic Media I: Analog	3
MUSC 421	Composition for Electronic Media II: Digital	3
	Composition Recital	0

Two of the following

MUSC 410	Digital Music Seminar: Scoring for Video Games	3
MUSC 411	Digital Music Seminar:Scoring for Film and Video	3
MUSC 412	Digital Music Seminar: Digital Orchestration	3
MUSC 413	Digital Music Seminar: Sound Design	3
MUSC 420	Composition for Electronic Media I: Analog	3
MUSC 421	Composition for Electronic Media II: Digital	3

Subtotal: 50

Applied Lessons/Ensembles:

Composition majors have a minimum requirement of 30-minute applied lessons on their primary instrument for four semesters. They may choose to apply to take eight semesters of hour-long applied lessons (see Extended Applied Lessons below) and give an instrumental or voice recital (with studio instructor permission):

MUS 200	Recital Seminar	0
MUS 205	Applied Music Major	1
MUS 206	Applied Music Major	1
	Ensembles, by advisement (including 1 choral ens.) 5 crs.	5

Subtotal: 7

EXTENDED APPLIED LESSONS

Students may choose to take four years of hour-long applied lessons and give an instrumental or voice recital (with studio instructor permission). This should be done no later than the end of the first year or study.

MUS 225	Applied Music Lessons	2
MUS 226	Applied Music Lessons	2
MUS 325	Applied Music Lessons	2
MUS 326	Applied Music Lessons	2
MUS 425	Applied Music Lessons	2
MUS 426	Applied Music Lessons	2
MUS 200	Recital Seminar	0
MUS 200	Recital Seminar	0
MUS 300	Recital Seminar	0
MUS 300	Recital Seminar	0
MUS 400	Recital Seminar	0
MUS 400	Recital Seminar	0
	Ensembles, by advisement	8
	Senior/Graduation Recital	0

Subtotal: 20

NOTE:

Students who take Extended Applied Lessons will not be required to take the following courses: MUSC 201, MUS 403, MUSC 410, MUSC 411, MUSC 412, MUSC 413. They will be required to take either MUSC 420 or MUSC 421, but not both. In addition, instrumental majors will not be required to take 2 semesters of choral ensembles as they will already be required to take ensembles every semester on their instrument.

ADDITIONAL/DIFFERENT REQUIREMENTS IF OBOE OR BASSOON IS THE PRINCIPAL INSTRUMENT:

MUS 107	Double Reed Class I	.5
MUS 108	Double Reed Class II	.5
MUS 205	Applied Music Major	1
MUS 206	Applied Music Major	1
MUS 200	Recital Seminar	0
	Ensembles, by advisement	4

Subtotal: 7.0

ADDITIONAL/DIFFERENT REQUIREMENTS IF VOICE IS PRINCIPAL INSTRUMENT

MUS 033	Opera Prod Practicum	.5
MUS 137	Diction for Singers-English	.5

MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUS 205	Applied Music Major	1
MUS 206	Applied Music Major	1
MUS 200	Recital Seminar	0
	Ensembles, by advisement	4
		Subtotal: 8.5

Note:

- MUS 033 Opera Production Practicum one semester is required during the first year

Subtotal: 8.5

ADDITIONAL/DIFFERENT REQUIREMENTS IF PIANO IS PRINCIPAL INSTRUMENT

MUS 201	Collaborative Piano Skills and Repertoire I	2
MUS 202	Collaborative Piano Skills and Repertoire II	2
		Subtotal: 4

CREDIT HOURS TOTALS

- Applied Lessons, not oboe, bassoon, or voice: 99 credit hours
- Applied Lessons, oboe, or bassoon: 99 credit hours
- Applied Lessons, voice: 97.5 credit hours
- Extended Applied Lessons, not oboe, bassoon, voice or piano: 97 credit hours
- Extended Applied Lessons, oboe or bassoon: 98 credit hours
- Extended Applied Lessons, voice: 99 credit hours
- Extended Applied Lessons, piano: 98 credit hours

Total Credit Hours: 97-99

Statement on Ensembles:

No undergraduate student will be allowed to enroll in more than two 1-credit ensembles in a given semester. Undergraduate students enroll in up to four curricular ensembles (1-credit and ½-credit) in a semester. Any student may be asked to be in more than one 1-credit ensemble in a semester, but they cannot be required to do so. This does not pertain to the choral requirements for instrumental Music Education majors, as that is a requirement of the major.

Each undergraduate student pursuing the MusB-Composition degree program is required to audition for and enroll in a 1-credit ensemble each semester.

All students required to enroll in a 1-credit ensemble will do so on the instrument correlating to the primary studio assignment unless specifically exempted by the administration of the School of Music.

Exemption from any ensemble policy requires agreement between the ensemble director(s) and the studio instructor, and may be appealed to the department chair.

MUSIC EDUCATION - MUS. B. DEGREE

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For the major in Music Education (Bachelor of Music degree; certification to teach music in the public schools):

The Music Education degree program provides the means for students to acquire and demonstrate the required competencies for certification to teach music in the elementary and secondary schools. The New York State Education Department also requires students to pass tests of professional knowledge (the Educating All Students test – EAS), the Content Specialty Test (CST) in music, fingerprinting, practicum hours including 15 hours focused on understanding the needs of students with disabilities, practicum in a high needs school setting, and workshops designated for all applicants for the Initial Certificate to teach music.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MAJOR REQUIREMENTS

Musicianship Core:

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2

MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 125	Applied Music Lessons	2
MUS 126	Applied Music Lessons	2

Subtotal: 37

NOTE:

- MUS 118: waived for students whose principal instrument is piano;
- MUS 120: each semester of private applied lessons;
- MUS 107 and MUS 108 are required of all freshmen oboe and bassoon majors.
- Each student must declare a General Choral or Instrumental concentration as designated by the Music Education Handbook.

Plus the following:

MUS 200	Recital Seminar	0
MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 225	Applied Music Lessons	2
MUS 226	Applied Music Lessons	2
MUS 232	Conducting II	2
MUS 300	Recital Seminar	0
MUS 325	Applied Music Lessons	2
MUS 326	Applied Music Lessons	2
MUED 150	Introduction to Public School Music	0
MUED 250	Foundations of Music Education I	2
MUED 251	Psychology and Sociology in Music Education	3
MUED 252	Child Abuse/Neglect Reporting	0
MUED 253	Alcohol, Tobacco, and Drug Abuse Identification	0
MUED 255	Foundations I Practicum - Elementary	0
MUED 256	Foundations II Practicum - Middle School	0
MUED 291	Technology in Music I	2
MUED 300	Foundations in Music Education III	3
MUED 303	Literacy Instruction Workshop	0
MUED 355	Foundations III Practicum - Secondary	0
MUED 356	Methods Practicum	0
MUED 400	Professional Semester	12
MUTY 240	Music for Children with Disabilities	1
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
	Senior/Graduation Recital	0

Subtotal: 13

NOTE:

- One (1) MUED 255/MUED 256 practicum must be in a high needs school;
- MUED 255 must be in an elementary general music class setting.

Subtotal: 50

GENERAL CHORAL CONCENTRATION REQUIREMENTS

For Non-Piano/Non-Voice Students:

MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUS 317	Piano Class	1
MUED 203	Intermediate Voice Class	1.5
MUED 204	Advanced Voice Class	1.5
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 301	General Music in Elementary School	2
MUED 302	General Music in Secondary School	2
MUED 391	Elementary School Choral Rehearsal Techniques	3
MUED 392	Secondary School Choral Rehearsal Techniques	3
	Ensembles, by advisement	1-7

Subtotal: 19-25

NOTE:

- Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments;
- One (1) credit hour ensemble each semester of residence, four (4) of which must be choral ensembles.

For Keyboard Students:

MUS 113	Voice Class	1
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUED 203	Intermediate Voice Class	1.5
MUED 204	Advanced Voice Class	1.5
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 301	General Music in Elementary School	2
MUED 302	General Music in Secondary School	2
MUED 391	Elementary School Choral Rehearsal Techniques	3

MUED 392	Secondary School Choral Rehearsal Techniques	3
	Ensembles, by advisement	1-7

Subtotal: 19-25

NOTE:

- Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments;
- One-(1)-credit hour ensemble each semester of residency including piano ensemble and a minimum of four (4) semesters in choral ensembles.

For Voice Students:

MUS 033	Opera Prod Practicum	.5
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUS 317	Piano Class	1
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 301	General Music in Elementary School	2
MUED 302	General Music in Secondary School	2
MUED 391	Elementary School Choral Rehearsal Techniques	3
MUED 392	Secondary School Choral Rehearsal Techniques	3
	Ensembles, by advisement	1-7

Subtotal: 6.5-12.5

NOTE:

- MUS 033: one (1) semester in Freshman year;
- Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments;
- One (1) credit choral ensemble, each semester of residency.

INSTRUMENTAL CONCENTRATION REQUIREMENTS

Secondary Instrument Courses:

MUED 160	Vernacular Music Making and Learning	1
MUED 161	Beginning Trumpet	1
MUED 162	Beginning Trombone	1
MUED 163	Beginning French Horn	1
MUED 164	Beginning Tuba/Euphonium	1
MUED 171	Beginning Clarinet	1
MUED 172	Beginning Flute	1
MUED 173	Beginning Oboe	1
MUED 174	Beginning Bassoon	1
MUED 175	Beginning Saxophone	1
MUED 185	Beginning Violin/Viola	1
MUED 186	Beginning Cello	1
MUED 187	Beginning String Bass	1
MUED 221	Percussion Class	2
MUED 222	Advanced Percussion	1
MUED 260	Brass Pedagogy	1
MUED 261	Advanced Trumpet	1
MUED 262	Advanced Trombone	1
MUED 263	Advanced French Horn	1
MUED 264	Advanced Tuba/Euphonium	1
MUED 271	Advanced Clarinet	2
MUED 272	Advanced Flute	2
MUED 273	Advanced Oboe	2
MUED 274	Advanced Bassoon	2
MUED 275	Advanced Saxophone	2
MUED 285	Advanced Violin/Viola	2
MUED 286	Advanced Cello/String Bass	2
	Ensembles, by advisement	4-10

Subtotal: 12-18

NOTE:

- As designated by the Music Education Handbook;
- Successful completion of competency examinations on specified secondary instruments;
- Music Education electives by advisement;
- One (1) credit hour ensemble using principal instrument each semester, plus two (2) semesters in a one (1) credit choral ensemble, plus at least one (1) semester of instrumental chamber music.

For Instrumental Applied Students:

MUS 113	Voice Class	1
MUED 301	General Music in Elementary School	2
	or	
MUED 302	General Music in Secondary School	2
MUED 304	Instrumental Music in Elementary School	2
MUED 305	Instrumental Music in Secondary School	2
MUED 393	Elementary School Instrumental Rehearsal Techniques	2
MUED 394	Secondary School Instrumental Rehearsal Techniques	2

Subtotal: 11

For Keyboard or Voice Students (this option only by permission of the Area Chair for Music Education):

MUS 315	Secondary Applied Study	1
MUS 316	Secondary Applied Study	1
MUED 301	General Music in Elementary School	2
	or	
MUED 302	General Music in Secondary School	2

MUED 304	Instrumental Music in Elementary School	2
MUED 305	Instrumental Music in Secondary School	2
MUED 393	Elementary School Instrumental Rehearsal Techniques	2
MUED 394	Secondary School Instrumental Rehearsal Techniques	2

Subtotal: 12

NOTE:

- MUS 316: additional permission required

Successful completion of competency examinations on specified secondary instruments. Music Education electives by advisement. One (1) credit ensemble each semester of residency. Minimum of four must be 1-credit instrument ensembles and two must be 1-credit choral ensembles. A minimum of two semesters of Secondary Applied MUS 315- MUS 316 or other approved private study on an orchestral instrument (woodwind, brass, string, or percussion).

Students who can demonstrate the competencies and any additional requirements associated with any course will be excused from taking the course. However, since there is no upper limit in skill development, it is recommended that students use the time thus saved to complete a like amount of advanced course work from the area(s) in question. Students are encouraged to elect as much additional course work as possible in their concentration, in music education, or in performance, theory, history and literature in consultation with their academic advisor and/or the Music Education Area Head.

Students must complete at least 120 total credit hours of course work in order to meet the minimum university requirements for the awarding of a degree.

Professional Standing is the recognition that students have successfully completed all requirements to enter the Educator Preparation Program. At the end of sophomore year, each student will submit a formal application for Professional Standing and must demonstrate the following:

1. 3.0 overall GPA (no MUED classes with a grade lower than C);
2. Music Theory completed MUS 222 and MUS 224 with no grade lower than a C-;
3. MUED 150, MUED 250, and MUED 251 completed;
4. Two practica completed;
5. Secondary Instrument Competencies:
    - vocal - MUS 218 and MUED 204
    - instrumental - four playing classes, two proficiencies, MUS 113 and MUS 218
6. MUS 231 and MUS 232.

Any student not meeting all standards will be denied acceptance into Professional Standing and will not be admitted into Music Education Educator Preparation courses. Music Education courses may be retaken only once.

Foreign Language Requirement

Candidates in all education programs are required to demonstrate competence in a foreign language. Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) differs from the certification requirement and must be satisfied for degree conferral.

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Beginning in the Fall 2013 semester, the training required under the Dignity for All Students Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU 303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

Statement on Ensembles

- No undergraduate student will be allowed to enroll in more than two 1-credit ensembles in a given semester. Undergraduate students enroll in up to four curricular ensembles (1-credit and ½-credit) in a semester. Any student may be asked to be in more than one 1-credit ensemble in a semester, but they cannot be required to do so. This does not pertain to the choral requirements for instrumental Music Education majors, as that is a requirement of the major.
- All students required to enroll in a 1-credit ensemble will do so on the instrument of the primary studio assignment. Graduate students taking private lessons may be involved in ensembles as advised by their graduate advisor in consultation with their private instructor.
- General Choral Concentration (and the principal instrument is voice): 7 semesters of 1-credit choral ensembles (7 credits total)

- General Choral Concentration (and the principal instrument is piano): 3 semesters of Piano Ensemble and 4 semesters of 1-credit choral ensembles (7 total)
- General Choral Concentration (and the principal instrument is neither voice nor piano): 4 semesters of 1-credit choral ensembles and 3 semesters of elected 1-credit and or ½-credit ensembles (7 credits total)
- Instrumental Concentration: 7 semesters of 1-credit instrumental ensemble, 2 semesters of 1-credit choral ensembles and 1 semester of ½-credit chamber music ensemble (9.5 credits total)

Student Teaching

(Student teaching and assorted special seminar classes held irregularly during student teaching.) The student must have:

1. An overall 3.00 GPA;
2. An average of 2.5 in all MUED required courses and no less than a grade of C in any single MUED course;
3. A 2.0 average in MUS required courses, with no grade less than D+;
4. Satisfactorily completed all stated prerequisite competencies for performance, musicianship, and music education (Most competencies must be completed prior to student teaching either through course completion or special examination, except as noted in the Music Education Handbook. Some will be determined during student teaching).
5. Satisfactorily completed four required practica (MUED 255, MUED 256, MUED 355, MUED 356);
6. The recommendation of the Music Education professional staff, based on contact with the student in the Foundations in Music Education sequence of courses and the Methods Course sequence MUED 150, MUED 250, MUED 251, MUED 300, MUED 301, MUED 302, MUED 304, MUED 305, MUED 391, MUED 392, MUED 393, MUED 394. Criteria are (1) dispositions toward teaching music including realism and accuracy in understanding the profession; (2) commitment, responsibility, and dedication to professional growth (i.e. "professionalism"); (3) ability to function under pressure, personal stability; (4) communication with professor(s) and peers, suitability of social adjustment and relations.
7. Demonstrated professional dispositions as specified by the Music Education Handbook and the College of Education;
8. Completed and submitted student teaching application and personal data forms by the announced due dates.

Other Activities during the Professional Semester (Capstone experience)

Because of the time involved and the importance of student teaching in the preparation of a teacher:

1. Students may not participate in any university courses or formal (School of Music sponsored) extracurricular activities during the professional semester;
2. Students may not perform recitals, opera roles, concerto or ensembles during the professional semester;
3. Students are urged to avoid other regular obligations, such as jobs, during the professional semester; student teachers often must stay after school for rehearsals and return evenings for rehearsals and concerts.

Subtotal: 35-41

Music Education Multi-Award MusB/MM

The Music Education MusB/MM program enables candidates to earn two separate degrees, the Bachelor of Music - Music Education and the Master of Music - Music Education, within as few as five years. Combined, these two music education degrees fulfill the academic requirements for New York Initial and Professional Certificates in Music Education. Candidates for this program attain admission to the Music Education Bachelor of Music degree program. Upon successful admission to Professional Standing and prior to beginning the student teaching semester, candidates in good standing may apply for the Music Education MusB/MM Program. Undergraduates accepted in the Music Education MusB/MM Program may begin graduate work during the senior year and complete the remaining requirements for the Master's degree in as few as two semesters and one summer.

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

MUSIC EDUCATION - MUS.B. DEGREE

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(716) 673-3151
Dr. Christian Bernhard, *Chair of Music Education and Music Therapy*
Email: Christian.Bernhard@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/music-education

For the major in Music Education (Bachelor of Music degree; certification to teach music in the public schools):

The Music Education degree program provides the means for students to acquire and demonstrate the required competencies for certification to teach music in the elementary and secondary schools. The New York State Education Department also requires students to pass tests of professional knowledge (the Teacher Performance Assessment - edTPA portfolio, the Educating All Students test – EAS), the Content Specialty Test (CST) in music, fingerprinting, practicum hours including 15 hours focused on understanding the needs of students with disabilities, practicum in a high needs school setting, and workshops designated for all applicants for the Initial Certificate to teach music.

MAJOR REQUIREMENTS

Musicianship Core:

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 125	Applied Music Lessons	2
MUS 126	Applied Music Lessons	2

Subtotal: 37

NOTE:

- MUS 118: waived for students whose principal instrument is piano;
- MUS 120: each semester of private applied lessons;
- Each student must declare a General Choral or Instrumental concentration as designated by the Music Education Handbook.

Plus the following:

MUS 200	Recital Seminar	0
MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 225	Applied Music Lessons	2
MUS 226	Applied Music Lessons	2
MUS 232	Conducting II	2
MUS 300	Recital Seminar	0
MUS 325	Applied Music Lessons	2
MUS 326	Applied Music Lessons	2
MUED 150	Introduction to Public School Music	0
MUED 250	Foundations of Music Education I	2
MUED 251	Psychology and Sociology in Music Education	3
MUED 252	Child Abuse/Neglect Reporting	0
MUED 253	Alcohol, Tobacco, and Drug Abuse Identification	0
MUED 255	Foundations I Practicum - Elementary	0
MUED 256	Foundations II Practicum - Middle School	0
MUED 291	Technology in Music I	2
MUED 300	Foundations in Music Education III	3
MUED 303	Literacy Instruction Workshop	0
MUED 355	Foundations III Practicum - Secondary	0
MUED 356	Methods Practicum	0
MUED 400	Professional Semester	12
MUTY 240	Music for Children with Disabilities	1
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
	Senior/Graduation Recital	0

Subtotal: 13

NOTE:

- One (1) MUED 255/MUED 256 practicum must be in a high needs school;
- MUED 255 must be in an elementary general music class setting.

Subtotal: 50

GENERAL CHORAL CONCENTRATION REQUIREMENTS

For Voice Students:

MUS 033	Opera Prod Practicum	.5
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUS 317	Piano Class	1
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 301	General Music in Elementary School	2
MUED 302	General Music in Secondary School	2
MUED 391	Elementary School Choral Rehearsal Techniques	3
MUED 392	Secondary School Choral Rehearsal Techniques	3

	Ensembles, by advisement	1-7

Subtotal: 6.5-12.5

NOTE:

- MUS 033: one (1) semester in Freshman year;
- Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments;
- One(1) credit choral ensembles, each semester of residency.

For Non-Piano/Non-Voice Students:

MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUS 317	Piano Class	1
MUED 203	Intermediate Voice Class	1.5
MUED 204	Advanced Voice Class	1.5
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 301	General Music in Elementary School	2
MUED 302	General Music in Secondary School	2
MUED 391	Elementary School Choral Rehearsal Techniques	3
MUED 392	Secondary School Choral Rehearsal Techniques	3
	Ensembles, by advisement	1-7

Subtotal: 19-25

NOTE:

- Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments;
- One (1) credit hour ensemble each semester of residence, four (4) of which must be choral ensembles.

For Keyboard Students:

MUS 113	Voice Class	1
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUED 203	Intermediate Voice Class	1.5
MUED 204	Advanced Voice Class	1.5
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 301	General Music in Elementary School	2
MUED 302	General Music in Secondary School	2
MUED 391	Elementary School Choral Rehearsal Techniques	3
MUED 392	Secondary School Choral Rehearsal Techniques	3
	Ensembles, by advisement	1-7

Subtotal: 19-25

NOTE:

- Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments;
- One-(1)-credit hour ensemble each semester of residency including piano ensemble and a minimum of four (4) semesters in choral ensembles.

INSTRUMENTAL CONCENTRATION REQUIREMENTS

Secondary Instrument Courses:

MUED 160	Vernacular Music Making and Learning	1
MUED 161	Beginning Trumpet	1
MUED 162	Beginning Trombone	1
MUED 163	Beginning French Horn	1
MUED 164	Beginning Tuba/Euphonium	1
MUED 171	Beginning Clarinet	1
MUED 172	Beginning Flute	1
MUED 173	Beginning Oboe	1
MUED 174	Beginning Bassoon	1
MUED 175	Beginning Saxophone	1
MUED 185	Beginning Violin/Viola	1
MUED 186	Beginning Cello	1
MUED 187	Beginning String Bass	1
MUED 221	Percussion Class	2
MUED 222	Advanced Percussion	1
MUED 260	Brass Pedagogy	1
MUED 261	Advanced Trumpet	1
MUED 262	Advanced Trombone	1
MUED 263	Advanced French Horn	1
MUED 264	Advanced Tuba/Euphonium	1
MUED 271	Advanced Clarinet	2
MUED 272	Advanced Flute	2
MUED 273	Advanced Oboe	2
MUED 274	Advanced Bassoon	2
MUED 275	Advanced Saxophone	2
MUED 285	Advanced Violin/Viola	2
MUED 286	Advanced Cello/String Bass	2
	Ensembles, by advisement	4-10

Subtotal: 8

NOTE:

- As designated by the Music Education Handbook;
- Successful completion of competency examinations on specified secondary instruments;
- Music Education electives by advisement;
- One (1) credit hour ensemble using principal instrument each semester, plus two (2) semesters in a one (1) credit choral ensemble, plus at least one (1) semester of instrumental chamber music.

For Instrumental Applied Students:

MUS 113	Voice Class	1
MUED 301	General Music in Elementary School	2
	or	
MUED 302	General Music in Secondary School	2
MUED 304	Instrumental Music in Elementary School	2
MUED 305	Instrumental Music in Secondary School	2
MUED 393	Elementary School Instrumental Rehearsal Techniques	2
MUED 394	Secondary School Instrumental Rehearsal Techniques	2
	Subtotal:	**11**

For Keyboard or Voice Students (this option only by permission of the Area Head for Music Education):

MUS 315	Secondary Applied Study	1
MUS 316	Secondary Applied Study	1
MUED 301	General Music in Elementary School	2
	or	
MUED 302	General Music in Secondary School	2
MUED 304	Instrumental Music in Elementary School	2
MUED 305	Instrumental Music in Secondary School	2
MUED 393	Elementary School Instrumental Rehearsal Techniques	2
MUED 394	Secondary School Instrumental Rehearsal Techniques	2
	Subtotal:	**12**

NOTE:

- MUS 316: additional permission required

Successful completion of competency examinations on specified secondary instruments. Music Education electives by advisement. One (1) credit ensemble each semester of residency. Minimum of four must be 1-credit instrument ensembles and two must be 1-credit choral ensembles. A minimum of two semesters of Secondary Applied MUS 315- MUS 316 or other approved private study on an orchestral instrument (woodwind, brass, string, or percussion).

Students who can demonstrate the competencies and any additional requirements associated with any course will be excused from taking the course. However, since there is no upper limit in skill development, it is recommended that students use the time thus saved to complete a like amount of advanced course work from the area(s) in question. Students are encouraged to elect as much additional course work as possible in their concentration, in music education, or in performance, theory, history and literature in consultation with their academic advisor and/or the Music Education Area Head.

Students must complete at least 120 total credit hours of course work in order to meet the minimum university requirements for the awarding of a degree.

Professional Standing is the recognition that students have successfully completed all requirements to enter the Educator Preparation Program. At the end of sophomore year, each student will submit a formal application for Professional Standing and must demonstrate the following:

1. 3.0 overall GPA (no MUE class with a grade lower than C);
2. Music Theory completed MUS 222 and MUS 224 with no grade lower than a C-;
3. MUED 150, MUED 250, and MUED 251 completed;
4. Two practica completed;
5. Secondary Instrument Competencies:
    - vocal - MUS 218 and MUED 204
    - instrumental - four playing classes, two proficiencies, MUS 113 and MUS 218
6. MUS 231 and MUS 232.

Any student not meeting all standards will be denied acceptance into Professional Standing and will not be admitted into Music Education Educator Preparation courses. Music Education courses may be retaken only once.

Foreign Language Requirement

Candidates in all education programs are required to demonstrate competence in a foreign language. Proficiency requirement met by the following:

- Fredonia Placement Exam determination of Fredonia Foundations courses 100 and 110 in the same World Language or course 110 (or higher) in World Language.
- Proficiency may also be fulfilled by qualifying AP, IB, CLEP Exam scores or transferred courses of Elem I and Elem II of same language, as verified by Registrar's Office.

The General Education foreign language requirement (p. 570) differs from the certification requirement and must be satisfied for degree conferral.

As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Beginning in the Fall 2013 semester, the training required under the Dignity for All Students Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU

303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

Upon successful admission to Professional Standing and prior to beginning the student teaching semester, candidates in good standing may apply for the Music Education MusB/MM Program. Candidates must have:

1. An overall 3.00 GPA.
2. An average of 3.00 GPA in all MUED courses and no less than a grade of C in any single MUED course.
3. A 2.0 average in MUS required courses, with no grade less than D+
4. Completed the MUS 325 or equivalent jury earning no less than a grade of C.
5. Submitted two Recommendation Letters attesting to the candidate's quality of performance and ability to engage in graduate-level work.
6. Record of acceptable demonstration of the ten Interstate New Teacher Assessment and Support Consortium (INTASC) dispositions.
7. Completed and submitted the Music Education MusB/MM Program application by the announced deadline.

Candidates accepted in the Music Education MusB/MM Program may begin graduate work during the senior year by advisement. After successfully completing the Bachelor's Degree in Music Education, candidates are required to:

1. Attain their Initial Music Teacher certification online at http://www.highered.nysed.gov/tcert/teach/. It is the candidate's responsibility to apply for the appropriate New York State certificate.
2. Complete the GRE Revised General Test and submit scores to Fredonia. The ETS institution code for Fredonia is 2539.

Candidates may complete the remaining requirements for the Master's degree in Music - Music Education in as few as two semesters and one summer.

Student Teaching

(Student teaching and assorted special seminar classes held irregularly during student teaching.) The student must have:

1. An overall 3.00 GPA;
2. An average of 2.5 in all MUED required courses and no less than a grade of C in any single MUED course;
3. A 2.0 average in MUS required courses, with no grade less than D+;
4. Satisfactorily completed all stated prerequisite competencies for performance, musicianship, and music education (Most competencies must be completed prior to student teaching either through course completion or special examination, except as noted in the Music Education Handbook. Some will be determined during student teaching).
5. Satisfactorily completed four required practica (MUED 255, MUED 256, MUED 355, MUED 356);
6. The recommendation of the Music Education professional staff, based on contact with the student in the Foundations in Music Education sequence of courses and the Methods Course sequence MUED 150, MUED 250, MUED 251, MUED 300, MUED 301, MUED 302, MUED 304, MUED 305, MUED 391, MUED 392, MUED 393, MUED 394. Criteria are (1) dispositions toward teaching music including realism and accuracy in understanding the profession; (2) commitment, responsibility, and dedication to professional growth (i.e. "professionalism"); (3) ability to function under pressure, personal stability; (4) communication with professor(s) and peers, suitability of social adjustment and relations.
7. Demonstrated professional dispositions as specified by the Music Education Handbook and the College of Education;
8. Completed and submitted student teaching application and personal data forms by the announced due dates.

Other Activities during the Professional Semester (Capstone experience)

Because of the time involved and the importance of student teaching in the preparation of a teacher:

1. Students may not participate in any university courses or formal (School of Music sponsored) extracurricular activities during the professional semester;
2. Students may not perform recitals, opera roles, concerto or ensembles during the professional semester;
3. Students are urged to avoid other regular obligations, such as jobs, during the professional semester; student teachers often must stay after school for rehearsals and return evenings for rehearsals and concerts.

Subtotal: 31

MUSIC EDUCATION - M.M. DEGREE

Department of Music Education and Music Therapy
Office:Mason Hall
(716) 673-3151
Dr. Christian Bernhard, *Chair of Music Education and Music Therapy*
Email: Christian.Bernhard@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/music-education

Requirements for Admission to Program without Deficiencies:

- Undergraduate studies equivalent to the Bachelor of Music Education degree offered at Fredonia;
- Completion of a baccalaureate degree in Music at an accredited four-year institution with a minimum of 3.0 GPA preferred;
- Prior (undergraduate) GPA of 3.0 or above;
- Initial certification to teach music in the public schools of New York State or equivalent preparation;
- Reported scores on the GRE with a minimum combined Quantitative Reasoning and Verbal Reasoning score of 272 and submission of a GRE Analytical Writing score;
- Applicants who do not meet these requirements may be admitted conditionally by permission of the Director of the School of Music and with the approval of the Associate Provost for Graduate Studies;
- A performance audition is not necessary; however, students in the Music Education degree program who desire to do a Performance Recital Final Project must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.

The School of Music offers two tracks in the Master of Music - Music Education, the Final Project Program and the In-Service Program. Each track consists of core curriculum required for all Master of Music degrees and additional requirements as accredited by the National Association of Schools of Music (NASM).

Final Project Program

This 30-credit program leads to one of three Final Project options: Thesis/Final Project, Composition/Arrangement, or Performance Recital. Prior approval must be obtained from the performance faculty or Music Education committee for students wishing to exercise this option. (For the Performance Recital option, the applicant must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.) The program is designed to prepare a student for further graduate study and/or to refine a specific area of interest or competence.

General Requirements

1. At least 12 credit hours for the overall program should be in music education and music education-related course work;
2. At least 9 credit hours for the overall program should be in course work dealing with music theory, history, literature, analysis, or performance;
3. At least 15 credit hours of the overall program should be in course work at the 600 level;
4. MUED 695 Thesis/Final Project.

In-Service Program

The 36-credit In-Service program provides a greater range of courses than the often more specialized concentration of the Final Project program. In recognition of the individual differences among teachers, their teaching positions, and thus of their particular needs, this program allows maximum flexibility with a broad, yet balanced selection of choices.

General Requirements

1. At least 15 credit hours of the overall program should be in music education and music education related course work.
2. At least 12 credit hours of the overall program should be in course work dealing with music theory, history, literature, analysis, or performance.
3. At least 18 credit hours of the overall program should be in course work at the 600 level.

SPECIFIC REQUIREMENTS

Required courses for all Master of Music - Music Education

MUS 521	Music Bibliography	3
MUS 624	Analytic Techniques	3
MUED 619	Foundations of Music Education I	3
MUED 620	Foundations of Music Education II	3
MUED 621	Music Education Foundation III	3
	9 credit hours of elective course work, by advisement	9

Subtotal: 24

NOTE:

- *Individualized selections of course work in theory, history, literature, performance and special studies MUS 590 or MUED 590 and MUED 591. Course work outside of music may be acceptable, subject to the establishing of a clear relationship to the candidate's professional goals. Short "workshops" MUED 555/MUED 565 can be applied only in this category. For those approved for the performance recital option, electives will include MUS 605 as 2 of the elective credits, and MUED 695 will include one semester of studio lessons.
- As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Beginning in the Fall 2013 semester, the training required under the

Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU 303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

MUSIC EDUCATION K-12 - M.M. DEGREE

Department of Music Education and Music Therapy
Office:Mason Hall
(716) 673-3151
Dr. Christian Bernhard, *Chair of Music Education and Music Therapy*
Email: Christian.Bernhard@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/music-education

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

Requirements for Admission to Program without Deficiencies:

- Undergraduate studies equivalent to the Bachelor of Music Education degree offered at Fredonia;
- Completion of a baccalaureate degree in Music at an accredited four-year institution with a minimum of 3.0 GPA preferred;
- Prior (undergraduate) GPA of 3.0 or above;
- Initial certification to teach music in the public schools of New York State or equivalent preparation;
- Applicants who do not meet these requirements may be admitted conditionally by permission of the Director of the School of Music and with the approval of the Associate Provost for Graduate Studies;
- A performance audition is not necessary; however, students in the Music Education degree program who desire to do a Performance Recital Final Project must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.

The School of Music offers two tracks in the Master of Music - Music Education, the Final Project Program and the In-Service Program. Each track consists of core curriculum required for all Master of Music degrees and additional requirements as accredited by the National Association of Schools of Music (NASM).

Final Project Program

This 30-credit program leads to one of three Final Project options: Thesis/Final Project, Composition/Arrangement, or Performance Recital. Prior approval must be obtained from the performance faculty or Music Education committee for students wishing to exercise this option. (For the Performance Recital option, the applicant must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.) The program is designed to prepare a student for further graduate study and/or to refine a specific area of interest or competence.

General Requirements

1. At least 12 credit hours for the overall program should be in music education and music education-related course work;
2. At least 9 credit hours for the overall program should be in course work dealing with music theory, history, literature, analysis, or performance;
3. At least 15 credit hours of the overall program should be in course work at the 600 level;
4. MUED 695 Thesis/Final Project.

In-Service Program

The 36-credit In-Service program provides a greater range of courses than the often more specialized concentration of the Final Project program. In recognition of the individual differences among teachers, their teaching positions, and thus of their particular needs, this program allows maximum flexibility with a broad, yet balanced selection of choices.

General Requirements

1. At least 15 credit hours of the overall program should be in music education and music education related course work.
2. At least 12 credit hours of the overall program should be in course work dealing with music theory, history, literature, analysis, or performance.
3. At least 18 credit hours of the overall program should be in course work at the 600 level.

SPECIFIC REQUIREMENTS

Required courses for all Master of Music - Music Education

MUS 521	Music Bibliography	3
MUS 624	Analytic Techniques	3
MUED 619	Foundations of Music Education I	3
MUED 620	Foundations of Music Education II	3
MUED 621	Music Education Foundation III	3

	9 credit hours of elective course work, by advisement	9

Subtotal: 24

NOTE:

- *Individualized selections of course work in theory, history, literature, performance and special studies MUS 590 or MUED 590 and MUED 591. Course work outside of music may be acceptable, subject to the establishing of a clear relationship to the candidate's professional goals. Short "workshops" MUED 555/MUED 565 can be applied only in this category. For those approved for the performance recital option, electives will include MUS 605 as 2 of the electives, and MUED 695 will include one semester of hour lessons on the student's major applied instrument.
- As of December 31, 2013, candidates in all education programs are required to complete training under the Dignity for All Students Act (DASA). Beginning in the Fall 2013 semester, the training required under the Dignity for All Student Act (DASA) will be included in EDU 303 at Fredonia. Undergraduate candidates planning to graduate after Fall 2013 who have already completed EDU 303 on campus or taken a workshop as a substitution for EDU 303 must also complete the EDU DASA workshop prior to graduation.

MUSIC EDUCATION STUDIES - M.M. DEGREE

Department of Music Education and Music Therapy
Office:Mason Hall
(716) 673-3151
Dr. Christian Bernhard, *Chair of Music Education and Music Therapy*
Email: Christian.Bernhard@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/music-education

The Master of Music in Music Education Studies program is intended for students who seek a graduate degree in Music Education but who do not intend to teach in public K-12 schools in the state of New York. The program leads to a Master's degree but does not lead to New York State teacher certification. It is ideal for out-of-state and international students.

REQUIREMENTS FOR ADMISSION TO PROGRAM WITHOUT DEFICIENCIES:

- Undergraduate studies equivalent to the Bachelor of Music Education degree offered at Fredonia.
- Completion of a baccalaureate degree in Music at an accredited four-year institution with a minimum GPA of 3.0.
- Applicants who do not meet these requirements may be admitted conditionally by permission of the Director of the School of Music and with the approval of the Associate Provost for Graduate Studies.
- A performance audition and acceptance by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program are required only for those students in the Music Education Studies degree program who desire to complete a performance recital.

The School of Music offers two tracks in the Music Education Studies Master of Music: the Final Project Program and the Educational Expertise Program. Each track consists of core curriculum required for all Master of Music degrees and additional requirements as accredited by the National Association of Schools of Music (NASM).

Final Project Program
This 30-credit program leads to one of three Final Project options: Thesis/Final Project, Composition/Arrangement, or Performance Recital. Prior approval must be obtained from the performance faculty or Music Education committee for students wishing to exercise this option. (For the Performance Recital option, the applicant must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.) The program is designed to prepare a student for further graduate study and/or to refine a specific area of interest or competence.

General Requirements

1. At least 12 credit hours for the overall program should be in music education and music education-related course work;
2. At least 9 credit hours for the overall program should be in course work dealing with music theory, history, literature, analysis, or performance;
3. At least 15 credit hours of the overall program should be in course work at the 600 level;
4. MUED 695 Thesis/Final Project.

Educational Expertise Program
The 36-credit Educational Expertise program provides a greater range of courses than the often more specialized concentration of the Final Project program. In recognition of the individual differences among teachers, their teaching positions, and thus of their particular needs, this program allows maximum flexibility with a broad, yet balanced selection of choices.

General Requirements

1. At least 15 credit hours for the overall program should be in music education and music education-related course work;
2. At least 12 credit hours for the overall program should be in course work dealing with music theory, history, literature, analysis, or performance;

3. At least 18 credit hours of the overall program should be in course work at the 600 level.

NOTE:

- Candidates seeking the Professional Certification for Music teaching in New York State should apply for the Music Education Master of Music degree.

SPECIFIC REQUIREMENTS

Required courses for all Music Education Studies Master of Music tracks:		
MUS 521	Music Bibliography	3
MUS 624	Analytic Techniques	3
MUED 619	Foundations of Music Education I	3
MUED 620	Foundations of Music Education II	3
MUED 621	Music Education Foundation III	3
	3 credit hours of Music Education or Music Education-related course work, by advisement (MUED)	3
	3 credit hours of music theory, history, literature, performance	3
	9 credit hours of elective course work, by advisement	9
	Subtotal: 30	

NOTE:

*****Individualized selections of course work in theory, history, literature, performance and special studies MUS 590 or MUED 590 and MUED 591. Course work outside of music may be acceptable, subject to the establishing of a clear relationship to the candidate's professional goals. Short "workshops" MUED 555/MUED 565 can be applied only in this category. For those approved for the performance recital option, electives will include MUS 605 as 2 of the elective credits, and MUED 695 will include once semester of hour lessons on the student's major applied instrument.
Subtotal: 30

MUSIC INDUSTRY - B.S. DEGREE

Music Industry is housed within the School of Business
Office: E336 Thompson Hall
(716) 673-4959
Dr. Julie Fitzpatrick, *Chairperson*
Email: julie.fitzpatrick@fredonia.edu
Dr. Kerry Fischer, *Program Coordinator*
Email: kerry.fischer@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/applied-professional-studies/music-industry

The Music Industry major is for students interested in a comprehensive exploration of the various facets of the music industry including: contracts, publishing (copyrights, dissemination of the intellectual property licensing, music books, exploitation of catalog), the record business (recording, artist management, licensing, record distribution), tour management, self-employment business basics, marketing, business and legal affairs, public relations, promotion, sales and distribution, merchandising, and artist relations and ethics in the music industry.

MAJOR REQUIREMENTS

Supporting Courses:		
COMM 102	Mass Media and Society	3
CSIT 107	Web Programming I	3
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
	or	
BUAD 200	Fundamentals of Statistics for Business and Economics	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
ENGL 100	Craft of Writing	3
	Subtotal: 27	

Core Courses:		
	MUS 021-048 Special Ensemble	0.5
	MUS 021-048 Special Ensemble	0.5
MUSB 100	Pathway to Success	3
MUS 101	Beginning Music Theory I	3
MUS 104	Applied Music Class for Non-Music Majors	1
MUS 115	Music Appreciation	3
MUSB 101	Music Industry Career Foundations	3
MUSB 201	The Business of Music	3
MUSB 230	History of the Music Industry	3
MUSB 301	Music Copyrights	3
MUSB 304	Business of the Beatles	3
MUSB 320	Music Contracts	3
MUSB 351	Digital Marketing for Music Industry	3
MUSB 420	Student Record Label	3
MUSB 425	Music Marketing and Promotion	3
MUSB 435	Contemporary Issues in Music and the Marketplace	3
MUSB 465	Music Industry Internship	1-15
MUSB 470	Concert Touring and Sound	3
MUS 233	Musics of the World	3
	Subtotal: 51	

NOTE:

- MUS 104 must be taken twice for a total of 2 credit hours (credit hours are included in the total above).

- MUSB 465 is a variable 1-15 credit hour course; students must successfully complete the course with a minimum of 3 credit hours to satisfy the degree requirements.

Electives:

	Music Industry Upper Level Electives by Advisement	6

Subtotal: 6

Subtotal: 84

Total Credit Hours: 84

MUSIC PERFORMANCE - MUS.B. DEGREE

Department of Applied Music Performance
Office: 2160 Mason Hall
(716) 673-3151
Dr. Andrew Seigel, *Chair of Applied Music Performance*
Email: andrew.seigel@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/school-music/music/undergrad

Through a study of solo, chamber and large ensemble literature, this program emphasizes the development of skills for a potential career as a performer.

MAJOR REQUIREMENTS:

Musicianship Core

The musicianship core is the set of required studies common to all music degree programs (Bachelor of Arts in Music, Bachelor of Science in Music Therapy, Bachelor of Science in Music with an emphasis in Sound Recording Technology, all programs of the Bachelor of Music).

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 125	Applied Music Lessons	2
MUS 126	Applied Music Lessons	2

Subtotal: 37

NOTE:

- MUS 118: waived for students whose principal instrument is piano;
- MUS 120: each semester of private applied lessons;
- MUS 107 and MUS 108 are required of all freshmen oboe and bassoon majors.

Plus the following:

MUS 200	Recital Seminar	0
MUS 245	Applied Music Performance Lessons	3
MUS 246	Applied Music Performance Lessons	3
MUS 300	Recital Seminar	0
MUS 345	Applied Music Performance Lessons	3
MUS 346	Applied Music Performance Lessons	3
MUS 400	Recital Seminar	0
MUS 445	Applied Performance Lessons	3
MUS 446	Applied Music Performance Lessons	3
MUS 347	Junior Recital	1
MUS 397	The Musician's Toolkit	3
MUS 447	Senior Recital	1
	Ensembles, by advisement	11
	Junior Recital	0
	Senior/Graduation Recital	0

Subtotal: 34

NOTE:

- Ensembles: 1-credit hour ensemble using principal instrument each semester of residency/six (6) participations in .5 credit hour ensembles.

Each student is admitted to the program on a principal performing instrument, with additional requirements as follows:

Percussion

MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 355	Pedagogy Practicum	0
MUS 356	Pedagogy Practicum	0
	Music History elective	3
	Music Theory elective	3

Subtotal: 8

Piano

MUS 201	Collaborative Piano Skills and Repertoire I	2
MUS 202	Collaborative Piano Skills and Repertoire II	2
MUS 340	Piano Pedagogy I	3
MUS 420	Piano Literature I	3
MUS 421	Piano Literature II	3
MUS 355	Pedagogy Practicum	0
MUS 356	Pedagogy Practicum	0
MUS 415	Piano Class for Keyboard Majors	1
MUS 416	Piano Class for Keyboard Majors	1

Subtotal: 15

String Instruments

MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 355	Pedagogy Practicum	0
MUS 356	Pedagogy Practicum	0
	Electives in music theory, musicology, string literature or chamber music literature	6
		Subtotal: 8

Voice

MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
MUS 213	Opera Seminar I	1
MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 313	Opera Seminar II	1
MUS 317	Piano Class	1
MUS 318	Piano Class	1
MUS 344	Vocal Pedagogy	3
MUS 349	Vocal Pedagogy Practicum	1
MUS 417	Piano Class for Non-Keyboard Majors	1
MUS 418	Vocal Accompaniment for Non-Keyboard Majors	1
	Music Theory elective	3
	Music History or Literature elective	3
		Subtotal: 20

NOTE:

- MUS 417-MUS 418: may be replaced by one semester of accompanying work under the supervision of the MUS 418 Class Piano Instructor.
- Recommended: four semesters of German, French, Italian or Spanish by advisement.
- Voice performance majors are required to enroll for a minimum of four semesters of MUS 033 Opera Production Practicum as part of the ensemble requirements. The required freshman year participation in Practicum may count as one of the required semesters.

Wind Instruments

MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 355	Pedagogy Practicum	0
MUS 356	Pedagogy Practicum	0
	Music Theory elective	3
	Music History elective	3
		Subtotal: 8

Oboe or Bassoon

MUS 107	Double Reed Class I	.5
MUS 108	Double Reed Class II	.5
		Subtotal: 1

Total Credit Hours: 71-91

Statement on Ensembles:

No undergraduate student will be allowed to enroll in more than two 1-credit ensembles in a given semester. Undergraduate students enroll in up to four curricular ensembles (1-credit and ½-credit) in a semester. Any student may be asked to be in more than one 1-credit ensemble in a semester, but they cannot be required to do so.

Each undergraduate student pursuing the MusB-Performance degree program is required to audition for and enroll in a 1-credit ensemble each semester.

If an undergraduate student is in residence at Fredonia in a fifth (or later) undergraduate year, the ensemble participation requirement remains in force if the student is taking private lessons.

All students required to enroll in a 1-credit ensemble will do so on the instrument correlating to the primary studio assignment unless specifically exempted by the administration of the School of Music.

Exemption from any ensemble policy requires agreement between the ensemble director(s) and the studio instructor, and may be appealed to the Chair of Applied Music Performance.

- Specific Degree Program Requirements for the MusB-Performance degree:
- Instrumental Concentration: 8 semesters of 1-credit ensemble (8 credits) plus 3 credits earned in ½-credit ensembles (at least 2 credits of which will be in chamber ensembles (11 credits total)
- Voice Concentration: 8 semesters of 1-credit ensemble (8 credits) plus 3 credits earned in ½-credit ensembles (at least 2 credits of which will be in Opera Practicum (11 credits total)

MUSIC PERFORMANCE - M.M. DEGREE

Department of Applied Music Performance
Office: 2160 Mason Hall
(716) 673-4631
Dr. Andrew Seigel, *Chair of Applied Music Performance*
Email: andrew.seigel@fredonia.edu
Website: https://www.fredonia.edu/academics/graduate-studies/all-graduate-programs

Requirements for Admission to Program without Deficiencies:

Completion of a baccalaureate degree in Music at an accredited four-year institution with a minimum of 3.0 GPA preferred. Applicants who do not meet these requirements may be admitted conditionally by permission of the Director of the School of Music and with the approval of the Office of Graduate Studies.

Must audition for and be accepted by the appropriate applied music faculty.

A student working toward a Master of Music in Performance must select one of the four performance tracks: 1) Instrumental, 2) Voice, 3) Conducting, or 4) Collaborative Piano. Each track consists of core curriculum required for all Master of Music degrees and additional requirements as accredited by the National Association of Schools of Music (NASM).

At least 15 credit hours of the overall program should be at the 600 level.

MAJOR REQUIREMENTS:

Core Curriculum

MUS 521	Music Bibliography	3
MUS 592	Graduate Performance Major	3
MUS 593	Graduate Performance Major	3
MUS 624	Analytic Techniques	3
MUS 692	Graduate Performance Major	3
MUS 693	Graduate Performance Major	3
	Comprehensive Oral Examination	0
	Graduate Recital	0
	Subtotal: 18	

PERFORMANCE TRACK REQUIREMENTS

Conducting

All courses by advisement.

	Music Theory and History	9
	Electives in supporting areas	3
	Subtotal: 12	

Instrumental (orchestral instruments, guitar, piano)

All courses by advisement.

	Music Theory and History	9
	Electives in supporting areas	3
	Subtotal: 12	

Collaborative Piano

MUS 522	Style and Techniques of Song Literature	3
MUS 523	Sonata Duo and Chamber Ensemble Seminar	3
MUS 524	Techniques of Opera Coaching	3
MUS 516	Collaborative Piano Performance Seminar	1
MUS 516	Collaborative Piano Performance Seminar	1
MUS 615	Graduate Diction for Singers	3
MUS 616	Collaborative Piano Performance Seminar	1
MUS 616	Collaborative Piano Performance Seminar	1
By advisement:		
	Music Theory and History	6
	Subtotal: 22	

Voice

MUS 615	Graduate Diction for Singers	3
By advisement:		
	Music Theory or History	3
	Electives	8
MUS 596	Graduate Vocal Coaching I	1
MUS 597	Graduate Vocal Coaching II	1
MUS 696	Graduate Vocal Coaching III	1
MUS 697	Graduate Vocal Coaching IV	1
	Subtotal: 18	

NOTE:

- Electives: students will elect Plan A or Plan B with approval of the School of Music graduate advisor
  - Plan A: minimum of 8 credit hours of elective courses within the School of Music in theory, history and literature, opera workshop and ensembles, and performance-related courses.
  - Plan B: minimum of 2 credit hours of elective courses within the School of Music and minimum of 6 credit hours outside the major or department. Electives may include courses of special interest such as, but not limited to, opera craft, stage direction, language, literature, and vocal pedagogy/speech pathology with approval of graduate music advisor.
- Vocal majors will participate in two public performances.

Total Credit Hours: 30-40

MUSIC COMPOSITION - M.M. DEGREE

Department of Music Studies
Office: 3151 Mason Hall
(716) 673-3151
Nick Weiser, *Chair of Music Studies*
Dr. Robert Deemer, *Program Coordinator*
Email: james.davis@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/grad

****This program is no longer accepting applications as**

of 8/14/26**

Please view the prior program requirements here: Music Composition MM (p. 131)

MUSIC THERAPY - B.S. DEGREE

Department of Music Education and Music Therapy
Office:Mason Hall
(716) 673-3151
Dr. Christian Bernhard, *Chair of Music Education and Music Therapy*
Dr. Heeyoun Cho, *Program Coordinator*
Email: christian.bernhard@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/music-therapy

The Bachelor of Science in Music Therapy Program is designed to provide the academic, clinical and professional preparation necessary for an entry- level career in music therapy nationwide. Upon completion of all degree requirements, students are eligible to sit for the Board Certification Exam of the Certification Board for Music Therapists (CBMT). Upon successfully passing the exam, candidates are designated Music Therapist-Board Certified (MT-BC), and may also join the American Music Therapy Association as professional members.

The program is designed as direct preparation for the Master of Music degree in Music Therapy. The completion of the master's degree fulfills the educational requirement for the New York State License in Creative Arts Therapy.

Music Therapy majors must achieve a minimum grade of B- in all courses designated with the prefix MUTY.

MAJOR REQUIREMENTS

Musicianship Core

The musicianship core is the set of required studies common to all music degree programs (Bachelor of Arts in Music, Bachelor of Science in Music Therapy, Bachelor of Science in Music with an emphasis in Sound Recording Technology, all programs of the Bachelor of Music).

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 105	Applied Music Major	1
MUS 106	Applied Music Major	1
	Subtotal: 35	

NOTE:

- MUS 125 and MUS 126 (instead of MUS 105 and MUS 106) for Bachelor of Music degree in Music Education and Bachelor of Music degree in Performance;
- MUS 118: waived for students whose principal instrument is piano;
- MUS 120: each semester of private applied lessons;
- MUS 107 and MUS 108 are required of all freshmen oboe and bassoon majors.

Plus the following:

MUS 042	African Drumming Ensemble	.5
	Ensembles (additional)	3.5
MUS 113	Voice Class	1
MUS 217	Piano Class, Intermediate	1
MUS 218	Piano Class, Intermediate	1
MUS 317	Piano Class	1
MUS 318	Piano Class Successful completion of Piano Proficiency Examination	1
MUS 109	Harp Class, Elementary or	1
MUS 119	Free Improvisation	1
MUED 210	Guitar Class	1
MUED 211	Guitar Class	1
MUED 291	Technology in Music I	2
MUS 200	Recital Seminar	0
MUS 205	Applied Music Major	1
MUS 206	Applied Music Major	1
PHED 127	Yoga or	2
MUS 370	Rhythm, Pitch, and Gesture	3
MUTY 112	Music Therapy Clinical Observation and Seminar	1
MUTY 115	Introduction to Music Therapy	2
MUTY 116	Orientation to Clinical Practice	2
MUTY 211	Clinical Placement and Seminar I	1
MUTY 212	Clinical Placement and Seminar II	1
MUTY 215	Music Therapy Repertoire	2
MUTY 314	Impact of Music on Health & Behavior	2
MUTY 311	Clinical Placement and Seminar III	1
MUTY 312	Clinical Placement and Seminar IV	1
MUTY 315	Methods of Music Therapy	2

MUTY 316	Principles of Music Therapy	2
MUTY 411	Clinical Placement and Seminar V	1
MUTY 416	Music Therapy Internship Seminar	1
MUTY 450	Internship in Music Therapy	2
PSY 129	Foundations of Psychology	3
PSY 200	Statistics for Psychology	3
PSY XXX	Developmental Psychology Course	3
PSY 351	Physiological Psychology	3
	or	
PSY 361	Cognitive Neuroscience	3
PSY 356	Psychological Disorders	3
PSY 447	Introduction to Counseling	3
	Subtotal: 64-65	

NOTE:

- MUS 113 waived if voice is principal instrument;
- MUS 217 - MUS 218, MUS 317 waived if piano is principal instrument;
- MUS 318 music therapy section;
- PSY 289 or other developmental psychology course with advisory approval;
- PSY 200 may be substituted with an elective psychology course, as advised;
- Recommended ensemble experiences: 1-credit large ensemble with principal instrument; choral experience for non-vocalists;
- MUS 370 may substitute for yoga.

For Piano Majors:

MUS 415	Piano Class for Keyboard Majors	1
	Subtotal: 1	

For Vocal Majors:

MUS 033	Opera Prod Practicum	.5
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 139	Diction for Singers-German	.5
MUS 140	Diction for Singers-French	.5
	Subtotal: 2.5	

Total Credit Hours: 98-101.5

Statement on Ensembles:

No undergraduate student will be allowed to enroll in more than two 1-credit ensembles in a given semester. Undergraduate students enroll in up to four curricular ensembles (1-credit and ½-credit) in a semester. Any student may be asked to be in more than one 1-credit ensemble in a semester, but they cannot be required to do so. This does not pertain to the choral requirements for instrumental Music Education majors, as that is a requirement of the major.

Each undergraduate student pursuing a Bachelor of Science degree program in the School of Music is required to enroll in a 1-credit or ½-credit ensemble during the semesters of private applied study.

All students required to enroll in a 1-credit ensemble will do so on the instrument correlating to the primary studio assignment unless specifically exempted by the administration of the School of Music.

Exemption from any ensemble policy requires agreement between the ensemble director(s) and the studio instructor, and may be appealed to the department chair.

MUSIC THERAPY - M.M. DEGREE

Department of Music Education and Music Therapy
Office:Mason Hall
(716) 673-3157
Dr. Christian Bernhard, *Chair of Music Education and Music Therapy*
Dr. Heeyoun Cho, *Program Coordinator*
Email: christian.bernhard@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/grad

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Music Therapy MM (p. 133)

MUSICAL THEATRE - B.F.A DEGREE

Department of Theatre and Dance
Office: 212 Rockefeller Arts Center
(716) 673-3596
Dr. Rob Deemer,*Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

MAJOR REQUIREMENTS

Core courses:

DANC 111	Contemporary Technique I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 114	Tap Dance I	2
	or	
DANC 214	Tap Dance II	2
DANC 213	Jazz Dance II	2
MUS 100	Recital-Seminar	0
MUS 101	Beginning Music Theory I	3

MUS 102	Beginning Music Theory II	3
MUS 117	Piano Class, Elementary	1
MUS 118	Piano Class, Elementary	2
MUS 125	Applied Music Lessons	2
MUS 126	Applied Music Lessons	2
MUS 137	Diction for Singers-English	.5
MUS 138	Diction for Singers-Italian	.5
MUS 200	Recital Seminar	0
MUS 217	Piano Class, Intermediate	1
MUS 235	Musical Theatre Voice	3
MUS 236	Musical Theatre Voice	3
MUS 300	Recital Seminar	0
MUS 335	Musical Theatre Voice	3
MUS 336	Musical Theatre Voice	3
MUS 400	Recital Seminar	0
MUS 435	Musical Theatre Voice	3
MUS 436	Musical Theatre Voice	3
THEA 100	Theatre & Dance Majors' Seminar	1
THEA 103	Fundamentals of Theatre Technology	1
THEA 121	Introduction to Technical Theatre	3
THEA 131	Acting Studio: Acting I	3
THEA 132	Acting Studio: Acting II	3
THEA 201	Theatre and Dance Productions	1
THEA 202	Theatre and Dance Productions	1
THEA 231	Acting Studio: Scene Study I	3
THEA 232	Acting Studio: Scene Study II	3
THEA 242	Acting Studio: Introduction to Voice and Movement I	3
THEA 243	Acting Studio: Introduction to Voice and Movement II	3
THEA 301	Theatre and Dance Productions	1
THEA 302	Theatre and Dance Productions	1
THEA 341	Acting Studio: Shakespeare	3
THEA 353	History of Musical Theatre	3
THEA 382	Musical Theatre Styles I	3
THEA 424	The Business of Acting	3
THEA 432	Musical Theatre Styles II	3
THEA 435	Rehearsal and Performance	1
		Subtotal: 85

NOTE:

- Recital Seminars (MUS 100, MUS 200, MUS 300, MUS 400) must each be taken twice. Students are required to be in a Recital Seminar class for each semester they are taking voice lessons.
- THEA 435 is a 1-credit course that must be taken twice.
- All majors in the Department of Theatre and Dance are expected to carry a minimum GPA of 3.0 in their major program, and a minimum cumulative GPA of 2.0.

Electives

In addition to the courses listed above, all BFA Musical Theatre majors must complete 10 credits of discipline-specific electives. Six (6) of those credits must come from upper-level THEA courses, and the remaining four (4) must come from DANC courses. These electives should be chosen from the following:

DANC 111	Contemporary Technique I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 114	Tap Dance I	2
DANC 211	Contemporary Technique II	2
DANC 212	Ballet II	2
DANC 213	Jazz Dance II	2
DANC 214	Tap Dance II	2
DANC 241	Dance Improvisation	2
DANC 243	Ballroom Dance	2
DANC 264	Choreography I	3
DANC 311	Contemporary Technique III	2
DANC 312	Ballet III	2
DANC 313	Jazz Dance III	2
DANC 341	Selected Topics in Dance	.5-3
DANC 364	Choreography II	3
DANC 370	Dance Studio Management	3
THEA 338	Special Topics	.5-3
THEA 341	Acting Studio: Shakespeare	3
THEA 345	Acting Studio: Voice and Movement III	3
THEA 346	Acting Studio: Voice and Movement IV	3
THEA 359	Physical Theatre	3
THEA 410	Acting for Media I	3
THEA 411	Acting for Media II	3
THEA 423	Acting Studio: Alternative Acting Styles	3
THEA 467	Meisner Technique	3
THEA 468	Devising Theatre	3
THEA 482	Independent Studies in Theatre	1-6
THEA 490	Professional Theatre Intern	1-15
		Subtotal: 10

Total Credit Hours: 95

Physics

Office: 150 Houghton Hall
(716) 673-3301

Dr. Thomas Hegna, *Chairperson*
Email: physics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics

The discipline of physics is basic among the sciences and focuses on the study of natural phenomena. Its centrality and emphasis on problem solving makes an undergraduate degree in physics an excellent beginning for diverse careers well beyond the discipline, such as in engineering, biophysics, technical business, patent law, medicine, and radiation therapy to name a few. Within physics itself, research and development opportunities are growing as new fields such as nanotechnology, quantum computing, and new energy technologies mature. A steady demand for teachers at the high school and college level provides additional attractive physics careers. Within the department students find many opportunities for independent study and research with faculty. An active student club provides additional research experiences, travel opportunities to conferences, and social events. Some students also engage in internships with businesses and national laboratories.

The Department of Physics offers a major with concentrations in theoretical and experimental physics, a minor, a major through the 3-2 Cooperative Engineering program, an initial certification to teach physics in secondary school (Adolescence Education - Physics (p. 28)), an interdisciplinary major in Mathematics-Physics (p. 107), and courses to complement majors in other areas.

Additional Programs
The Department of Physics administers the Cooperative Engineering program. See separate entries in the catalog for these programs.

Student Honors and Awards
Student honors and awards presented by the Department of Physics include the Hack Arroe Memorial Scholarship Award, the John J. Connelly Physics Scholarship Incentive Award, the John J. Connelly Physics Peer Recognition Award, the Physics Department Scholarship Award and the Pendyala Award. Students should contact the Department of Physics chairperson for additional details on these awards. Specific awards for Cooperative Engineering students are also available (see section on Cooperative Engineering)

PHYSICS - B.S. DEGREE

Physics Department
Office: 150 Houghton Hall
(716) 673-3301
Dr. Thomas Hegna, *Chairperson*
Email: physics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: (p. 133)Physics (p. 135)

Politics & International Affairs

Office: E368 Thompson Hall
(716) 673-3207
Dr. Mary Beth Sievens,*Chairperson*
Email: political.science@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/politics-international-affairs

The Department of Politics and International Affairs offers a Political Science Bachelor of Arts (p. 136) or minor in Political Science (p. 179) and a minor in International Studies.

A degree in Political Science is a liberal arts discipline designed to prepare students as informed citizens and leaders in the public and private sector. Fredonia graduates hold responsible positions from local to international levels of government and politics, policy, business, journalism, education, numerous and diverse careers across the United States and abroad. Many of our alumni continue their studies in graduate or law school. Our department offers a wide array of courses and specialization across American politics, comparative politics, international relations, public law and political theory. Areas of specialization include U.S. foreign policy, Latin American politics, European politics, media and politics, constitutional law, elections, Congress, the presidency, public administration, public policy and many other areas.

We encourage students to enhance and apply their learning on and off campus. Students participate in study abroad, for a full semester or for shorter trips of two to three weeks. Many students earn academic credit while interning in Washington, DC or Albany for the summer or a full semester. Others participate in the Model European Union across New York State and in Europe. Still others participate in local and regional internship opportunities to earn academic credit through their work on political campaigns, in governmental agencies, offices, and an assortment of organizations. Many students are actively involved in campus leadership and initiatives with the Political Science Association and as part of numerous other student group activities on campus, in the community, and region.

Awards, Activities and Organizations

The department is a member of Pi Sigma Alpha, the national Political Science Honor Society. Undergraduates need not be a political science major to qualify for membership.

Fredonia also operates a chapter of Sigma Iota Rho, honor society for International Studies. Students who are interested in membership should contact the coordinator of the International Studies major program.

The Department offers scholarships. Please visit FREDscholar for scholarship opportunities.

POLITICAL SCIENCE - B.A. DEGREE

Politics and International Affairs

Office: E368 Thompson Hall
(716) 673-3207

Dr. Mary Beth Sievens, *Chairperson*
Email: political.science@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/politics-international-affairs

****This program is no longer accepting applications as of 8/14/26****

Please view the prior program requirements here: Political Science (p. 136)

Pre-Law Advisement

Office: 232 Fenton Hall
(716) 673-3852
David Kaplin, *Pre-Law Advisor*

Office: W375 Thompson Hall
(716) 673-4612
Jesse Norris, *Pre-Law Advisor*
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary/pre-law-advisement

Pre-Law Advising Program

A liberal arts education offers the ideal preparation for a career in law. The American Bar Association does not recommend a particular major or set of courses to prepare for a legal education; instead, it identifies a series of skills required in law school and later as an attorney (http://www.abanet.org/legaled/prelaw/prep.html). At Fredonia, students are able to develop the reading comprehension ability, written and oral communication skills, and analytical and critical thinking skills necessary to excel in these environments. In addition, there are many substantive courses dealing with the law and its role in society, politics and business that will grant students greater familiarity with the law and the legal profession.

Mission Statement

To help students take advantage of Fredonia's curriculum, the Pre-Law Advising Committee at Fredonia works to advise and support students preparing for a career in law and those who plan to attend law school. The committee assists students through course and career advisement and provides guidance on the preparation of a successful law school application, including the organization of test (LSAT and GRE) preparation programs.

Overview

The Pre-Law Advising Program at Fredonia assists students interested in attending law school. The Program holds general meetings to introduce all students to process of preparing for law school, as well as offering individual counseling.

Students interested in receiving advisement as to which courses are particularly suited to develop and strengthen the above-listed skills should contact Jesse Norris, in Thompson Hall W375.

Students interested in preparing for the Law School Admissions Test (LSAT)P or the Graduate Record Exam (GRE) should contact David Kaplin, in Fenton Hall 232.

Students interested in receiving advisement and assistance with the process of applying to law school can contact either Dr. Kaplin, or Dr. Norris.

Pre-Medicine and Allied Areas

Health Professions Advising Program

Office: 221 Science Center
(716) 673-3282
Ted Lee, *Program Coordinator*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology/health-professions-advising-program

Fredonia graduates have enjoyed considerable success in gaining entry to medical, veterinary, osteopathic, optometry, dental and other professional health programs. The Health Professions Advising Committee closely advises and assists each pre-medical student and prepares a committee letter on his/her behalf. The complete credentials file is assembled by the Biology Department and submitted in a timely manner on behalf of each applicant.

While medical schools do not stipulate a particular major program of undergraduate study, they do require that students have minimum preparation in a number of areas including Biology, Chemistry, English, Psychology, and Physics. The Fredonia Biology major meets the requirements for American medical schools and many students choose it as the most appropriate undergraduate pre-med program. Pre-Health students may select any major at Fredonia. Students interested in careers in the health professions should register with the Health Professions Advising Program as freshmen to ensure appropriate advice and assistance (register at the Department of Biology Office in the Science Center, room 221).

The Health Professions Advising Committee at Fredonia advises students on course selection and extracurricular activities. The committee interviews sophomores to provide advice early in the academic program and when the students are preparing to apply to health professional schools. It is highly recommended that all pre-health

students use the advising services of the Health Professions Advising Committee.

Students who are seriously considering a medical, veterinary or dental career should seek appropriate summer employment/internship opportunities early in their undergraduate experience. Fredonia students regularly intern at local practices and clinics.

The Health Professions Advising Office has books, DVDs and other resources on careers in medicine and the health professions that students can borrow. The program offers a 1-credit professional development course (BIOL 275 Health Professions Careers) that is designed to assist students in preparing for the application process and beyond. Students take this course in the fall semester of their sophomore or junior years. The Pre-Health Professions Club invites guest speakers to campus to talk about careers in the health professions, has on-campus meetings and activities, and sponsors local volunteering events.

Early Acceptance program with the Lake Erie College of Osteopathic Medicine (LECOM)

Fredonia has an affiliation agreement with LECOM that allows students to earn a baccalaureate degree from Fredonia and a doctoral degree in osteopathic medicine. There are 2 tracks to the program; a 4+4 track where students complete their undergraduate degree at Fredonia before matriculating to LECOM and a 3+4 track where students complete 3 years at Fredonia and 4 years at LECOM. Students in the 3+4 track earn the baccalaureate degree from Fredonia upon completion of 30 credit hours at LECOM. Admission to the program is competitive and dependent on a number of factors in addition to the usual admission policies at Fredonia. Students may apply as high school seniors or as Fredonia undergraduates. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.

There is also an affiliation agreement with LECOM's Pharmacy School. There are both 3+4 and 4+4 tracks for this program. Students may apply as high school seniors or as Fredonia undergraduates. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.

Combined Degree Program with SUNY College of Optometry

This Combined Degree (3/4) Program is a seven-year program developed between the State University of New York at Fredonia and the State University of New York State College of Optometry. This program allows participating students the opportunity to receive a baccalaureate (B.S.) degree in Biology and a Doctor of Optometry (O.D.) degree in optometry. The first three years of the program are completed at Fredonia and the last four years are completed at SUNY College of Optometry. Admission is competitive and requirements are in addition to the usual admission policies at Fredonia. Accepted students are admitted into Fredonia's Biology major and simultaneously admitted to candidacy to the SUNY College of Optometry's professional program of study. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.

Combined degree program with the New England College of Optometry

This Combined Degree (3/4) Program is a seven-year program developed between the State University of New York at Fredonia and the New England College College of Optometry (NECO). This program allows participating students the opportunity to receive a baccalaureate (B.S.) degree in Biology and a Doctor of Optometry (O.D.) degree in optometry. The first three years of the program are completed at Fredonia and the last four years are completed at NECO. Admission is competitive and requirements are in addition to the usual admission policies at Fredonia. Accepted students are admitted into Fredonia's Biology major. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.

Combined Degree Program with the University of Buffalo School of Pharmacy and Pharmaceutical Sciences

The Combined Degree Program is a seven-year program developed between the State University of New York at Fredonia and the State University of New York at Buffalo, School of Pharmacy and Pharmaceutical Sciences. This program allows participating students the opportunity to receive a baccalaureate degree in either Biology or Biochemistry and a doctoral degree in pharmacy. The first three years of the program are completed at Fredonia and the last four years are completed at SUNY at Buffalo, School of Pharmacy and Pharmaceutical Sciences. Students apply to this program in their junior year at Fredonia and need to have completed the prerequisite courses for the Pharmacy program at Buffalo with a 3.5 GPA for all courses. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.

Psychology

Office: W357 Thompson Hall
(716) 673-3129
Dr. Catherine Creeley, *Chairperson*
Email: psychology.department@fredonia.edu
Website: http://www.fredonia.edu/department/psychology/

Our department offers a Bachelor of Arts degree in Psychology (p. 139)and a Bachelor of Science degree in Psychology (p. 139), as well as minors in General Psychology (p. 180), School and Counseling Psychology, (p. 182) and Industrial-Organizational Psychology. Our curriculum is aligned to the learning standards and

guidelines for undergraduate studies in psychology recommended by the American Psychological Association. Our curricular requirements ensure that students explore the many subdisciplines of psychology to have broad exposure to the field, while also providing flexibility. Students may specialize their degree by taking advanced elective courses offered by specialists in those fields.

Our university prides itself on being student-centered and the Psychology Department exemplifies that achievement. Students may learn and apply skills outside of the classroom through our Internship Program, Mentoring Program, Teaching Practicum, and student research opportunities. We have an active Psychology Club and a chapter of the Psi Chi honor society. Our department also provides opportunities for students who wish to study abroad.

Students perform internships in clinical, school, counseling, and forensic settings, as well as work with organizations and family support/social services agencies. Our Mentoring Program pairs advanced students with new students in the program to build supportive relationships to help all students succeed. Our students also have the opportunity to be a learning assistant for various courses through our Practicum in Teaching course. We also encourage students to participate in their peer's human research studies, volunteer in a research lab, conduct empirical or library research with faculty members through independent study, be mentored by faculty in conducting their own original research, or complete an Honors Thesis. Many students have co-authored published articles and presented the results of their research at local, regional, and national conferences.

The department recognizes superior student performance with the Psychology Merit Award, the Donald John Lehr Endowment, the Dr. Daniel C. Krawczyk Exemplary Award, the Elizabeth Scarborough Psychology Scholarship, the Kara Grace Hall Memorial Scholarship and the Bruce Klonsky Psychology Award.

Our graduates have gone on to enjoy rewarding careers with mental health agencies, schools, hospitals, drug and alcohol treatment centers, as well as business careers such as sales, management, and human resources. The Psychology program at Fredonia provides a solid foundation for advanced degree work, with many majors continuing on in their education to earn graduate degrees in school psychology, social work, developmental psychology, counseling psychology, and human factors engineering.

Interested persons are encouraged to contact the department chairperson for additional information.

Mission Statement

The Mission of the Department of Psychology is to provide a comprehensive undergraduate education in Psychology to its majors, expose interested non-majors to the discipline of psychology, and offer courses that support the campus general education program (CCC or Fredonia Foundations), and programs in other majors. Students are required to sample from a variety of core courses that span the discipline of psychology and to acquire a firm foundation in research methods and data analysis. Qualified students are able to apply their content knowledge, research, and clinical skills through internship and independent study.

Student Learning Outcomes

The psychology department has selected a subset of intended student learning outcomes from the American Psychological Association (APA) Guidelines for the Undergraduate Major (2013). The learning outcomes are tied to each required course in the major. The department's five intended student learning outcomes are:

1. Knowledge Base in Psychology: Majors will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology.

2. Scientific Inquiry and Critical Thinking: Majors will engage in scientific reasoning and critical thinking, including effective research methodology in solving problems related to behavior and mental processes. This includes psychology information literacy and interpreting, designing and conducting basic psychological research.

3. Ethical and Social Responsibility in a Diverse World: Majors will develop ethically and socially responsible behaviors for professional and personal settings, including development of values that build diverse communities.

4. Communication: Majors will demonstrate competence in writing, oral and interpersonal communication skills.

5. Professional Development: Majors will apply psychology specific content skills, including effective self-reflection, project-management skills, and teamwork skills to develop career and graduate school readiness.

Requirements for Transfer Credit

- For a transfer course to be counted toward the minimum hours required for a major or a minor, the course must be evaluated as equivalent to a course taught in the Department of Psychology.
- For a major, a limit of 12 transfer credits may be counted towards the 35 required, i.e., a minimum of 23 credit hours must be taken in the department at Fredonia.
- For a minor, a minimum of 9 credit hours must be taken in the department at Fredonia.

PSYCHOLOGY - B.A DEGREE

Psychology
Office: W357 Thompson Hall
(716) 673-3129
Dr. Catherine Creeley, *Chairperson*
Email: psychology.department@fredonia.edu
Website: http://www.fredonia.edu/department/psychology/

MAJOR REQUIREMENTS

The Psychology Department requires a good academic standing (minimum overall GPA 2.0) for entry into the Psychology B.A. major from another major at Fredonia.

Core Courses:

PSY 129	Foundations of Psychology	3
PSY 200	Statistics for Psychology	3
PSY 315	Research Methods	3

Subtotal: 9

NOTE:

- The above courses should be completed by the end of the junior year.
- PSY 100 Freshman Seminar is recommended for all first semester freshman majors.

Choose one course from the Psychophysiology area:

PSY 342	Perception	3
PSY 351	Physiological Psychology	3
PSY 361	Cognitive Neuroscience	3
PSY 363	Psychopharmacology	3

Subtotal: 3

Choose one course from the Cognitive area:

PSY 343	Cognitive Psychology	3
PSY 344	Psychology of Language	3
PSY 364	Cognitive Development	3

Subtotal: 3

Choose one course from the Social/Personality area:

PSY 246	Personality	3
PSY 345	Social Psychology	3
PSY 365	Social Development	3

Subtotal: 3

Choose one course from the Clinical/Counseling area:

PSY 356	Psychological Disorders	3
PSY 379	Child Psychological Disorders	3
PSY 391	Multicultural Counseling	3
PSY 447	Introduction to Counseling	3

Subtotal: 3

Choose one course in Theoretical Thinking (capstone experience) area:

PSY 430	Theories of Psychology	3
PSY 439	Senior Honors Seminar	3

Subtotal: 3

Choose one course of a Development Focus:

PSY 289	Lifespan Human Development	3
PSY 349	Child Psychology	3
PSY 364	Cognitive Development	3
PSY 365	Social Development	3
PSY 366	Psychology of Adulthood	3
PSY 379	Child Psychological Disorders	3
EDU 224	Adolescent Development	3
EDU 225	Child Development EC/CH	3

Subtotal: 3

NOTE:

- Students choosing to take PSY 364, PSY 365 or PSY 379 to meet both an area requirement and a developmental focus must take an additional psychology elective in order to fulfill the requirement that they have 35 credit hours of psychology courses.

Psychology Electives:

9 credit hours of any psychology courses to bring total psychology credit hours to 36.

Subtotal: 9

Students who have fewer than 24 upper-level Psychology credits should take a 300-level or 400-level elective, as all students are required to take at least 24 upper-level credits in their major.

Math Requirement

Completion of one three-four credit course with a MATH or STAT prefix at the 099 level or above.

Subtotal: 3-4

Minor Requirement

A minor in a field other than Psychology to complement the major, chosen with advisement, is required.

Note:

- Transfer students must complete at least 23 credit hours in Psychology at Fredonia
- Minimum 2.0 cumulative quality point average in all Psychology courses

Subtotal: 39

Total Credit Hours: 39-40

PSYCHOLOGY - B.S. DEGREE

Psychology
Office: W357 Thompson Hall
(716) 673-3129
Dr. Catherine Creeley, *Chairperson*
Email: psychology.department@fredonia.edu
Website: http://www.fredonia.edu/department/psychology/

MAJOR REQUIREMENTS

The Psychology Department requires a good academic standing (minimum overall GPA 2.0) for entry into the Psychology B.S. major from another major at Fredonia.

Core Courses:

PSY 129	Foundations of Psychology	3
PSY 200	Statistics for Psychology	3
PSY 315	Research Methods	3
PSY 415	Advanced Research Methods	3
PSY 430	Theories of Psychology	3
	or	
PSY 439	Senior Honors Seminar	3

Subtotal: 15

NOTE:

- Most of the above courses should be completed by the end of the junior year.
- PSY 100 Freshman Seminar is recommended for all first semester freshman majors.

Choose one course from the Psychophysiology area:

PSY 342	Perception	3
PSY 351	Physiological Psychology	3
PSY 361	Cognitive Neuroscience	3
PSY 363	Psychopharmacology	3

Subtotal: 3

Choose one course from the Cognitive area:

PSY 343	Cognitive Psychology	3
PSY 344	Psychology of Language	3
PSY 364	Cognitive Development	3

Subtotal: 3

Choose one course from the Social/Personality area:

PSY 246	Personality	3
PSY 345	Social Psychology	3
PSY 365	Social Development	3

Subtotal: 3

Choose one course from the Clinical/Counseling area:

PSY 356	Psychological Disorders	3
PSY 379	Child Psychological Disorders	3
PSY 391	Multicultural Counseling	3
PSY 447	Introduction to Counseling	3

Subtotal: 3

Choose one course of a Developmental Focus:

PSY 289	Lifespan Human Development	3
PSY 349	Child Psychology	3
PSY 364	Cognitive Development	3
PSY 365	Social Development	3
PSY 366	Psychology of Adulthood	3
PSY 379	Child Psychological Disorders	3
EDU 224	Adolescent Development	3
EDU 225	Child Development EC/CH	3

Subtotal: 3

NOTE:

- Students choosing to take PSY 364, PSY 365 or PSY 379 to meet both an area requirement and a developmental focus must take an additional psychology elective in order to fulfill the requirement that they have 42 credit hours of psychology courses.

Psychology Electives:

9 credit hours of any Psychology courses to bring total Psychology credit hours to 42.

Subtotal: 9

Students who have fewer than 24 upper-level Psychology credits should take a 300-level or 400-level elective, as all students are required to take at least 24 upper-level credits in their major.

Math Requirement:

Completion of one three-four credit course with a MATH or STAT prefix at the 099 level or above.

Subtotal: 3-4

Select ONE Track (Biology/Chemistry/Data Science)

Biology Track

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
CHEM 115	General Chemistry Lecture I	3

Subtotal: 11

Chemistry Track

CHEM 115	General Chemistry Lecture I	3
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
CHEM 126	General Chemistry Laboratory II	1
BIOL XXX	One Biology Course	3

Subtotal: 11

Data Science Track

CSIT 121	Computer Science I	3
STAT 260	Introduction to Data Science	3
STAT 360	Topics in Data Science	3
STAT 405	Statistics Seminar	1

Subtotal: 10

Students pursuing a BS in Psychology who choose the Data Science track are also allowed to complete the minor in Data Science. If they elect to do so, they will need to complete 9 unique credits. They will do this by taking CSIT 455 or CSIT 473 and by selecting two electives from the list specified for the minor that do NOT have a PSY prefix.

Note:

- Transfer students must complete at least 23 credit hours in Psychology at Fredonia
- Honors Thesis may be substituted for mentored research requirement
- Minimum 2.0 cumulative quality point average in all Psychology courses

Subtotal: 54-57

Total Credit Hours: 52-54

PUBLIC ACCOUNTANCY - B.S. DEGREE

School of Business
Office: E336 Thompson Hall
(716) 673-3402
Tai Yi, *Chairperson (interim)*

Email: business.administration@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

****This program is no longer accepting applications as of 5/30/26****

Please view the prior program requirements here: Public Accountancy (p. 141)

Total Credit Hours: 100

Sociocultural and Justice Sciences

Office: W363 Thompson Hall
(716) 673-3205

Dr. Michael Aiello, *Chairperson*
Email: sw.cj@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/social-work-criminal-justice

The Department of Social Work and Criminal Justice offers majors in Social Work (p. 141) and Criminal Justice as well as minors in Criminal Justice, Public Health (p. 181), and Sociology (p. 183).

SOCIOLOGY - B.A. DEGREE

Department of Sociocultural and Justice Sciences
Office: W363 Thompson Hall
(716) 673-3205
Dr. Michael Aiello, *Chairperson*

Email: sociocultural.justice@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/sociocultural-justice-sciences

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: Sociology (p. 141)

SOCIAL WORK - B.S. DEGREE

Department of Social Work and Criminal Justice
Office: W363 Thompson Hall
(716) 673-3205

Dr. Michael Aiello, *Chairperson*
Dr. Josal Diebold, *Program Director*
Email: sw.cj@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/social-work-criminal-justice/criminal-justice

The Bachelor of Science in Social Work is one of several major degree programs offered by the Department of Social Work and Criminal Justice. The program is accredited by the Council on Social Work Education (CSWE), the profession's educational accreditation organization. All program activities are designed to meet its mission and goals. Students must demonstrate mastery of nine core competencies for which they and the program are assessed on an annual basis.

Social Work Program Mission Statement

The mission of The State University of New York at Fredonia Bachelor of Science in Social Work program is to enact the mission of the university and home department, the Department of Social Work and Criminal Justice. Through committed, quality teaching-learning activities, the program educates, challenges, and inspires students to be skilled, connected, creative, responsible, global citizens and generalist social work professionals who will advance and promote a socially and economically just world.

Program Goals

The goals of the Fredonia Social Work program are as follows:

1. The Fredonia Social Work program seeks to prepare generalist social workers who value the principles of service and importance of human relationships in their efforts to maintain and improve the social functioning

of individuals, families, groups, organizations, communities and society.

2. The Fredonia Social Work program seeks to prepare generalist social workers who are practitioner-researchers: active, applied social scientists who work to strengthen and improve the well-being of others through their critical and scientific approach and enactment of the generalist problem solving method with systems of all sizes.
3. The Fredonia Social Work program seeks to prepare generalist social workers who understand and enact the standards and core principles of the NASW Code of Ethics in their interactions, relationships and decision-making.
4. The SUNY Fredonia Social Work program seeks to prepare generalist social workers who engage in culturally competent social work practice with diverse populations and who fight to eliminate social injustice experienced by oppressed populations.
5. The Fredonia Social Work program seeks to prepare well-rounded, liberal arts trained generalist social workers who have mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self.
6. The Fredonia Social Work program seeks to prepare generalist social workers who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education.

Program Policies

The social work profession has been a leader in the cause of fighting prejudice, discrimination, and oppression against all people in society. Admission and advancement into the program are based upon the published criteria. Race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, ethnicity, and/or political orientation play no role in the program decisions. Criminal conviction does not play a role in admission and advancement. However, criminal conviction can be an obstacle to placement in certain field agency sites. The program works with these students to find appropriate placement.

Social work is also a professional field with expectations of professional behavior. Students who meet the published criteria but who have evidenced a pattern of unprofessional, unsuitable behavior may be denied advancement and/or dismissed from the program. Students may also be dismissed from the program for academic reasons. Students must earn a grade of "C" or better in their required social work major courses to continue in the major. More specific expectations and policies are detailed in the student handbook.

Assessment

The program assesses students' mastery of the nine core competencies on a yearly basis. A multiple methods approach based upon students' actual performance and written products are used in this assessment. A weighted score is created for each student and for each cohort group. The aggregate cohort scores are reported on the program web page each year and they serve as guides in curriculum discussions. Assessment patterns and trends inform curriculum decisions.

Transfer Students

The Social Work program welcomes transfer students. The curriculum was designed to facilitate a successful transition from other institutions. Incoming freshmen and sophomore students are given intensive advising to prepare for advancement and to promote success in all academic pursuits. Incoming juniors who transfer with an A.A./A.S. degree or who have 60 credit hours are also given intensive advisement, but they must meet all the advancement criteria prior to transfer. When applying for advancement into the junior year course work, these students must file their application with supporting documents, and they must:

1. Be formally accepted into Fredonia for the fall semester;
2. Document the completion of 60 credit hours (or submit their plan to complete at least 60 hours before they start the fall semester); and
3. Establish equivalency for courses transferring as Introduction to Social Work (e.g., Introduction to Human Services), and Human Biology.

To establish equivalency, students must submit a syllabus for the course in question to the Social Work Program Director who must determine that the purpose, content, and scope of the course is the same or similar enough to the Fredonia course that it can stand in the place of the Fredonia course. The program director may contact the college/university to gather more information to make a determination. If approved, a Transfer Credit Approval form must be filed with the Fredonia Registrar.

Social work courses transferred from a Council on Social Work Education Accredited program will be approved for credit but may not be judged equivalent to the Fredonia social work courses. This occurs because of differences in curriculum and course sequencing among programs. Transfer students from an accredited program will need to meet with the program director to determine equivalency. No equivalency will be granted for the Field Practicum

unless placed by the program in an international placement. Students earning a B.S. degree in Social Work from Fredonia must complete their 450 practicum hours through the Fredonia program.

NOTE: No academic credit for life or work experience will be given as an equivalent for any course.

C.S.W.E. Competencies

The curriculum is designed to help students master CSWE's nine core professional social work competencies. Each course is intentionally designed and delivered to teach the knowledge, values and skills needed to perform the practice behaviors associated with each competency. In our capstone professional field education experience, students put the knowledge, values and skills into action. These nine competencies are:

1. Demonstrate ethical and professional behavior;
2. Advance human rights and social, racial, economic and environmental justice;
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;
4. Engage in practice-informed research and research-informed practice;
5. Engage in policy practice;
6. Engage with individuals, families, groups, organizations, and communities;
7. Assess individuals, families, groups, organizations, and communities;
8. Intervene with individuals, families, groups, organizations, and communities; and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Advancement into the Professional Methods Sequence

CSWE Accreditation Standards require programs to have admissions criteria into the major. The Fredonia program has a two tiered process. First, students are classified as "pre-candidates" until they have completed 30 credit hours of general education and other course work; passed Introduction to social Work, Introductory Sociology, Foundations of Psychology, Human Biology, and Statistics; and have a 2.0 cumulative grade point average. Upon completion of these criteria, students will be considered candidates for "Advanced Status" in Social Work. To obtain Advanced Status, candidates must complete the second tier of the Advancement process which allows entry into the foundation professional methods courses. The professional methods courses are taken in a sequence beginning in the fall semester of the junior year. The second-tier of the Advancement process requires an application, a written response to a question posed on the application, three recommendations, verification that all the prerequisite coursework and grade point average criteria are met.

MAJOR REQUIREMENTS

Degree candidates in Social Work must:

- successfully complete the Advancement process in the second semester of their sophomore year;
- maintain and complete a portfolio;
- consistently demonstrate professional behavior.

Prerequisite Courses:

SOC 116	Introductory Sociology	3
PSY 129	Foundations of Psychology	3
BIOL 110	Human Biology	3
BUAD 200	Fundamentals of Statistics for Business and Economics	3
	or	
EDU 200	Statistics	3
	or	
POLI 200	Statistics	3
	or	
PSY 200	Statistics for Psychology	3
	or	
SOC 200	Statistics in the Real World	3
	or	
STAT 200	Statistical Methods I	3
SOC 218	Introduction to Social Work	3
		Subtotal: 15

Social Work Courses:

SOCW 249	Social Welfare History	3
POLI 382	Social Welfare Policy	3
SOC 300	Research Methods	3
SOCW 325	Foundations of Generalist Practice	3
SOCW 340	Human Behavior in Social Environment I	3
SOCW 341	Human Behavior in Social Environment II	3
SOCW 355	Diversity, Oppression, and Human Rights	3
SOCW 370	Generalist Practice Skills	3
SOCW 390	Practice with Individuals, Families and Small Groups	3
SOCW 400	Practice with Organizations and Larger Social Systems	3
SOCW 480	Field Practicum I	3
SOCW 485	Field Practicum I with Seminar	3
SOCW 490	Field Practicum II	3
SOCW 495	Field Practicum II with Seminar	3
	Three (3) Credits of approved Diversity Content course work	3

	Six (6) credit hours of Approved Social Work Electives	6

Subtotal: 48

Field Education

In the senior year, students must complete a 450 hour professionally supervised placement in a social service agency. Conceived as one experience spread over two semesters, the student must complete a minimum of 225 hours of activities during each of the fall and spring semesters. Students begin the application process for their Field Practicum placement in the fall semester of the junior year. Students must have completed all prerequisite courses prior to entering their field work. They must also have a 2.0 cumulative G.P.A. and a 2.0 average in all the required social work courses.

Field practicum policies and procedures can be found in the *Field Manual* available to the students during the application-to-the-field process in the spring semester.

Social Work Field Education Courses:

SOCW 480	Field Practicum I	3
SOCW 485	Field Practicum I with Seminar	3
SOCW 490	Field Practicum II	3
SOCW 495	Field Practicum II with Seminar	3

Subtotal: 12

TRANSCRIPTS MUST DOCUMENT THAT STUDENTS HAVE MET THE FOLLOWING ADVANCEMENT REQUIREMENTS:

1. 2.5 GPA average in prerequisite courses
2. Minimum cumulative GPA average of 2.0
3. Grade of "C" or better in SOC 218-Introduction to Social Work

Total Credit Hours: 78

SOUND RECORDING TECHNOLOGY - B.S. DEGREE

Department of Music Studies
Office: 1151 Mason Hall
(716) 673-3151
Dr. James Davis, *Chair of Music Studies*
Dr. Bernd Gottinger, *Program Coordinator*
Email: james.davis@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music/srt

The Bachelor of Science degree program in Sound Recording Technology is designed to provide undergraduate students with academic and professional preparation necessary for successful careers in music, sound recording, and related professions, and in technical, artistic, and management positions.

MAJOR REQUIREMENTS

Musicianship Core:

MUS 115	Music Appreciation	3
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS 231	Conducting I	2
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
MUS 221	Aural Skills III	2
MUS 222	Aural Skills IV	2
MUS 223	Music Theory III	3
MUS 224	Music Theory IV	3
MUS 118	Piano Class, Elementary	2
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 105	Applied Music Major	1
MUS 106	Applied Music Major	1

Subtotal: 35

NOTE:

- MUS 118: waived for students whose principal instrument is piano.
- MUS 120: each semester of private applied lessons.
- MUS 107 and MUS 108 are required of all freshmen oboe and bassoon majors.

Sound Recording Technology Requirements:

SRT 105	Recording Techniques for Music	1
SRT 200	Recording Practicum	2
SRT 201	Recording Practicum	2
SRT 250	Recording Techniques	2
SRT 251	Recording Techniques	2
SRT 300	Recording Practicum	2
SRT 301	Recording Practicum	2
SRT 350	Technology and Practices of the Recording Industry	3
SRT 351	Technology and Practices of the Recording Industry	3
SRT 450	Senior Seminar/Project	2
SRT 451	Senior Seminar/Project	2
CSIT 105	Visual BASIC I	3
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
PHYS 121	College Physics I	3
	and	
PHYS 123	College Physics Lab I	1
	or	
PHYS 230	University Physics I	4
	and	
PHYS 232	University Physics I Lab	1

PHYS 122	College Physics II	3
	and	
PHYS 124	College Physics II Lab	1
	or	
PHYS 231	University Physics II	4
	and	
PHYS 233	University Physics II Lab	1
PHYS 311	Acoustics I	3
PHYS 318	Basic Electronics	3
	Ensembles, by advisement	2
		Subtotal: 50-52

NOTE:

- 2 total credits in any combination of 1-credit and ½-credit ensembles as deemed appropriate by their private instructor in consultation with the head of their degree program;
- Internships within the recording history are strongly encouraged. Up to 15 credit hours of credit may be earned;
- Electives by advisement from Sound Recording Technology Coordinator.

Subtotal: 85-87

Total Credit Hours: 85-87

Statement on Ensembles:

No undergraduate student will be allowed to enroll in more than two 1-credit ensembles in a given semester. Undergraduate students enroll in up to four curricular ensembles (1-credit and ½-credit) in a semester. Any student may be asked to be in more than one 1-credit ensemble in a semester, but they cannot be required to do so. This does not pertain to the choral requirements for instrumental Music Education majors, as that is a requirement of the major.

Each undergraduate student pursuing a Bachelor of Science degree program in the School of Music is required to enroll in a 1-credit or ½-credit ensemble during the semesters of private applied study.

All students required to enroll in a 1-credit ensemble will do so on the instrument correlating to the primary studio assignment unless specifically exempted by the administration of the School of Music.

Exemption from any ensemble policy requires agreement between the ensemble director(s) and the studio instructor, and may be appealed to the department chair.

SPANISH - B.A. DEGREE

Department of World Languages and Cultures
Office: E332 Thompson Hall
(716) 673-3380
Kim Marie Cole, *Chairperson*
Email: worldlang@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/world-languages-cultures

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: (p. 141)Spanish (p. 145)

SPEECH LANGUAGE-PATHOLOGY - M.S. DEGREE

Communication Disorders and Sciences
Office: W123 Thompson Hall
(716) 673-3202
Dr. Kevin Kearns, *Chairperson*
Timothy Overbeck, *Graduate Advisor*
Email: communicationdisorders.sciences@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-education/communication-disorders-sciences

The graduate program in Speech Language-Pathology offers students to meet requirements for: (1) a Master of Science degree, (2) New York State Department of Education academic and clinical requirements for Initial and Professional Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD), (3) New York State Department of Education academic and clinical requirements for licensure in Speech Pathology, and (4) American Speech-Language and Hearing Association (ASHA) academic and clinic practicum requirements for the Certificate for Clinical Competency in Speech Language-Pathology (CCC-SLP).

The master's education program in Speech Language-Pathology at Fredonia is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech Language-Pathology of the American Speech Language-Hearing Association (ASHA).

Different states can have different requirements for a person to receive licensure or certification. To protect students from unnecessary educational expenses, federal regulations require programs that prepare students for licensure or certification to disclose the state(s) for which the program meets licensure or certification requirements. Please review Fredonia's Professional Licensure Disclosures. A student may not enroll in one of these

programs if their permanent address is outside of the State of New York UNLESS they also submit a Student Attestation Form. Please contact the chair or director of the department if you have any questions or concerns.

The CDS department does not accept non-matriculated students into the master's program.

To be considered for Graduate Admission, an Applicant must have:

- A bachelor's degree from an accredited institution.
- A minimum grade point average of 3.0.
- Evidence of having taken the GRE with a minimum score of 272 for the combined areas of Quantitative Reasoning and Verbal Reasoning and submission of a GRE Analytical Writing score.
- A minimum of 30 credits in communication disorders and sciences courses as follows:
  - 15 credit hours of coursework related to the normal development of or the sciences related to speech, language, and hearing;
  - 9 credit hours in speech-language pathologies;
  - 6 credit hours in audiology.
- Three-credit courses in biology, physical sciences, statistics, and social sciences.
- Submitted a completed graduate application packet by the deadline.

MISSION OF THE DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES

The Department of Communication Disorders and Sciences challenges and inspires students to become competent professionals by developing a foundation of knowledge and effective clinical skills. Students will demonstrate a positive attitude for learning; connect in cooperative relationships with faculty, supervisors, and fellow students; and develop responsibility for ethical and professional behavior in the academic and clinical environments.

Program Goals

1. Engage the local, university, and professional communities through clinical training, clientele support groups, and continuing education seminars;
2. Provide opportunities for student and faculty research resulting in presentations or publications;
3. Complete diagnostic evaluations of speech, language and hearing disorders for culturally, economically and linguistically diverse populations of persons with communication and swallowing disorders in all age groups across the life span, including screening and prevention, collecting and integrating case history information, using appropriate evaluation procedures and adapting these as necessary, interpreting and synthesizing evaluative data, reporting, and referring when necessary;
4. Plan and execute treatment programs for diverse populations of persons with communication and swallowing disorders in all age groups across the life span, including developing and implementing setting-appropriate intervention plans; selecting, developing, and using appropriate materials and instruments; measuring and evaluating performance; modifying plans, strategies, materials, and instruments as needed; reporting; and identifying and referring when appropriate;
5. Integrate current developments in methodology and technology into clinical practice;
6. Maintain familiarity with current research, evidence-based practice, and relate findings to the improvement of diagnostic and therapeutic clinical practice;
7. Adhere to ASHA's code of ethics, professional standards, scope of practice, and preferred practice patterns; and
8. Satisfy the academic and practicum requirements for obtaining the ASHA Certification of Clinical Competence in Speech-Language Pathology (CCC-SLP), the New York State Professional License in Speech Pathology, and New York State Initial/Professional Certification for a Teacher of Students with Speech and Language Disabilities at the completion of the M.S. degree requirements.

MAJOR REQUIREMENTS:

Required Courses:

CDS 555	Dysphagia	3
CDS 598	Voice Disorders	3
CDS 500	Child Language Disorders	3
CDS 530	Augmentative and Alternative Communication	3
CDS 582	Fluency Disorders	3
CDS 584	Speech Sound Disorders and Language Intervention	3
CDS 589	Professional Issues	2
CDS 606	Research Design in Communication Disorders and Sciences	3
CDS 608	Neurogenic Language Disorders	3
CDS 611	Motor Speech Disorders	3
	Four electives as advised (3 credit hours each)	12

Subtotal: 41

Clinical Experiences:

Capstone experiences		
CDS 502	Clinical Practice, Communication Disorders	3
CDS 605	Advanced Clinical Methods and Practice	6-12
CDS 632	Graduate Student Teaching	6
		Subtotal: 21

NOTE:

- Three CDS 502 classes at 3 credit hours each must be taken to satisfy the clinical practice course, for a total of 9 credit hours.
- CDS 605 is a variable 6-12 credit course. Students who have already earned the initial teaching certification will register for 12 credit hours. All other students will register for 6 credit hours in CDS 605 and 6 credit hours in CDS 632 to satisfy the degree requirements.

One of the following:

CDS 619	Comprehensive Exam	0
CDS 629	Directed Studies in Research Methodology - Thesis Research	1-6

NOTE:

- CDS 629 is an elective course;
- A minimum of 375 clock hours of supervised clinical practice is required for program completion, of which 325 hours must be completed at the graduate level;
- All graduate students must complete the course content required for application for New York State Department of Education initial/professional certification for the TSSLD certificate.

Subtotal: 62-68

Total Credit Hours: 62-68

Sport Management

Office: E336D Thompson Hall
Julie Fitzpatrick, *Chairperson*

(716) 673-3505

Email: julie.fitzpatrick@fredonia.edu

Dr. Kerry Fischer, *Program Coordinator*
Email: kerry.fischer@fredonia.edu

The major in Sport Management incorporates the social and cultural dimensions of sport, management and leadership, ethics, marketing, communications, budget and finance, economics, sport governance, sport law, facility and event management and video technology in its program offerings. An internship completse the requirements for a Bachelor of Science degree in Sport Management.

Our capstone experience requires students to engage in an internship at an organization involved in sports or sport management/administration. The Buffalo Bills, Buffalo Sabres, New York Islanders, Jamestown Jammers, Buffalo Bisons, local and regional universities and high school athletic departments, regional and national YMCA's, service organizations, sporting good firms, and local and regional health and recreation centers are just a few of the high-quality internship experiences Fredonia Sport Management students have contracted with. The Sport Management internship may be completed during any semester including summer and J-Term. Students must meet all transportation and living expenses while involved in the intern experience.

For information on Sport Management internships, please contact the instructor of the internship course SPMG 400. The Career Development Office provides additional information on these and other opportunities and college policy on experiential education.

The following programs are included within Sport Management:

Sport Management, B.S. Degree (p. 147)

Sport Management Minor (p. 183)

SPORT MANAGEMENT - B.S. DEGREE

Office: E336 Thompson Hall
(716) 673-3505
Dr. Julie Fitzpatrick, *Chairperson*
Email: julie.fitzpatrick@fredonia.edu
Dr. Kerry Fischer, *Program Coordinator*
Email: kerry.fischer@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/applied-professional-studies/music-industry

MAJOR REQUIREMENTS

Lower Level Core Courses:

ACCT 201	Principles of Financial Accounting	3
	Select ONE of the following:	
CSIT 104	Introduction to Microcomputer Software	3
	or	
CSIT 151	Introduction to Information Systems	3
	Select ONE of the following:	
ECON 205	Principles of Microeconomics	3
	or	
ECON 210	Principles of Macroeconomics	3
SPMG 100	Pathway to Success	3
SPMG 210	Principles of Sports Management	3

	Select ONE of the following:	
SPMG 218	Technology in Sports	3
	or	
SPMG 250	Digital Marketing for Sport Management	3
SPMG 230	Sport in Diverse Societies	3
STAT 200	Statistical Methods I	3
		Subtotal: 24

Upper Level Core Courses:

SPMG 211	Facility Management	3
SPMG 212	Event Management	3
SPMG 305	Economics of Sport	3
SPMG 330	Leadership and Management in Sport	3
SPMG 380	Social Media Enterprise in Sport	3
SPMG 410	Sport Law and Risk Management	3
SPMG 428	Marketing and Public Relations in Sport	3
		Subtotal: 21

Elective Courses (Select ONE):

BUAD 323	Organizational Behavior	3
SPMG 440	Data Analytics for Sport Management	3
SPMG 450	International Sport Management	3
SPMG 460	Business of Esports	3
		Subtotal: 3

Internship (capstone experience):

SPMG 400	Sport Studies Internship	.5-12
		Subtotal: 6

NOTE:

- SPMG 400 Sports Studies Internship is a variable .5-12 credit course. Students must successfully complete the course with a minimum of 6 credit hours to satisfy the degree requirements.
- Sport Management majors with a coaching minor are required to complete 8 credit hours of internship, all other majors complete 6 credit hours.

Subtotal: 54

Total Credit Hours: 54

THEATRE ARTS: B.A. DEGREE

Department of Theatre and Dance

Office: 212 Rockefeller Arts Center
(716) 673-3596
Dr. Rob Deemer, *Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

MAJOR REQUIREMENTS

Core Courses:

THEA 100	Theatre & Dance Majors' Seminar	1
THEA 103	Fundamentals of Theatre Technology	1
THEA 117	Script Analysis	3
THEA 121	Introduction to Technical Theatre	3
THEA 133	Introduction to Acting	3
THEA 201	Theatre and Dance Productions	1
THEA 202	Theatre and Dance Productions	1
THEA 220	Makeup	1
THEA 270	Theatre For Social Change	3
THEA 301	Theatre and Dance Productions	1
THEA 302	Theatre and Dance Productions	1
THEA 441	Directing I: Principles of Directing	3
THEA 451	World Theatre in Context I	3
THEA 452	World Theatre in Context II	3
THEA 460	Performing Arts Organization and Management	3
THEA 481	Senior Projects Seminar	1
THEA 498	Senior Project	3
		Subtotal: 35

Subtotal: 35

AREA OF FOCUS CHOSEN FROM BELOW

ACTING/DIRECTING FOCUS

Choose 12 credits from the following:

THEA 215	Voice and Movement for the Stage	3
THEA 359	Physical Theatre	3
THEA 370	Scene Study	3
THEA 371	Fredonia Young Company I	1
THEA 372	Fredonia Young Company II	3
THEA 442	Directing II	3
THEA 468	Devising Theatre	3
THEA 470	Styles	3
		Subtotal: 12

Choose 4-6 credits from the following:

THEA 338	Special Topics	.5-3
THEA 347	Stage Combat: Unarmed	3
THEA 350	Introduction to Musical Theatre	3
THEA 410	Acting for Media I	3
THEA 415	Stage Combat: Medieval Weapons	3
DANC 111	Contemporary Technique I	2
DANC 113	Jazz Dance I	2
DANC 243	Ballroom Dance	2
		Subtotal: 4-6

TECHNICAL THEATRE FOCUS

Choose 12 credits from the following:

THEA 222	Stagecraft I	3
THEA 223	Lighting and Sound Technology	3
THEA 226	Scene Painting I	3
THEA 228	Costume Construction I	3
THEA 327	Costume Design I	3
THEA 339	Stage Management	3

Subtotal: 12

Choose 3 credits from the following:

THEA 245	Sound for the Theatre	3
THEA 319	Costume Construction II	3
THEA 321	Costume Crafts, Dyeing and Painting	3
THEA 322	Stagecraft II	3
THEA 337	Properties for the Stage	3
THEA 420	Special Studies in Technical Theatre	3
THEA 427	Scene Painting II	3

Subtotal: 3

STAGE MANAGEMENT FOCUS

Choose 12 credits from the following:

THEA 222	Stagecraft I	3
	or	
THEA 223	Lighting and Sound Technology	3
THEA 436	Design/Technical Production	1-3
THEA 401	Theatre and Dance Productions	1
THEA 402	Theatre and Dance Productions	1
THEA 228	Costume Construction I	3
THEA 339	Stage Management	3
THEA 371	Fredonia Young Company I	1
THEA 372	Fredonia Young Company II	3
THEA 460	Performing Arts Organization and Management	3

Subtotal: 12

Choose 3 credits from the following:

THEA 245	Sound for the Theatre	3
THEA 322	Stagecraft II	3
THEA 319	Costume Construction II	3
THEA 321	Costume Crafts, Dyeing and Painting	3
THEA 337	Properties for the Stage	3
THEA 420	Special Studies in Technical Theatre	3
THEA 427	Scene Painting II	3

Subtotal: 3

BA GENERALIST

Choose 14-15 credits from the following:

THEA 215	Voice and Movement for the Stage	3
THEA 347	Stage Combat: Unarmed	3
THEA 350	Introduction to Musical Theatre	3
THEA 359	Physical Theatre	3
THEA 370	Scene Study	3
THEA 371	Fredonia Young Company I	1
THEA 372	Fredonia Young Company II	3
THEA 470	Styles	3
THEA 468	Devising Theatre	3
THEA 415	Stage Combat: Medieval Weapons	3
THEA 410	Acting for Media I	3
THEA 338	Special Topics	.5-3
DANC 111	Contemporary Technique I	2
DANC 113	Jazz Dance I	2
DANC 243	Ballroom Dance	2
THEA 222	Stagecraft I	3
THEA 223	Lighting and Sound Technology	3
THEA 226	Scene Painting I	3
THEA 228	Costume Construction I	3
THEA 327	Costume Design I	3
THEA 339	Stage Management	3

Subtotal: 14-15

Choose 3 credits from the following:

THEA 245	Sound for the Theatre	3
THEA 322	Stagecraft II	3
THEA 319	Costume Construction II	3
THEA 321	Costume Crafts, Dyeing and Painting	3
THEA 337	Properties for the Stage	3
THEA 420	Special Studies in Technical Theatre	3
THEA 427	Scene Painting II	3

Subtotal: 3

Total Credit Hours: 50-53

All students in the BA Theatre Arts program must complete a minor consisting of 18-24 credit hours. Minors should be selected in consultation with the student's Academic Advisor.

NOTE:

- All Fredonia students must complete a minimum of 120 credit hours prior to graduation.
- All BA students must complete a minimum of 66 credit hours outside of the major (THEA). These credits may include General Education courses, as well as courses taken through a student's minor or dual major.
- All majors in the Department of Theatre and Dance are expected to carry a minimum GPA of 3.0 in their major program, and a cumulative minimum GPA of 2.0.

THEATRICAL PRODUCTION AND DESIGN - B.F.A. DEGREE

Department of Theatre and Dance

Office: 212 Rockefeller Arts Center
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Dr. Rob Deemer, *Chairperson*
Email: theatre.dance@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

MAJOR REQUIREMENTS

Core Courses:

THEA 100	Theatre & Dance Majors' Seminar	1
THEA 101	Theatre and Dance Productions	1
THEA 102	Theatre and Dance Productions	1
THEA 121	Introduction to Technical Theatre	3
THEA 125	Drawing and Drafting for the Theatre	3
THEA 133	Introduction to Acting	3
THEA 201	Theatre and Dance Productions	1
THEA 202	Theatre and Dance Productions	1
THEA 220	Makeup	1
THEA 221	Digital Tools for the Performing Arts	3
THEA 222	Stagecraft I	3
THEA 223	Lighting and Sound Technology	3
THEA 226	Scene Painting I	3
THEA 228	Costume Construction I	3
THEA 301	Theatre and Dance Productions	1
THEA 302	Theatre and Dance Productions	1
THEA 303	Rendering Technique I	3
THEA 304	Rendering Technique II	3
THEA 315	The Dramatic Imagination	3
THEA 324	Lighting Design I	3
THEA 326	Scene Design I	3
THEA 327	Costume Design I	3
THEA 334	Digital Tools for the Performing Arts II	3
THEA 381	Technical Theatre Seminar	.5
THEA 401	Theatre and Dance Productions	1
THEA 402	Theatre and Dance Productions	1
THEA 436	Design/Technical Production	1-3
THEA 441	Directing I: Principles of Directing	3
THEA 451	World Theatre in Context I	3
THEA 452	World Theatre in Context II	3
THEA 481	Senior Projects Seminar	1
THEA 499	Performance/Production Seminar	3

Subtotal: 74

NOTE:

- THEA 381 is a .5 credit course, to be taken six (6) times
- THEA 436 is a variable-credit course that must be taken for a minimum of three (3) total credits
- Theatrical Production and Design majors must earn a cumulative GPA of 3.0 in the major to successfully complete the degree
- Theatrical Production and Design majors must earn a grade of C - or better in all core and focus-requirement courses. This does not apply to electives within the area of focus.

In addition to the core courses listed above, students are advised to take a desired Area of Focus: Costume Design, Lighting Design, Scenic Design, or Technical Direction. They should choose an area by the end of the sophomore year.

COSTUME DESIGN:

Required Courses:

THEA 319	Costume Construction II	3
THEA 321	Costume Crafts, Dyeing and Painting	3
THEA 325	History of Costume	3
THEA 328	Costume Design II	3

Subtotal: 12

Elective Courses:

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 105	Foundations in Drawing	3
THEA 245	Sound for the Theatre	3
THEA 322	Stagecraft II	3
THEA 337	Properties for the Stage	3
THEA 339	Stage Management	3
THEA 384	History of Architecture and Decor for Theatre	3
THEA 420	Special Studies in Technical Theatre	3
THEA 426	Scene Design II	3
THEA 427	Scene Painting II	3
THEA 429	Lighting Design II	3
THEA 460	Performing Arts Organization and Management	3

Subtotal: 6

LIGHTING DESIGN:

Required Courses:

THEA 245	Sound for the Theatre	3
THEA 420	Special Studies in Technical Theatre	3
THEA 429	Lighting Design II	3

Subtotal: 9

Elective Courses:

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 105	Foundations in Drawing	3
THEA 319	Costume Construction II	3
THEA 322	Stagecraft II	3
THEA 325	History of Costume	3
THEA 328	Costume Design II	3
THEA 337	Properties for the Stage	3
THEA 339	Stage Management	3
THEA 384	History of Architecture and Decor for Theatre	3

THEA 420	Special Studies in Technical Theatre	3
THEA 426	Scene Design II	3
THEA 427	Scene Painting II	3
THEA 460	Performing Arts Organization and Management	3

Subtotal: 9

SCENE DESIGN:

Required Courses:

THEA 337	Properties for the Stage	3
	or	
THEA 384	History of Architecture and Decor for Theatre	3
THEA 426	Scene Design II	3
THEA 427	Scene Painting II	3

Subtotal: 9

Elective Courses:

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 105	Foundations in Drawing	3
THEA 245	Sound for the Theatre	3
THEA 319	Costume Construction II	3
THEA 322	Stagecraft II	3
THEA 325	History of Costume	3
THEA 337	Properties for the Stage	3
	or	
THEA 384	History of Architecture and Decor for Theatre	3
THEA 429	Lighting Design II	3
THEA 460	Performing Arts Organization and Management	3

Subtotal: 9

TECHNICAL DIRECTION:

Required Courses:

THEA 245	Sound for the Theatre	3
	or	
THEA 339	Stage Management	3
THEA 322	Stagecraft II	3
THEA 422	Stagecraft III	3

Subtotal: 9

Elective Courses:

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 105	Foundations in Drawing	3
THEA 245	Sound for the Theatre	3
THEA 319	Costume Construction II	3
THEA 325	History of Costume	3
THEA 328	Costume Design II	3
THEA 337	Properties for the Stage	3
THEA 339	Stage Management	3
THEA 384	History of Architecture and Decor for Theatre	3
THEA 420	Special Studies in Technical Theatre	3
THEA 426	Scene Design II	3
THEA 427	Scene Painting II	3
THEA 429	Lighting Design II	3
THEA 460	Performing Arts Organization and Management	3

Subtotal: 9

Total Credit Hours: 92

NOTE:

- All majors in the Department of Theatre and Dance are expected to carry a minimum GPA of 3.0 in their major program, and a cumulative GPA of 2.0.

Visual Arts and New Media

Office: 217 Rockefeller Arts Center
(716) 673-3537
Joe Dan Harper, *Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

The Department of Visual Arts and New Media provides a balanced, comprehensive undergraduate program in the practice, theory, and history of the visual arts and new media. The department offers both majors and elective students an opportunity to experience the arts as an important and enriching facet of a liberal arts education. Whether the goal is a career or advanced study in the arts, or simply a greater understanding of art and its cultural impact, the curriculum offers a dynamic mix of studios, lectures, and seminars. The program provides a comprehensive foundation of design skills as well as historical and conceptual approaches to visual expression. Visual Arts and New Media majors study an interdisciplinary curriculum emphasizing the concepts, theories, design, aesthetics, and skills that inform all visual arts, including those involving electronic mediated expression. Content consists of traditional methods and materials, emerging technologies, and current approaches to artistic production and theory.

The department's graduates possess a unique set of hybrid skills that provide a critical edge for leadership positions in the competitive and evolving marketplace. Graduates have successful careers in corporate and public settings as art directors, art therapists, museum curators, preparators, and administrators, working artists and designers, teachers, creative freelancers, and owners of pottery studios, photo studios, and design firms. Others work as photographer's assistants, web designers, gallery directors, exhibition curators, and in the special effects industry for film and entertainment. Many Visual Arts and New Media

graduates have also been accepted into some of the country's best graduate schools for advanced study.

The Department of Visual Arts and New Media is an accredited institutional member of the National Association of Schools of Art and Design.

Degree Programs

The department offers Visual Arts and New Media majors multiple opportunities for professional education in studio specialties and art history through various degree options.

Students may receive a Bachelor of Arts (B.A.) degree in Visual Arts (p. 153). Students in the B.A. in Visual Arts can mix studio practices and must reach senior level in at least one area: animation, ceramics, drawing and painting, film and video arts, graphic design, illustration, photography, printmaking, or sculpture.

A Bachelor of Fine Arts degree is also available with majors in Animation and Illustration (p. 153), Drawing and Painting (p. 154), Graphic Design (p. 156), Film and Video Arts (p. 155).

The Bachelor of Arts (B.A.) in Visual Arts provides a balanced, comprehensive overview of the range of creative and career possibilities in different media, with the added benefit of incorporating an interdisciplinary pedagogy within a traditional liberal arts curriculum.

The Bachelor of Fine Arts (B.F.A.) degree emphasizes the range of skills, theories and media necessary for the development of the designer or creative artist. The creative process, from inception to presentation, is emphasized. This degree option fosters intellectual and creative curiosity, critical aesthetic thinking, fusion between different artistic disciplines, and extensive use and evaluation of current technologies. Visual design is of great importance, but equal consideration is given to concept and context. Critical awareness and self-evaluation are encouraged and developed.

Students may also receive a Visual Arts minor (p. 185) or an Art History minor (p. 161) to complement their major field of study. Students selecting minors should consult with a department advisor in choosing courses or specific area of study.

Admission to the Program

Admission to the department's studio program requires the submission of an acceptable portfolio for both first-year and transfer students. Information specific to portfolio content may be found on the department's website at http://home.fredonia.edu/art/admissions. Transfer students are advised that it may take more than two years at Fredonia to complete degree requirements, depending on their chosen major. Most graphic design students begin in the B.A. program, and after a few semesters, they can be assessed for entry into the B.F.A in Graphic Design, if desired.

The admissions process is a two-part application. The Office of Admissions will review your academic background. Admission to the college is based upon a review of your academic work, but admission to the department is dependent upon an acceptable portfolio. **Portfolios may be submitted at any time; however, acceptance will be based upon quality of work and available space in the program.**

Please contact the Department of Visual Arts and New Media with any additional questions or concerns.

Visiting Artist Program (VAP)

All Visual Arts and New Media students are required to participate in the Visiting Artist Program each semester in which they are enrolled as a major on campus. A forum for departmental news and updates, VAP program content includes a range of thought-provoking speakers each semester, providing information about the many directions, options, and possibilities inherent in art and design, as well as opportunities to attend gallery openings throughout the academic year.

24 Credit-Hour Review

The 24 Credit-Hour Review takes place after students have completed, or are in the process of completing, 24 credit hours in Visual Arts and New Media courses (reviews take place in the spring semester). The purposes of the 24 Credit-Hour Review are to evaluate student performance, offer constructive criticism and advice, and help students assess their career goals. The review is a mandatory departmental requirement. Any student failing to participate in the 24 Credit-Hour Review process could be suspended from taking further courses in the Department of Visual Arts and New Media.

Senior Exhibition

All students pursuing the B.A. or B.F.A. in studio art are strongly advised to participate in the Senior Exhibition (ARTS 400), an opportunity to show senior-level work in the Cathy and Jesse Marion Art Gallery. Interested students should discuss the requirements of the course with faculty advisors.

Academic Standing and Grade Point Average

All Visual Arts and New Media students must maintain a 2.0 average to remain in good academic standing. Students may repeat courses to improve their grade point average.

Awards and Enrichments

Please visit FREDscholar for scholarship opportunities

The studio and classroom experience is enriched by participation in student clubs, extracurricular Life Drawing sessions, student art sales, and OSCAR presentations (Office of Student Creative Activity and Research). Student groups and visual arts classes have visited major art museums and studios in New York, Toronto, Pittsburgh, and Cleveland and have attended photography, sculpture, ceramic, and design conferences and workshops

around the country. Internships are available and encouraged for students who want practical experience in addition to coursework in their chosen major. The department assists students in arranging internships either in the U.S. or abroad. The Career Development Office (p. 151) lists internship opportunities. The Office of International Education will assist students with the study abroad application process.

VISUAL ARTS AND NEW MEDIA: ANIMATION AND ILLUSTRATION - B.F.A. DEGREE

Department of Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537

Joe Dan Harper, *Interim Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

MAJOR REQUIREMENTS

Foundation Program:

ART 100	Visual Concepts	3
ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 102	Foundations in 2-D Form and Content	3
ARTS 105	Foundations in Drawing	3
ARTS 240	Foundations of 3-D Form and Content	3
	or	
ARTS 270	Foundations in Clay	3
ARTS 222	Cinema Arts I	3
	or	
ARTS 225	Digital Foundations	3
	or	
ARTS 221	Foundations of Time-Based Media	3

Subtotal: 21

Core Requirements:

ARTS 156	Introduction to Digital Photography	3
ARTS 212	Life Drawing I	3
ARTS 214	Drawing and Painting I	3
ARTS 241	Figure Modeling	3
ARTS 280	Introduction to Illustration	3
ARTS 285	Introduction to 2-D Animation	3
ARTS 380	Intermediate Illustration	3
ARTS 385	Intermediate 2-D Animation	3
ARTS 386	3D Modeling & Animation	3
	or	
ARTS 495	Independent Studio Projects	1-6
ARTS 485	Advanced Animation/Illustration	3
ARTS 485	Advanced Animation/Illustration	3
ARTS 489	Animation and Illustration Capstone	3
ARTH	Art History Electives	6
ARTS	Art Studio Electives	9

Subtotal: 51

NOTE:

- Electives may emphasize another major within the visual arts as advised.
- Art Studio Electives must include six (6) credits taken at the upper-level.
- ARTS 400 Senior Seminar is optional, but strongly recommended. To enroll, a 3.5 GPA (in ARTS) and/or area faculty approval is required.
- ARTS 485 Advanced Animation/Illustration is to be completed twice for a total of 6 credit hours.
- ARTS 490 Learning Assistant can be used for a maximum of 6 credit hours of electives under advisement.
- ARTS 497 Research Practicum can be used for a maximum of 3 credit hours of electives under advisement.

Visiting Artist Program:

Eight (8) semesters at 1 credit hour per semester.

Subtotal: 8

NOTE: The Visiting Artist Program is only required each semester the student is a major within the department.
Subtotal: 80

Total Credit Hours: 80

VISUAL ARTS AND NEW MEDIA: ART HISTORY - B.A. DEGREE

Department of Visual Arts and New Media
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https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: VANM: Art History (p. 153)

VISUAL ARTS - B.A. DEGREE

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Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

MAJOR REQUIREMENTS

Core Courses:

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ART 100	Visual Concepts	3
ARTS 102	Foundations in 2-D Form and Content	3
ARTS 105	Foundations in Drawing	3
ARTS 240	Foundations of 3-D Form and Content	3
	or	
ARTS 270	Foundations in Clay	3
ARTS 222	Cinema Arts I	3
	or	
ARTS 225	Digital Foundations	3

Subtotal: 21

Visiting Artist Program:

Subtotal: 8

NOTE: The Visiting Artist Program is only required each semester the student is a major within the department.

Additional Requirements:

- ARTS studio courses at the 300-level or above (9 credit hours) - Excluding all ARTS 490 and ARTS 497 courses
- Advanced Level ARTS Course: 400-level in Animation + Illustration, Ceramics, Film + Video, Graphic Design, Painting + Drawing, Photography or Sculpture (3 credits hours), excluding all ARTS 490 and ARTS 497 courses
- Art History elective: 3 credit hours at the 200-300 level as advised to reach a total of 24 upper level credits in the major
- ARTS studio electives: 12 credit hours, 9 of which must be at the upper level; only 3 credit hours of ARTS 490 or ARTS 497 allowed
- Capstone experience (by advisement)

Subtotal: 27

Subtotal: 56

Total Credit Hours: 56

VISUAL ARTS AND NEW MEDIA: CERAMICS - B.F.A. DEGREE

Department of Visual Arts and New Media
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****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: VANM: Ceramics (p. 154)

VISUAL ARTS AND NEW MEDIA: DRAWING AND PAINTING - B.F.A. DEGREE

Department of Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537

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Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

MAJOR REQUIREMENTS:

Foundation Program

ART 100	Visual Concepts	3
ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 102	Foundations in 2-D Form and Content	3
ARTS 105	Foundations in Drawing	3
ARTS 240	Foundations of 3-D Form and Content	3
	or	
ARTS 270	Foundations in Clay	3
ARTS 222	Cinema Arts I	3
	or	
ARTS 225	Digital Foundations	3
	or	
ARTS 221	Foundations of Time-Based Media	3

Subtotal: 21

Core Requirements:

ARTS 212	Life Drawing I	3
ARTS 214	Drawing and Painting I	3

ARTS 241	Figure Modeling	3
ARTS 312	Life Drawing II	3
ARTS 314	Drawing and Painting II	3
ARTS 315	Drawing and Painting III	3
ARTS 415	Drawing and Painting IV	3
ARTS 494	Directed Studio Projects	1-3
ARTS 495	Independent Studio Projects	1-6
ARTS	Art Studio Electives	18
ARTH	Art History Electives	6

Subtotal: 51

NOTE:

- ARTS electives must include at least 12 Upper Level credits.
- ARTS 400 Senior Exhibition is optional, but strongly recommended. To enroll, a 3.5 GPA (in ARTS) and/or area faculty approval is required.
- Electives may emphasize another major within the visual arts as advised.
- ARTS 490 Learning Assistant can be used for a maximum of 6 credit hours of electives under advisement.
- ARTS 497 Research Practicum can be used for a maximum of 3 credit hours of electives under advisement.
- ARTS 494 and ARTS 495 are variable credit hour courses. Students are to complete the courses for 3 credit hours each to satisfy the degree requirements. ARTS 494 and ARTS 495 will focus on Drawing and Painting.

Visiting Artist Program

Eight semesters at 1 credit hour each.

Subtotal: 8

NOTE: The Visiting Artist Program is only required each semester the student is a major within the department.
Subtotal: 80

Total Credit Hours: 80

VISUAL ARTS AND NEW MEDIA: FILM & VIDEO ARTS - B.F.A. DEGREE

Department of Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537
Joe Dan Harper, *Interim Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

MAJOR REQUIREMENTS

Foundation Program:

ART 100	Visual Concepts	3
ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 102	Foundations in 2-D Form and Content	3
ARTS 105	Foundations in Drawing	3
ARTS 240	Foundations of 3-D Form and Content	3
	or	
ARTS 270	Foundations in Clay	3
ARTS 222	Cinema Arts I	3

Subtotal: 21

Core Requirements:

ARTH 276	Film Form	3
ARTS 322	Cinema Arts II	3
ARTS 323	Narrative Techniques	3
ARTS 324	Visual Effects for Cinema	3
ARTS 340	3-D Methods and Materials	3
ARTS 156	Introduction to Digital Photography	3
	or	
ARTS 351	B&W Film Photography	3
ARTS 422	Cinema Arts III	3
ARTS 494	Directed Studio Projects	1-3
ARTS 495	Independent Studio Projects	1-6
ARTS 429	Film and Video Arts Capstone	3
ARTH/FILM	Art History or Film Studies electives	3
ARTS	Art Studio Electives	18

Subtotal: 51

NOTE:

- ARTS 400 Senior Exhibition is optional, but strongly recommended. To enroll, a 3.5 GPA (in ARTS) and/or area faculty approval is required.
- ARTS 490 Learning Assistant can be used for a maximum of 6 credit hours of electives under advisement. ARTS 497 Research Practicum can be used for a maximum of 3 credit hours of electives under advisement.
- ARTS 494 and ARTS 495 are variable 1-3 credit hour courses. BFA students must complete the courses with 3 credit hours each to satisfy the degree requirements.

Visiting Artist Program:

Eight semesters at 1 credit hour each.

Subtotal: 8

NOTE:

- The Visiting Artist Program is only required each semester the student is a major within the department.

Subtotal: 80

Total Credit Hours: 80

VISUAL ARTS AND NEW MEDIA: GRAPHIC DESIGN - B.F.A. DEGREE

Department of Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537

Joe Dan Harper, *Interim Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

MAJOR REQUIREMENTS

Foundation Program:

ART 100	Visual Concepts	3
ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTS 102	Foundations in 2-D Form and Content	3
ARTS 105	Foundations in Drawing	3
ARTS 240	Foundations of 3-D Form and Content	3
	or	
ARTS 270	Foundations in Clay	3
ARTS 222	Cinema Arts I	3
	or	
ARTS 225	Digital Foundations	3
	or	
ARTS 221	Foundations of Time-Based Media	3

Subtotal: 21

Core Requirements:

ARTS 214	Drawing and Painting I	3
ARTS 260	Graphic Design I	3
ARTS 261	Graphic Design II	3
ARTS 360	Graphic Design III	3
ARTS 361	Graphic Design IV	3
ARTS 365	Typography I	3
ARTS 366	Typography II	3
ARTH 371	A History of Visual Communication and Design	3
ARTS 460	Graphic Design V	3
ARTS 465	Typography III	3
ARTS 469	Design Realities/Professional Practice	1-3
ARTS 156	Introduction to Digital Photography	3
	or	
ARTS 351	B&W Film Photography	3
	Twelve additional credit hours of electives, 9 of which should concentrate in another discipline with the department of Visual Arts and New Media, per advisement	12
ARTH	Art History Electives	3

Subtotal: 51

NOTE:

- ARTS 400 Senior Exhibition is optional, but strongly recommended. To enroll, a 3.5 GPA (in ARTS) and/or area faculty approval is required.
- ARTS 469 is a variable 1-3 credit hour course, and BFA students must successfully complete the course with 3 credit hours.
- ARTS 490 Learning Assistant can be used for a maximum of 6 credit hours of electives under advisement.
- ARTS 497 Research Practicum can be used for a maximum of 3 credit hours of electives under advisement.

Visiting Artist Program:

Eight semesters at 1 credit hour each.

Subtotal: 8

NOTE: The Visiting Artist Program is only required each semester the student is a major within the department.
Subtotal: 80

Total Credit Hours: 80

VISUAL ARTS AND NEW MEDIA: PHOTOGRAPHY - B.F.A. DEGREE

Department of Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537
Joe Dan Harper, *Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: VANM: Photography (p. 156)

VISUAL ARTS AND NEW MEDIA: SCULPTURE - B.F.A. DEGREE

Department of Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537
Joe Dan Harper, *Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

****This program is no longer accepting applications as of 6/5/24****

Please view the prior program requirements here: VANM: Sculpture (p. 157)

World Languages and Cultures

Office:E332 Thompson Hall
(716) 673-3380

Dr. KimMarie Cole, *Chairperson*
Email: worldlang@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/world-languages-cultures

With its interdisciplinary and global vision of a changing world, the Department of World Languages and Cultures contributes to the international education of students. Knowledge of a second language has become essential whether one lives and works within the United States or abroad. Conscious that language and cultural manifestations are expressions of the complexities of a country's culture, the department is committed to the formation of citizens that are culturally sensitive to the nuances of everyday business and interpersonal exchanges.

A major or minor (p. 183) may be earned in French and/or Spanish. Certification programs for Adolescence Education are offered in Spanish. Students can also design programs that go across disciplines and fields, with the assistance of their advisor.

Majors, minors, and world language concentration students are encouraged to travel to a foreign country for one or two semesters of study abroad. The department offers programs in Aix-en-Provence, France; Oaxaca, Mexico; and San Juan, Puerto Rico. Students participating in these and other programs have found the experience enormously enriching. Many students choose to travel to other countries in Latin America and the French-speaking world. The department encourages students to participate in overseas programs. Plans should be discussed early with their advisor so they can take advantage of this opportunity as early as the sophomore year.

The department sponsors the French Club and has affiliation with two national honor societies: Pi Delta Phi in French and Sigma Delta Pi in Spanish.

The Thomas Goetz-Robert Rie Scholarship for Excellence in Modern Languages is awarded each year to an upper level major in modern languages who demonstrates outstanding academic ability and commitment to his/her field of study. Recommendations are submitted by the faculty to the chair of the department.

Requirements for Transfer Credit

A student can transfer up to 21 credit hours with a minimum grade of C towards the major. A minimum of 15 credit hours must be taken in the department at Fredonia.

For a minor, a student can transfer up to 9 credit hours with a minimum grade of C towards the program.

NOTE:

1. *Depending on the language preparation in high school, a student can be placed at a more or less advanced section of a language course by the instructor. Students are encouraged to speak with their instructor the first week of classes to ensure placement at the appropriate level.*
2. *Unless otherwise specified, all courses are conducted principally in the appropriate foreign language.*

WRITING - B.A. DEGREE

Department of English
Office: 278 Fenton Hall
(716) 673-3125
Dr. KimMarie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

- The major in Writing requires a minimum of 39 credit hours of courses selected according to the outline given below. It also requires the completion of an e-portfolio. In special circumstances, a particular course requirement may be waived and another course substituted. Students seeking a waiver of a particular course requirement should consult their advisors and complete a Degree Exception Request form; approval for such waivers is granted by the English Department chairperson or designee.
- All students must earn a grade of C or higher in all courses required for completion of the Writing major.
- Majors must take one course that has a focus in experiential or applied learning, including a service or community component, among WRTG 261, WRTG 374, WRTG 375, WRTG 379, WRTG 455, WRTG 465; when relevant, ENGL 399 or WRTG

399 may be counted toward this requirement, with approval of advisor and department chairperson.

- Only Fredonia Foundations course WRTG 260 will count toward the Writing major.
- All Writing majors must complete at least 45 credit hours at Fredonia in order to graduate, of which at least 21 credit hours must be taken within the major.
- All Writing majors must complete at least 45 upper-level credit hours in order to graduate, of which at least 24 credit hours must be taken at or above the 300 level within the major.
- All Writing majors must complete a separate minor or second major in another discipline, in English, or in one of the interdisciplinary programs. The Creative Writing and Writing and Rhetoric Minors may not be taken by Writing Major students. Students may count up to six (6) credit hours from English toward the Writing major, with approval of advisor and department chairperson. Students may count up to six (6) credit hours from a separate minor or second major toward the Writing major, with approval of advisor and department chairperson.
- All majors must complete at least 66 credit hours outside the major in order to graduate. Credits earned for ENGL 100 (Craft of Writing) do not count toward the Writing major, but do count as credit hours outside the major. Credits transferred as ENGL 099 do not count toward the Writing major, but do count as hours outside the major.

Major Requirements

Core Courses:

WRTG 260	Introduction to Creative Writing	3
WRTG 261	Introduction to Writing Professions	3
WRTG 365	Form and Theory of Writing	3
WRTG 372	Grammar and Style for Writers	3
WRTG 495	Senior Writing Capstone	3
		Subtotal: 15

Intermediate Writing

WRTG 361	Intermediate Fiction Writing	3
WRTG 362	Intermediate Poetry Writing	3
WRTG 363	Intermediate Creative Nonfiction Writing	3
		Subtotal: 6

Advanced Writing

WRTG 461	Advanced Fiction Workshop	3
WRTG 462	Advanced Poetry Workshop	3
WRTG 463	Advanced Creative Nonfiction Workshop	3
		Subtotal: 3

Rhetorical Category

WRTG 271	Rhetoric for Writers	3
WRTG 367	Advanced Composition	3
WRTG 369	Argumentative Writing	3
WRTG 371	Travel Writing	3
WRTG 374	Writing and Social Change	3
WRTG 377	Academic Writing	3
WRTG 378	Advanced Writing I: The Essay	3
		Subtotal: 6

Professional Category

WRTG 217	Writing for Role Playing Games	3
WRTG 354	Foundations of Editing	3
WRTG 364	Literary Publishing	3
WRTG 366	Opinion in Journalism	3
WRTG 375	Writing for the Professions	3
WRTG 379	Writing in a Digital World	3
WRTG 382	Grant Writing	3
WRTG 455	Writing Tutors	3
WRTG 465	Writing Internship	1-12
		Subtotal: 6

Elective

One relevant course from any category, topic as offered (e.g., ENGL 299/399, WRTG 299/399), or Interdisciplinary course, as approved by advisor and department chairperson

ENGL	ENGL/WRTG 200/300 Level Course	3
	or	
COMM 361	Screenwriting	3
		Subtotal: 3

Total Credit Hours: 39

ALL MINORS

A “minor” is a specified minimum number of hours recorded on official transcripts, but involving fewer hours than a major. Below is a comprehensive list of all minors offered at Fredonia.

Minors noted with (*) are no longer accepting applications.

Accounting Minor (p. 159)
African American Studies Minor (p. 160)
Applied Mathematics Minor * (p. 161)
Art History Minor (p. 161)
Arts Administration Minor (p. 161)
Athletic Coaching Minor (p. 162)
Biology Minor (p. 163)
Business Administration Minor (p. 163)
Chemistry Minor (p. 164)
Communication Disorders and Sciences (p. 164)
Communication Minor
Computer Information Systems Minor * (p. 167)
Computer Science Minor (p. 167)
Creative Writing Minor (p. 167)
Criminal Justice Minor (p. 167)
Dance Minor (p. 167)
Data Science Minor *
Economics Minor * (p. 168)
English Minor (p. 168)
Entrepreneurship Minor (p. 168)
Environmental Studies Minor (p. 168)
Film Studies Minor (p. 169)
Geology Minor (p. 170)
History Minor (p. 171)
Industrial - Organizational Psychology Minor * (p. 171)
Interdisciplinary Studies Self-Design Minor (p. 171)
Latine Studies Minor (p. 172)
Leadership Studies Minor * (p. 173)
Mathematics Minor * (p. 174)
Multi-Ethnic Studies Minor (p. 174)
Museum Studies Minor (p. 176)
Music Industry Minor
Music Minor (p. 176)
Native American Studies Minor (p. 177)
Philosophy Minor * (p. 178)
Physics Minor * (p. 179)
Political Science Minor * (p. 179)
Professional Sales Minor (p. 179)
Professional Writing Minor (p. 179)
Psychology Minor (p. 180)
Public Health Minor (p. 181)
School and Counseling Psychology Minor (p. 182)
Social Media Minor (p. 182)
Sociology Minor (p. 183)
Spanish Minor (p. 183)
Sport Management Minor (p. 183)
Statistics Minor * (p. 184)
Theatre Minor (p. 184)
Theatrical Production Minor (p. 184)
Visual Arts Minor (p. 185)
Women's & Gender Studies Minor (p. 185)

ACCOUNTING MINOR

School of Business
Office: E336 Thompson Hall

(716) 673-3505
Dr. Julie Fitzpatrick, Chairperson

Email: julie.fitzpatrick@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MINOR REQUIREMENTS

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

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
	and	
	Any 300/400 Level ACCT Courses (excluding internships)	12

Subtotal: 18

Students are strongly encouraged to speak with an ACCT advisor to identify the best courses to align with their interests.
Subtotal: 18

Total Credit Hours: 18

AFRICAN AMERICAN STUDIES MINOR

Ethnic & Gender Studies Program
Department of Interdisciplinary Studies
Office: 241 Fenton Hall
(716) 673-3861
Dr. Jeanette McVicker, *Program Coordinator*
Email: jeanette.mcvicker@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/ethnic-gender-studies

As a minor within the interdisciplinary Ethnic & Gender Studies program, students in the African American Studies minor will focus on the complex history, experiences and contributions of African Americans within a broad social justice framework. The program seeks to promote new ways of thinking about race, culture and social representation from different perspectives–notably, historical, literary, sociological, psychological and artistic.

African American Studies is for everyone! A minor in African American Studies will deepen students' understanding of the complexity of US history and how African Americans have not only survived racism and segregation, but made significant contributions to every aspect of American culture and society. The African American Studies minor helps students prepare for careers in education, legislation and policy, international business and marketing, urban planning, counseling and social work, literature, arts and the media, and many other fields.

MINOR REQUIREMENTS

The African American Studies minor requires a minimum of 21 credit hours: up to 6 credit hours of transfer credit may be applied, with coordinator approval. No more than 6 credit hours may overlap a student's major. Students may use courses taken retroactively after consultation with the coordinator. At least six credit hours, beyond the capstone, should be taken at the upper level (300/400).

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core courses:

ETHN 202	Foundations of Social Justice	3
ETHN 206	African American Studies	3
ETHN 491	Social Change Capstone	3

Subtotal: 9

Electives:

	Courses taken by advisement with ESG coordinator	12

Subtotal: 12

6 credits must be at the upper level

Recommended Electives Include:

BUAD 321	Management and Organizational Behavior	3
COMM 373	Gender and Communication	3
COMM 465	Intercultural Communication	3
ENGL 274	Social Justice & The Written Word	3
ENGL 296	American Identities	3
ENGL 331	American Literary Roots	3
ENGL 341	Harlem Renaissance	3
ENGL 342	African American Autobiography	3
ENGL 343	Queer Studies in Literature	3
ESCI 105	Global Environmental Issues	3
ETHN 240	Introduction to African American Literature and Culture	3
ETHN 275	Black Women Writers	3
ETHN 333	African American History to 1877	3
ETHN 334	African American History since 1877	3
ETHN 359	Ethnicity and Race	3
ETHN 234	Music, Society, and Crisis	3
ETHN 313	Psychology of Prejudice and Discrimination	3
HIST 288	The Atlantic World, 1500-1820	3
HIST 328	Civil War Era	3
HIST 335	American Women	3
HIST 343	Civil Rights Movement	3
HIST 352	Environmental History of North	3

	America	
MUS 233	Musics of the World	3
MUS 265	History of Jazz	3
POLI 371	Civil Rights and Liberties	3
PSY 370	Cross-Cultural Psychology	3
SOC 275	Social Inequalities	3
SOCW 249	Social Welfare History	3
SOCW 355	Diversity, Oppression, and Human Rights	3
SPMG 230	Sport in Diverse Societies	3
WGST 210	LGBTQ Literature & American History	3
WGST 301	Theories of Gender	3
WGST 302	Sex and Gender	3
WGST 314	Women Writers	3
WGST 345	Women, Health and Society	3

Students are encouraged to explore relevant Study Abroad courses and/or Internships to meet the elective requirements; discuss this option with the coordinator prior to registration.

Please note: students in any EGS minors are encouraged to register for the appropriate prefix (ETHN or WGST) when choosing cross listed courses from below as electives. Such courses can only be taken one for credit.

- ENGL 240 / ETHN 240
- ENGL 275 / ETHN 275 / WGST 275
- ENGL 314 / WGST 314
- ETHN 333 / HIST 333
- ETHN 334 / HIST 334
- ETHN 359 / HIST 359 / WGST 359
- ETHN 234 / MUS 234 / WGST 234
- ETHN 313 / PSY 313 / PSY 313
- SOC 306 / WGST 302
- SOC 345 / WGST 345

Subtotal: 21

Total Credit Hours: 21

APPLIED MATHEMATICS MINOR

Mathematical Sciences
Office:150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*

Email: mathematics.department@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This minor is no longer accepting applications as of 8/14/26****

Please view the prior minor requirements here: (p. 133)Applied Mathematics (minor) (p. 161)

ART HISTORY MINOR

Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537
Joe Dan Harper, *Interim Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Foundation Program

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
		Subtotal: 6

Choose one of the following courses:

(Note that these courses are only offered every third semester)

ARTH 350	Art History Theory and Methods	3
	or	
ARTH 355	Writing About Art	3
		Subtotal: 3

Plus the following electives:

	200-level ARTH courses	6
	300-400 level ARTH courses	6
		Subtotal: 12

Subtotal: 21

Total Credit Hours: 21

NOTE:

- Students should consult with a department advisor in planning a course of study as an Art History minor.
- A minimum of nine (9) credit hours must be completed at Fredonia.

ARTS ADMINISTRATION MINOR

Office: RAC G23
(716) 673-3217

Alison Barry, *Coordinator*

Email: alison.barry@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/arts-administration

The Arts Administration minor introduces students to the fundamentals of planning, financing, and managing performing arts organizations and events. Required practical experience in our campus Ticket Office and our six theatres and concert halls makes this minor a valuable enhancement to Bachelor's Degrees in the arts, business, or communications.

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core Courses

AADM 310	Fundraising and Grant Writing for Non-Profits	3
AADM 410	Ticket Office Practicum	1-3
ACCT 201	Principles of Financial Accounting	3
MUS 272	Arts Advocacy and Leadership	3

Note: Students must complete 3 credits of AADM 410.

Capstone (by advisement)

AADM 400	Arts Administration Practicum	1-3
	or	
AADM 480	Independent Study	1-3
	or	
AADM 490	Arts Administration Internship	1-15
	or	
MUS 492	Music Capstone Project	3

Subtotal: 15

Elective Courses

ARTH 460	Gallery Practicum	1-4
BUAD 310	Legal Environment of Business	3
COMM 102	Mass Media and Society	3
COMM 222	Principles of Public Relations	3
COMM 244	Introduction to Social Media	3
COMM 336	Introduction to Business Communication	3
DANC 370	Dance Studio Management	3
ECON 205	Principles of Microeconomics	3
ECON 210	Principles of Macroeconomics	3
MUS 363	Music Entrepreneurship I	3
MUS 364	Music Entrepreneurship II	3
MUSB 201	The Business of Music	3
MUSB 301	Music Copyrights	3
MUSB 320	Music Contracts	3
MUSB 351	Digital Marketing for Music Industry	3
THEA 121	Introduction to Technical Theatre	3
THEA 460	Performing Arts Organization and Management	3
WRTG 382	Grant Writing	3

Subtotal: 9

Subtotal: 24

Total Credit Hours: 24

ATHLETIC COACHING MINOR

School of Business
Office: E336 Thompson Hall
(716) 673-3505
Dr. Julie Fitzpatrick, *Chairperson*
Email: julie.fitzpatrick@fredonia.edu
Dr. Kerry Fischer, *Program Coordinator*
Email: kerry.fischer@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/applied-professional-studies/music-industry

MINOR REQUIREMENTS

The Athletic Coaching minor is offered to students seeking to complete the New York State Education Department's coaching coursework requirements through the Individual Evaluation (IE) option. This minor is available to students who have or are pursuing teacher certification as well as those who do not plan to pursue certification. More information about the IE can be found at https://www.nysed.gov/standards-instruction/coach-preparation-licensing (click the Individual Evaluation Pathway - SED Coursework according menu)

Electives

PSY 237	Sport Psychology	3
	or	
	SPMG or HLTH Course by Advisement	3

Subtotal: 3

Required Courses:

Some courses require prerequisites. Click on any hyperlinked course for additional information.

HLTH 115	First Aid Skills and Knowledge	3
HLTH 303	Fitness and Wellness	3
HLTH 220	Health Sciences Applied to Coaching	3
HLTH 221	Philosophy, Principles and Organization of Athletics in	3

	Education	
HLTH 321	Theory & Techniques of Coaching	2
EDU 303	Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence	1
EDU 304	Safe Schools & Healthy Students	1
SPMG 400	Sport Studies Internship	.5-12

Subtotal: 17

NOTE:

- SPMG 400 is a variable 0.5-12 credit hour course. Students must complete the course with a minimum of one credit hours to satisfy the requirements for the minor. Sport Management students must take one more credit in addition to the 6 credits for their major.

Subtotal: 20

Total Credit Hours: 20

BIOLOGY MINOR

Biology
Office: 221 Science Center
(716) 673-3282
Dr. William D. Brown, *Chairperson*
Email: biology@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/biology

MINOR REQUIREMENTS

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

BIOL 131	Introductory Ecology and Evolution	3
BIOL 132	Introductory Ecology and Evolution Laboratory	1
BIOL 133	Introductory Cell and Molecular Biology	3
BIOL 134	Introductory Cell and Molecular Biology Laboratory	1
	Biology courses at the 300 or 400 level (not including BIOL 440,451,458,490)	6

Subtotal: 14

Focus Requirements (select one):

Ecology Focus:

The Ecology Focus is designed for anyone, regardless of background or major.

BIOL 243	Organismal Biology	3
BIOL 244	Organismal Biology Laboratory	1
BIOL 330	Ecology	3
BIOL 331	Ecology Laboratory	1

Subtotal: 8

Genetics Focus:

While anyone is welcome to complete the Genetics Focus, it is designed specifically for students who plan to pursue graduate studies in medical fields. Courses in this focus have additional prerequisites that students pursuing degrees that complement medical studies, like the B.S. in Psychology (Chemistry track) or the B.S. in Biochemistry, will have completed as part of their program. Specifically, those courses are CHEM 115,125,116,126,215, and 225.

BIOL 237	Genetics	3
BIOL 238	Genetics Laboratory	1
BIOL 333	Biochemistry	3
BIOL 334	Biochemistry Laboratory	1

Subtotal: 8

Human Biology Focus:

While anyone is welcome to complete the Human Biology Focus, it is designed specifically for students who plan to pursue graduate studies in medical fields. Students pursuing degrees that complement medical studies, like the B.S. in Psychology (Chemistry track) or the B.S. in Biochemistry, will have completed, as part of their program, prerequisites required for this focus. Specifically, those courses are CHEM 115 and 125.

BIOL 245	Human Anatomy and Physiology I	4
BIOL 246	Human Anatomy and Physiology II	4

Subtotal: 8

- Students of all majors within the Biology Department with the exception of Exercise Science are excluded from completing the Biology Minor (i.e., majors in Biology, Biology Adolescence Education, Medical Laboratory Science, Molecular Genetics)
- A maximum of 6 credit hours may also be applied to another program.
- Students electing BIOL 245 must complete 4 credit hours of prerequisite chemistry courses, specifically CHEM 115, 125.
- Students electing BIOL 333 must complete 16 credit hours of prerequisite chemistry courses, specifically CHEM 115,116,125,126,215,225.
- 200 level Biology courses designated as upper-level may not be counted towards the 6 credits of Biology courses at the 300/400 level.

Subtotal: 22

Total Credit Hours: 22

BUSINESS ADMINISTRATION MINOR

School of Business
Office: E336 Thompson Hall
(716) 673-3505
Tai Yi, *Chairperson (interim)*
email: business.administration@fredonia.edu
website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MINOR REQUIREMENTS

The department offers a minor in Business Administration that requires 21 credit hours of courses as indicated below:

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

BUAD 200	Fundamentals of Statistics for Business and Economics	3
	or	
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3
	and	
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 205	Principles of Microeconomics	3
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 328	Marketing Foundations	3

Subtotal: 21

NOTE:

- Accounting and Music Industry majors are required to take BUAD 300,320,323,327,328, and 499 as part of their Major. They may earn a minor in Business Administration but cannot double count the courses listed above. They are allowed to select any three BUAD 300 or 400 level courses (9 credits total) beyond those in their major to earn the minor.

CHEMISTRY MINOR

Chemistry and Biochemistry
Office: 221 Science Center
(716) 673-3281
Dr. William D. Brown, *Chairperson*
Dr. Mark Janik, *Coordinator*
Email: chemistry.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/chemistry

MINOR REQUIREMENTS

A minimum of 24 credit hours in chemistry is required.

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

CHEM 115	General Chemistry Lecture I	3
	and	
CHEM 125	General Chemistry Laboratory I	1
CHEM 116	General Chemistry Lecture II	3
	and	
CHEM 126	General Chemistry Laboratory II	1
	or	
CHEM 130	Honors General Chemistry Laboratory	1
	16 additional credit hours at the 200-level or above	16

Subtotal: 24

NOTE:

- Of the 16 additional credit hours: (1) at least 2 credit hours must be in laboratory courses; (2) at least 6 credit hours must be from 300 or 400-level courses; and (3) CHEM 154, CHEM 170, CHEM 302, CHEM 305, CHEM 371, and CHEM 372 cannot be counted.

Subtotal: 24

Total Credit Hours: 24

COMMUNICATION DISORDERS AND SCIENCES

Department of Communication Disorders and Sciences
Dr. Kevin Kearns, *Interim Chairperson and Undergraduate Advisor*
Office: W123 Thompson Hall
(716) 673-3202
Email: cds@fredonia.edu
Website:https://www.fredonia.edu/academics/colleges-schools/college-education/communication-disorders-sciences

MINOR REQUIREMENTS

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

CDS 150	Introduction to Communicative Disorders	3
CDS 250	Speech and Language Development	3
CDS 268	Phonetics	3
CDS 310	Speech and Hearing Mechanism	3
CDS 316	Speech Science	3
CDS 322	Hearing Problems and Tests	3

Subtotal: 18

COMMUNICATION MINOR

Department of Communication
Office: 311 McEwen Hall

(716) 673-3410
Roslin Smith, *Chairperson*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

The Communication Minor emphasizes theoretical and applied perspectives, giving students a broad understanding of human and mass communication processes. The program explores how individuals, groups, mass media, organizations, and societies communicate to address needs, solve problems, and achieve goals. In response to the rapid evolution of media and communication technologies, the minor equips students with essential skills to navigate and critically engage with various communication contexts, including human and digital communication, enabling them to understand and influence interactions across diverse settings.

The minor requires 21 credit hours, allowing students to tailor their coursework to their interests while developing key communication competencies.

A grade of C or better is required for a course to satisfy a major requirement.

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

COMM 101	Fundamentals of Communication	3
COMM 105	Public Speaking	3
	Other COMM courses	15
		Subtotal: 21

NOTE:

- 12 credits of COMM Electives must be completed at the upper level (300/400).
- A minimum of 9 credit hours at the 300 level or above must be taken at Fredonia.
- Students may not use COMM 470- WNYF/FRS/Leader Practicum, COMM 475- Communication Supervision, COMM 480- Communication Internship, or COMM 490- Independent Study toward the minor requirements.
- The minimum GPA for successful completion of the minor is 2.0.

Subtotal: 21

Total Credit Hours: 21

COMPUTER INFORMATION SYSTEMS MINOR

Computer and Information Sciences
Office: 150 Houghton Hall
(716) 673-4820

Meral Arnavut, *Chairperson*
Email: csit@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/computer-information-sciences

****This minor is no longer accepting applications as of 6/5/24****

Please view the prior minor requirements here: Computer Information Systems (minor) (p. 165)

COMPUTER SCIENCE MINOR

Computer and Information Sciences
Office: 150 Houghton Hall
(716) 673-4820

Dr. Meral Arnavut, *Chairperson*
Email: csit@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/computer-information-sciences

MINOR REQUIREMENTS

Required Courses:

Some courses require prerequisites. Click on any hyperlinked course for additional information.

CSIT 121	Computer Science I	3
CSIT 143	Discrete Mathematics	3
CSIT 202	Programming with Python for All	3
CSIT 221	Computer Science II	3
STAT 200	Statistical Methods I	3
	or	
STAT 250	Statistics for Scientists	3
	or	
STAT 350	Probability and Statistics	3
	CSIT 300/400 level electives by advisement	6
		Subtotal: 15

ECON/PSY/SOC 200 would also satisfy the STAT requirement

Total Credit Hours: 21

CREATIVE WRITING MINOR

English
Office: 278 Fenton Hall
(716) 673-3125
KimMarie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

MINOR REQUIREMENTS

The Minor in Creative Writing requires a minimum of 21 credit hours of courses.

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core Courses:

Introduction to the Discipline

WRTG 260	Introduction to Creative Writing	3
		Subtotal: 3

Intermediate Writing Courses

WRTG 361	Intermediate Fiction Writing	3
WRTG 362	Intermediate Poetry Writing	3
WRTG 363	Intermediate Creative Nonfiction Writing	3
		Subtotal: 6

Focused Study in the Discipline

WRTG 365	Form and Theory of Writing	3
		Subtotal: 3

Advanced Workshop

WRTG 461	Advanced Fiction Workshop	3
WRTG 462	Advanced Poetry Workshop	3
WRTG 463	Advanced Creative Nonfiction Workshop	3
		Subtotal: 3

Electives chosen from the following:

WRTG 217	Writing for Role Playing Games	3
WRTG 299	Special Topics	1-4
WRTG 361	Intermediate Fiction Writing	3
WRTG 362	Intermediate Poetry Writing	3
WRTG 363	Intermediate Creative Nonfiction Writing	3
WRTG 364	Literary Publishing	3
WRTG 399	Special Topics	1-4
WRTG 461	Advanced Fiction Workshop	3
WRTG 462	Advanced Poetry Workshop	3
WRTG 463	Advanced Creative Nonfiction Workshop	3
WRTG 465	Writing Internship	1-12
COMM 361	Screenwriting	3
		Subtotal: 6

NOTE:

- Courses in the minor may be taken only once for credit, except for WRTG 299 or WRTG 399.
- Students may count WRTG 299 or WRTG 399 for credit in the minor only when the special topic focuses on writing.
- WRTG 399 and WRTG 465 are variable credit hour courses. No more than 3 credit hours in internships and/or independent studies may be counted toward the minor.

Subtotal: 6

ADDITIONAL REQUIREMENTS

- All students must earn a grade of C or higher in all courses required for completion of the minor.
- A minimum of 15 credit hours counted toward the minor must be taken at Fredonia.
- Students may count up to 6 credit hours of courses for both an English major and the creative writing minor.
- Students should seek prior permission from the Chairperson to include courses from other departments as electives in the minor. No more than 6 credit hours will be accepted.
- Please note that intermediate and advanced courses in poetry and fiction writing are typically offered once a year; students are advised to plan carefully to ensure they can complete the necessary coursework in a timely fashion.

Total Credit Hours: 21

CRIMINAL JUSTICE MINOR

Department of Social Work and Criminal Justice
Office: W363 Thompson Hall
(716) 673-3205
Dr. Michael Aiello, *Chairperson*
Email: sw.cj@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/social-work-criminal-justice/criminal-justice

MINOR REQUIREMENTS

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

Core Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

CRMJ 100	Introduction to Criminal Justice	3
CRMJ 230	Criminal Law	3
	or	

CRMJ 331	Criminal Procedure	3
	or	
POLI 383	Courts and Social Policy	3
CRMJ 240	Policing	3
CRMJ 340	Introduction to Corrections	3
		Subtotal: 12

Electives (from at least two disciplines):

CRMJ 250	Transnational Crime	3
CRMJ 325	Vigilantes and Community Crime Prevention	3
CRMJ 331	Criminal Procedure	3
CRMJ 332	Homeland Security	3
CRMJ 333	Criminal Investigations	3
CRMJ 350	Special Topics	3
CRMJ 355	Organized Crime	3
CRMJ 360	Criminal Justice Ethics	3
CRMJ 361	Capital Punishment	3
CRMJ 362	Sociology of Terrorism	3
CRMJ 370	Criminology	3
CRMJ 375	Serial and Mass Murder in the U.S.	3
CRMJ 385	Social Media in Criminal Justice	3
CRMJ 440	Corrections Administration	3
CRMJ 441	Police Administration	3
CRMJ 450	Mentored Research	3
CRMJ 470	Criminal Justice Internship	1-15
POLI 276	Law and Society	3
POLI 370	American Constitutional Law	3
POLI 371	Civil Rights and Liberties	3
POLI 383	Courts and Social Policy	3
PSY 356	Psychological Disorders	3
PSY 358	Psychology and the Law	3
SOC 201	Social Problems	3
SOC 215	Introduction to Public Health	3
SOC 218	Introduction to Social Work	3
SOC 275	Social Inequalities	3
SOC 310	Sociology of Deviant Behavior	3
SOC 311	Sociology of Addiction	3
SOC 324	City and Community	3
SOC 350	Special Topics	1-3
SOC 363	Victimology	3
SOC 364	Juvenile Delinquency	3
SOC 365	Family Violence	3
		Subtotal: 9

NOTE:

- SOC 350 Special Topics (as advised).
- At least 9 credit hours for the minor must be taken at the 300-level or above.
- Students may transfer up to 9 credit hours of appropriate course work towards completion of the minor.

Subtotal: 21

Total Credit Hours: 21

DANCE MINOR

Department of Theatre and Dance
Office: 212 Rockefeller Arts Center
(716) 673-3596
Dr. Rob Deemer,*Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

The Minor in Dance requires the completion of technique courses in Contemporary Dance, Jazz and Ballet, as well as theoretical courses including: Choreography, Kinesioloogy and Dance History. The Dance Minor can complement any major and is open to all students in good academic standing.

Students must earn a minimum GPA of 2.0 in all Minor courses in order to graduate with a Minor in Dance.

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Movement Courses:

DANC 111	Contemporary Technique I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 241	Dance Improvisation	2
		Subtotal: 8

Theory Courses:

DANC 161	Dancer Wellness	3
DANC 260	Dance Kinesiology	3
DANC 264	Choreography I	3
DANC 353	Contemporary Dance History	3
	or	
DANC 453	Forces and Figures in American Jazz Dance	3
		Subtotal: 12

Total Credit Hours: 20

DATA SCIENCE MINOR

Mathematical Sciences
Office: 150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*

Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This minor is no longer accepting applications as of 8/14/26****

Please view the prior minor requirements here: (p. 133) Data Science (minor) (p. 167)

ECONOMICS MINOR

School of Business

E366 Thompson Hall

(716) 673-3505

Dr. Julie Fitzpatrick, *Chairperson*

economics.department@fredonia.edu
https://www.fredonia.edu/academics/colleges-schools/school-business/business/economics

****This minor is no longer accepting applications as of 6/5/24****

Please view the prior minor requirements here: Economics (minor) (p. 168)

ENGLISH MINOR

English
Office: 278 Fenton Hall
(716) 673-3125
Dr. KimMarie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

- A minimum of 21 credit hours of English coursework required
- ENGL 106 may count towards completion of the minor
- Any two ENGL Fredonia Foundations courses at any level may count towards completion of the minor (excluding ENGL 100)
- At least four courses at the 300 level or above must be taken

Additional Requirements:

- Up to 9 credit hours may be transferred from other institutions toward the minor
- Up to 6 credit hours in ENED or WRTG courses may be counted toward the minor
- Up to 3 credit hours earned in internships and independent study may be counted toward the minor
- Courses in the minor may be taken only once for credit, except for ENGL 299, ENGL 399 or ENGL 427, as long as the content is different each time.

Total Credit Hours: 21

ENTREPRENEURSHIP MINOR

School of Business
Office: E336 Thompson Hall
(716) 673-3505
Dr. Tai Yi,, *Interim Department Chairperson*

Email: business.administration@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

Open to all non-Business Administration undergraduate students, the Minor in Entrepreneurship offers students the opportunity to leverage their unique talents, as well as their new-found business knowledge, to achieve their start-up goals. Primarily, this minor allows students to learn business skills that can be applied to both for-profit and nonprofit professional fields. Students gain insight into the customer requirements and marketing implications involved in taking a product or service from idea to implementation.

MINOR REQUIREMENTS

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

BUAD 100	Pathway to Success: Business	3
	or	
BUAD 101	Understanding Business	3
ACCT 201	Principles of Financial Accounting	3
BUAD 323	Organizational Behavior	3
BUAD 328	Marketing Foundations	3
BUAD 351	Digital Marketing	3
BUAD 354	Entrepreneurship	3

Total Credit Hours: 18

ENVIRONMENTAL STUDIES MINOR

Department of Geology and Environmental Sciences
Office: 150 Houghton Hall

(716) 673-3303
Dr. Thomas Hegna, *Chairperson*

Email: earth@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences/environmental

The Environmental Studies minor provides students with a broad interdisciplinary perspective on the relationship between humans and the natural world. Drawing equally on insights from the natural sciences, humanities, and social sciences, the program prepares students to address key environmental and social challenges of the 21st Century—unsustainable resources use, climate change, energy policies, ecosystem devastation, social justice issues, population growth and development, industrial food systems, pollution and waste, and human health problems, to name a few.

The Environmental Studies minor is open to all students, and it is particularly useful for students who are thinking about environmentally focused careers in the areas of advocacy and public policy, communication, economics, history, journalism, law, or writing. The breadth and interdisciplinary nature of the program provides a solid foundation in the multitude of perspectives from which to view the natural world, and the variety of independent but interconnected paths from which to build a career focused on sustainability.

MINOR REQUIREMENTS

Required Core Courses:

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Students will take at least one class from each of the four areas:

1. Natural Science:

BIOL 115	Environmental Biology	3
	or	
CHEM 113	Chemistry in the Environment: Issues and Solutions	3
	or	
GEO 175	Thirsty Planet	3
		Subtotal: 3

2. Historical Contexts:

HIST 310	World Environmental History	3
	or	
HIST 352	Environmental History of North America	3
		Subtotal: 3

3. Social Science:

POLI 387	Environmental Policy	3
	or	
ECON 380	Environmental/Natural Resource Economics	3
		Subtotal: 3

4. Humanities:

COMM 321	Environmental Communication	3
	or	
ENGL 333	Environmental Literature	3
		Subtotal: 3

Electives:

Students will take at least two courses from two different disciplines, selected from the following list (or from the previous list of required core courses):

BIOL 421	Biological Conservation	3
BIOL 426	Current Environmental Topics	3
ECON 340	Urban and Regional Economics	3
ESCI 105	Global Environmental Issues	3
GEO 359	Vanishing Earth Resources	3
HIST 353	U.S. Consumer Culture	3
POLI 240	Urbanization and Environmental Challenges	3
SOC 215	Introduction to Public Health	3
SOC 342	Food and Culture	3
WRTG 374	Writing and Social Change	3
		Subtotal: 6

Capstone:

ESCI 440	Environmental Sciences Seminar	1
ESCI 441	Environmental Sciences Senior Seminar	1
		Subtotal: 2

NOTE:

- Both ESCI 440 & ESCI 441 are required for the Capstone.
- Many of the upper level core and elective courses have prerequisites; students are responsible for knowing which prerequisites they need to take and should plan carefully as they complete this minor.
- No more than six credits from a student's major or other minors may be counted toward the Environmental Studies minor.

Subtotal: 20

Total Credit Hours: 20

FILM STUDIES MINOR

Office: 275 Fenton Hall
(716) 673-3848
Dr. Shannon McRae, *Coordinator*
Email: film.studies@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*

(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary

The Film Studies minor considers a variety of approaches to understanding the role of film in all its different forms and intents. A film may have predominantly literary content or may be specifically engaged with historical, political, or cultural concerns. It may also be primarily an abstract, aesthetic work, exploring alternatives to traditional narrative filmmaking. It is fundamentally a medium used to examine and study human knowledge and exploration. It is tightly interwoven into cultural identity throughout the world.

The Film Studies minor acquaints students with these ideas and introduces key landmarks in the history of film while identifying and challenging the grounds on which landmark status has been recognized. The departments of Communication, English, History, World Languages and Cultures, Politics and International Affairs, and Visual Arts and New Media, and the Women's and Gender Studies, and Film Studies programs offer courses regularly that engage in the academic study of the medium.

This interdisciplinary collaboration between many different departments and programs provides a wide variety of course offerings that change each semester. A variety of special topics courses may be offered at any time. In any given semester, as many as 200 students may be enrolled in courses in which film is the major vehicle for study. Always check with the Film Studies minor coordinator if you have any questions about course availability.

MINOR PROGRAM REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Introductory Core:

COMM 155	Rhetoric of Vision and Sound	3
	or	
ENGL 280	Introduction to Film	4
ENGL 380	Film: Silence to Sound	4
	or	
ENGL 381	Film: Post War to the Present	4
	or	
COMM 309	Film Analysis	3

Subtotal: 6-8

NOTE: Once the core requirement is fulfilled, any courses in the section may also count as an elective

Electives

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

ARTS 222	Cinema Arts I	3
ARTS 322	Cinema Arts II	3
COMM 361	Screenwriting	3
COMM 386	International Films	3
ENGL 227	Stage/Screen	4
ENGL 382	Icelandic Noir: Crime Fiction and Film	3
ENGL 387	American Film Directors	4
LANG 180	World in Cinema:Special Topics	3
FILM 399	Special Topics	1-4
	Any J-term May-term or summer session course offered as Cinema courses	
	Transfer Credits (permission of coordinator)	
	Any course from the core not taken to fullfill core requirements	

Subtotal: 12

NOTE: FILM 399 - Independent Study by prior arrangement with instructor

NOTE: COMM 361 and ENGL 382 have pre-reqs that are not a part of the program course requirements

- No more than twelve (12) credits in any one discipline may be taken for credit toward the film minor. No more than two classes may be double-counted towards a major and this minor
- Faculty in various departments sometimes offer other film-related courses that address the goals of the Film Studies program. To determine if a course not listed above will satisfy requirements for the Film Studies minor, students should contact the Coordinator of Film Studies: mcrae@fredonia.edu.

Subtotal: 18-20

Total Credit Hours: 18-19

GEOLOGY MINOR

Department of Geology and Environmental Sciences
Office:150 Houghton Hall
(716) 673-3303
Dr. Thomas Hegna, *Chairperson*
Email: geographicinformation.systems@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/geology-environmental-sciences

MINOR REQUIREMENTS

- Twenty-four (24) credit hours in Geology.
- This minor is not available to Earth Science Majors
- Students majoring in Adolescence Education: Earth Sciences may complete a minor in Geology as long as they complete at least 16 unique credits (that is, 16 credits that are NOT "double-dipped," or counted towards both the major and the minor).

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

GEO 165	Planet Earth	3
GEO 169	Planet Earth Lab	1
GEO 215	Earth Materials	4
	Sixteen (16) credit hours of GEO courses, as advised, from the 200/300/400 levels	16

Subtotal: 24

Students may apply GIS 201 as one of the advised course electives
Subtotal: 24

Total Credit Hours: 24

HISTORY MINOR

Office: E368 Thompson Hall
(716) 673-3277
Dr. Mary Beth Sievens, *Chairperson*
Dr. David Kinkela, *Coordinator*
Email: history.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/history

MINOR REQUIREMENTS

The program is designed to provide opportunities for students to study the past in a structured environment that offers flexible course options based on individual areas of interest.

Some courses require prerequisites. Click on any hyperlinked course for additional information.

The minor requires eighteen (18) credit hours of coursework in history with a grade of C- or better. Within those eighteen credit hours, students:

- May include up to two (2) 100-level courses (Fredonia Foundations courses)
- Must take at least one (1) 200-level course
- Must take at least three (3) courses at the 300- or 400-level
- Students may opt to take a research methodology course (HIST 201, 202, or 495) as part of the minor with permission of the instructor. (HIST 495 requires HIST 201 as a prerequisite.)

Students may elect to take a broad array of courses or could choose to focus on a concentration such as:

- Comparative (Global/Transnational History, History of Race, etc.)
- United States
- Europe
- Asia
- Middle East

Total Credit Hours: 18

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY MINOR

Office: W357 Thompson Hall
(716) 673-3129
Dr. Catherine Creeley, *Chairperson*
Email: psychology.department@fredonia.edu
Website: http://www.fredonia.edu/department/psychology/

****This program is no longer accepting applications as of 6/5/24****

Please view prior minor requirements here: Industrial - Organizational Psychology (minor) (p. 171)

INTERDISCIPLINARY STUDIES SELF-DESIGN MINOR

Office: 2114 Fenton Hall

Academic Advising Services
(716) 673-3188

Amy Marshall, Director of Academic Advising
Email: Interdisciplinary.studies@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary

Students who are currently in a departmental major may self-design an Interdisciplinary Studies minor combining courses from a minimum of two disciplines. Students will need to declare the minor with the Registrar's Office (visit www.fredonia.edu/registrar for process). Students who are enrolled in any of the Interdisciplinary Studies majors may not declare a self-design minor.

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

- A group of six to nine courses focused on a particular topic or problem studied from many different points of view.
- Courses must be from a minimum of two different departments (disciplines), with no more than 9 credits from any one discipline, as indicated by the course prefix (POLI, SOC, etc.).
- Courses must be beyond the introductory level (200 level and above) for the disciplines, with a minimum of 50% of the courses at the 300-400 level.
- Maximum of 6 credits can overlap with required courses for the major (3 preferred).

Subtotal: 18-21

Total Credit Hours: 18-21

LATINE STUDIES MINOR

Ethnic & Gender Studies Program
Department of Interdisciplinary Studies
Office: 241 Fenton Hall
(716) 673-3861
Dr. Jeanette McVicker, *Program Coordinator*
Email: jeanette.mcvicker@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/ethnic-gender-studies

As a minor within the interdisciplinary Ethnic & Gender Studies program, students will focus on Latine issues, culture and history within a social justice framework, and *de la clase a la calle* – "from the classroom discussion to the realities in the streets of our diverse communities." The program provides an overview of the historical, political, social, educational, economic and cultural developments that affect Latines in the Americas.

"Latine" is defined broadly to include people of Latin American background who reside in the U.S., where they are the fastest growing ethnic population. We use "Latine," following many other programs, to highlight the intersectional complexities of Latin American identity while also signaling an inclusive, gender-neutral term that is in use by Spanish-speaking people. At a time when globalization and immigration have become part of everyday political and social discourse, students gain an understanding of the complex dynamics of transnational communities and transculturation.

Latine Studies is for everyone! No matter your major or your future plans, the program will provide students with transferable intellectual skills and cultural knowledge. A minor in Latine Studies opens doors for careers in government, legislation and policy, education, international organizations, international business and marketing, immigration laws, urban planning, counseling and social work, literature, arts, the media, and many other fields.

MINOR REQUIREMENTS

The Latine Studies minor requires a minimum of 21 credit hours: up to 6 credit hours of transfer credit may be applied, with coordinator approval. No more than 6 credit hours may overlap a student's major. Students may use courses taken retroactively after consultation with the coordinator. At least six credit hours, beyond the capstone, should be taken at the upper level (300/400).

Some courses require prerequisites. Click on any hyperlinked course for additional information.

SPANISH Language Course:

SPAN 313	Spanish Conversation	3
	or	
SPAN 314	Spanish Composition	3

Subtotal: 3

A demonstrated proficiency at this level can fulfill this requirement; coordinator of World Languages & Cultures approval is required

Core courses:

ETHN 202	Foundations of Social Justice	3
ETHN 225	Introduction to Latine History and Culture	3
ETHN 491	Social Change Capstone	3
	Subtotal: 9	

Electives:

	Courses taken by advisement with ESG coordinator	9
	Subtotal: 9	

3 credits must be at the upper level

Recommended Electives Include:

ARTH 280	Survey of Pre-Columbian Art: Mesoamerica	3
BUAD 321	Management and Organizational Behavior	3
COMM 373	Gender and Communication	3
COMM 465	Intercultural Communication	3
ENGL 274	Social Justice & The Written Word	3
ENGL 296	American Identities	3
ESCI 105	Global Environmental Issues	3
ETHN 234	Music, Society, and Crisis	3
ETHN 241	Introduction to Latino/a Literature	3
ETHN 282	Pre-Columbian and Colonial Latin America	3
ETHN 283	Latin America: Revolution & Reform	3
ETHN 304	Latina Literature and Cultural Studies	3
ETHN 313	Psychology of Prejudice and Discrimination	3
ETHN 359	Ethnicity and Race	3
HIST 288	The Atlantic World, 1500-1820	3
HIST 343	Civil Rights Movement	3
HIST 352	Environmental History of North America	3
MUS 233	Musics of the World	3
MUS 334	Music of Latin America	3
POLI 371	Civil Rights and Liberties	3
PSY 370	Cross-Cultural Psychology	3
SOC 275	Social Inequalities	3
SOCW 249	Social Welfare History	3
SOCW 355	Diversity, Oppression, and Human Rights	3
SPAN 340	Cultural Issues in the Hispanic World	3
SPMG 230	Sport in Diverse Societies	3
WGST 210	LGBTQ Literature & American History	3
WGST 302	Sex and Gender	3
WGST 314	Women Writers	3
WGST 345	Women, Health and Society	3

Students are encouraged to explore relevant Study Abroad courses and/or Internships to meet the elective requirements; discuss this option with the coordinator prior to registration.

Please note: students in any EGS minors are encouraged to register for the appropriate prefix (ETHN or WGST) when choosing cross listed courses from below as electives. Such courses can only be taken one for credit.

- ENGL 241 / ETHN 241
- ENGL 304 / ETHN 304 / WGST 304
- ENGL 314 / WGST 314
- ETHN 282 / HIST 282
- ETHN 283 / HIST 283
- ETHN 359 / HIST 359 / WGST 359
- ETHN 234 / MUS 234 / WGST 234
- ETHN 313 / PSY 313 / PSY 313
- SOC 306 / WGST 302
- SOC 345 / WGST 345

Subtotal: 21

Total Credit Hours: 21

LEADERSHIP STUDIES MINOR

Office: 324 McEwen Hall
(716) 673-3260
Angela McGowan-Kirsch, *Coordinator*
Email: Angela.Mcgowan-Kirsch@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary/leadership-studies

****This minor is no longer accepting applications as of 8/14/26****

Please view the prior minor requirements here: Leadership Studies (minor) (p. 173)

**** Students currently enrolled in this program were**

contacted by the INDS Director to ensure that they could complete the minor. Please reach out to her with any questions**

MATHEMATICS MINOR

Mathematical Sciences
Office:150 Houghton Hall
(716) 673-3243
Meral Arnavut, *Chairperson*
Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This minor is no longer accepting applications as of 6/5/24****

Please view the prior minor requirements here: Mathematics (minor) (p. 174)

MULTI-ETHNIC STUDIES MINOR

Ethnic & Gender Studies Program
Department of Interdisciplinary Studies
Office: 241 Fenton Hall
(716) 673-3861
Dr. Jeanette McVicker, *Program Coordinator*
Email: jeanette.mcvicker@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/ethnic-gender-studies

As a minor within the interdisciplinary Ethnic & Gender Studies program, students in the Multi-Ethnic Studies minor are encouraged to focus on the rich and complex histories encompassing race and ethnicity that comprise the American experience, within a broad social justice framework. A minor in Multi-Ethnic Studies helps students better understand the ways that multiple groups have contributed to and been shaped by their experiences in the United States, while simultaneously preparing students to thrive in an increasingly diverse workplace, culture, and global economy.

Multi-Ethnic Studies is for everyone! Students in the Multi-Ethnic Studies will sharpen their ability to listen and communicate across diverse cultural, social and historical experiences and become more aware and respectful of the complexities within their communities. As the world becomes more interconnected, the ability to consider diverse perspectives and communicate across differences becomes increasingly valuable. This coursework challenges students to think critically and to write persuasively and thoughtfully, pushing them to seek innovative solutions to problems which they understand to be multifaceted. Students in the program will be well-prepared for careers in education, human services, non-profits and museums, library science, journalism, law, health, literature, the arts and media, and many other fields.

MINOR REQUIREMENTS

The Multi-Ethnic Studies minor requires a minimum of 21 credit hours: up to 6 credit hours of transfer credit may be applied, with coordinator approval. No more than 6 credit hours may overlap a student's major. Students may use courses taken retroactively after consultation with the coordinator. At least six credit hours, beyond the capstone, should be taken at the upper level (300/400).

Core courses:

ETHN 202	Foundations of Social Justice	3
ETHN 205	Native American Studies	3
	or	
ETHN 206	African American Studies	3
	or	
ETHN 225	Introduction to Latine History and Culture	3
ETHN 491	Social Change Capstone	3
		Subtotal: 9

Electives:

	Courses taken by advisement with ESG coordinator	12
		Subtotal: 12

- 6 credits must be at the upper level
- ETHN 205, 206 and 225 can only be taken as an elective if they were not taken to fulfill the CORE requirement

Recommended Electives Include:

ARTH 280	Survey of Pre-Columbian Art: Mesoamerica	3
BUAD 321	Management and Organizational Behavior	3
COMM 465	Intercultural Communication	3
ENGL 274	Social Justice & The Written Word	3
ENGL 296	American Identities	3
ENGL 331	American Literary Roots	3

ENGL 341	Harlem Renaissance	3
ENGL 342	African American Autobiography	3
ENGL 343	Queer Studies in Literature	3
ENGL 349	Theories of Gender	3
ESCI 105	Global Environmental Issues	3
ETHN 205	Native American Studies	3
ETHN 206	African American Studies	3
ETHN 225	Introduction to Latine History and Culture	3
ETHN 234	Music, Society, and Crisis	3
ETHN 240	Introduction to African American Literature and Culture	3
ETHN 241	Introduction to Latino/a Literature	3
ETHN 242	Native American Literature & Culture	3
ETHN 275	Black Women Writers	3
ETHN 282	Pre-Columbian and Colonial Latin America	3
ETHN 283	Latin America: Revolution & Reform	3
ETHN 304	Latina Literature and Cultural Studies	3
ETHN 313	Psychology of Prejudice and Discrimination	3
ETHN 333	African American History to 1877	3
ETHN 334	African American History since 1877	3
ETHN 356	Native American History	3
ETHN 357	Native Peoples & Europeans in Early America	3
ETHN 358	Contemporary Issues in Native American History	3
ETHN 359	Ethnicity and Race	3
HIST 288	The Atlantic World, 1500-1820	3
HIST 343	Civil Rights Movement	3
HIST 352	Environmental History of North America	3
MUS 233	Musics of the World	3
MUS 265	History of Jazz	3
MUS 334	Music of Latin America	3
POLI 371	Civil Rights and Liberties	3
PSY 370	Cross-Cultural Psychology	3
SOC 275	Social Inequalities	3
SOC 306	Sex and Gender	3
SOCW 249	Social Welfare History	3
SOCW 355	Diversity, Oppression, and Human Rights	3
SPAN 340	Cultural Issues in the Hispanic World	3
SPMG 230	Sport in Diverse Societies	3
WGST 210	LGBTQ Literature & American History	3
WGST 301	Theories of Gender	3
WGST 302	Sex and Gender	3
WGST 314	Women Writers	3
WGST 345	Women, Health and Society	3

Students are encouraged to explore relevant Study Abroad courses and/or Internships to meet the elective requirements; discuss this option with the coordinator prior to registration.

Please note: students in any EGS minors are encouraged to register for the appropriate prefix (ETHN or WGST) when choosing cross listed courses from below as electives. Such courses can only be taken one for credit.

- ENGL 240 / ETHN 240
- ENGL 241 / ETHN 241
- ENGL 242 / ETHN 242
- ENGL 275 / ETHN 275 / WGST 275
- ENGL 304 / ETHN 304 / WGST 304
- ENGL 314 / WGST 314
- ENGL 349 / WGST 301
- ETHN 234 / MUS 234 / WGST 234
- ETHN 282 / HIST 282
- ETHN 283 / HIST 283
- ETHN 333 / HIST 333
- ETHN 334 / HIST 334
- ETHN 356 / HIST 356
- ETHN 357 / HIST 357
- ETHN 359 / HIST 359 / WGST 359
- SOC 306 / WGST 302
- SOC 345 / WGST 345

Subtotal: 21

Total Credit Hours: 21

MUSEUM STUDIES MINOR

Office: E312 Thompson Hall
(716) 673-3878
Dr. Nancy Hagedorn, *Coordinator*
Email: nancy.hagedorn@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/interdisciplinary/museum-studies
The Museum Studies minor provides an interdisciplinary introduction to the field of museum work. The minor will prepare students for graduate work in museum studies and for professional careers in history, art, anthropological, or science/natural history museums.

A minor in Museum Studies will uniquely qualify Fredonia students for this ever-expanding discipline, which includes positions in historic preservation, conservation, graphic design, public relations, social media, grant writing, curatorship, and other fields. The minor is congruent with majors in various areas, including Art History, History, Visual Arts & New Media, Natural Sciences (Geosciences, Biology, Physics, Chemistry), American Studies, and Communication, among others. The minor in combination with an education major will help prepare students to enter the rapidly growing field of Museum Education. Moreover, the minor provides opportunities for service learning through internships and the capstone and provides benefits to understaffed local cultural institutions.

MINOR REQUIREMENTS

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

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Required Courses:

INDS 202	Introduction to Museum Studies	3
INDS 302	Special Topics: Museum Studies	3
INDS 494	Museum Studies Capstone	3

Subtotal: 9

Electives:

to be chosen from History, Art History, Geosciences, Biology, Physics, Communication, American Studies, and other relevant disciplines, in consultation with the coordinator. No more than 6 of the 12 credit hours may be in one discipline, and at least 6 credit hours must be at the 300 level or above.

Subtotal: 12

Optional/Recommended:

A museum internship or practicum for 1-3 credit hours. A 3-credit-hour internship may substitute for one of the elective courses. Possible internships include but are not limited to:

ARTH 499	Internship	1-15
HIST 490	Public History Internship	1-6
GEO 445	Geosciences Internship	1-15
BIOL 450	Modern Concepts in Biology	1-4
SCI 491	Special Topics in Interdisciplinary Science	1-6

Subtotal: 1-3

Subtotal: 21-24

Total Credit Hours: 21

MUSIC INDUSTRY MINOR

School of Business
Julie Fitzpatrick, *Chairperson*

(716) 673-3505

Email: julie.fitzpatrick@fredonia.edu
Dr. Kerry Fischer, *Program Coordinator*
Email: kerry.fischer@fredonia.edu

Website: https://www.fredonia.edu/academics/colleges-schools/school-business/music-industry

The Music Industry minor is designed to complement students' major coursework with specialized knowledge and experience in the various facets of the music industry. Specific areas covered include contracts, publishing, copyrights, intellectual property licensing, the record business, recording, artist management, licensing and distribution, tour management, self-employment business basics, marketing, business and legal affairs, public relations, promotion, sales and distribution, merchandising, artist relations and ethics in the music industry. An internship adds practical application and experience.

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Required Courses:

MUSB 201	The Business of Music	3
MUSB 301	Music Copyrights	3
MUSB 320	Music Contracts	3
MUSB 465	Music Industry Internship	1-15
	MUSB elective course by advisement	3
	MUSB elective course by advisement	3

Subtotal: 18

- MUSB 465 Music Industry Internship is variable credit and must be completed for a minimum of 3 credits to satisfy the requirements of the minor

Subtotal: 18

Total Credit Hours: 18

MUSIC MINOR

Department of Music Studies
Office: 1151 Mason Hall

(716) 673-3151

Dr. James Davis, Chair of Music Studies
Email: james.davis@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/school-music/music

The Music Minor is designed for any undergraduate student not otherwise pursuing a degree in the School of Music. It is designed to be flexible such that it can serve a variety of interests, that is, one can focus on traditional, jazz, or world music studies. However, entry into some of the coursework requires prior knowledge and experience in music, so the student desiring a music minor must contact the School of Music Office for advice and placement.

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Select between these options:

MUS 101	Beginning Music Theory I	3
	and	
MUS 102	Beginning Music Theory II	3
	OR ALL OF:	
MUS 121	Aural Skills I	2
MUS 122	Aural Skills II	2
	and	
MUS 123	Music Theory I	3
MUS 124	Music Theory II	3
		Subtotal: 6-10

Requirements:

MUS 104	Applied Music Class for Non-Music Majors	1
MUS 104	Applied Music Class for Non-Music Majors	1
	Additional Performance Study, per advisement	2
	Ensembles, by advisement	2
MUS 264	Music History in Western Civilization II	3
		Subtotal: 9

Select one course from the following:

MUS 233	Musics of the World	3
MUS 263	Music History in Western Civilization I	3
MUS 265	History of Jazz	3
		Subtotal: 3

Electives:

	Electives in music theory, music history and literature, and music education	8-12
		Subtotal: 8-12

NOTE:

- *Students interested in Jazz should elect MUS 265 History of Jazz, MUS 361 Jazz Improvisation, and MUS 362 Jazz Theory.*

Subtotal: 26-34

Total Credit Hours: 26-34

NATIVE AMERICAN STUDIES MINOR

Ethnic & Gender Studies Program
Department of Interdisciplinary Studies
Office: 241 Fenton Hall
(716) 673-3861
Dr. Jeanette McVicker, *Program Coordinator*
Email: jeanette.mcvicker@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/ethnic-gender-studies

As a minor within the interdisciplinary Ethnic & Gender Studies (EGS) program, students will focus on Native issues, culture and history within a social justice framework. Native American Studies highlights the historical experiences, cultural traditions and innovations, and political contributions and status of Native American peoples across the Americas. Students are particularly encouraged to consider the significance of Native Americans' prior presence on these lands. Native American Studies emphasizes the importance of exploring and interpreting historical and contemporary events from Native American perspectives that consider the many nations' unique history and experiences.

Native American Studies is for everyone! Students completing a minor in Native American Studies will be strongly encouraged to engage with discussions and debates about how their academic knowledge relates to the lived experiences of Native American people and communities. Native American Studies coursework challenges students to think critically and to write persuasively and thoughtfully, pushing them to seek innovative solutions to problems which they understand to be multifaceted. Students in the program will be well-prepared for careers in human services, museum curatorship, library science, teaching, policy and land management, journalism, law, health, literature, film and the arts, and many other fields.

MINOR REQUIREMENTS

The Native American Studies minor requires a minimum of 21 credit hours: up to 6 credit hours of transfer credit

may be applied, with coordinator approval. No more than 6 credit hours may overlap a student's major. Students may use courses taken retroactively after consultation with the coordinator. At least six credit hours, beyond the capstone, should be taken at the upper level (300/400).

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core courses:

ETHN 202	Foundations of Social Justice	3
ETHN 205	Native American Studies	3
ETHN 491	Social Change Capstone	3
	Subtotal:	**9**

Electives:

	Courses taken by advisement with ESG coordinator	12
	Subtotal:	**12**

6 credits must be at the upper level

Recommended Electives Include:

ARTH 280	Survey of Pre-Columbian Art: Mesoamerica	3
BUAD 321	Management and Organizational Behavior	3
COMM 373	Gender and Communication	3
COMM 465	Intercultural Communication	3
ENGL 274	Social Justice & The Written Word	3
ENGL 296	American Identities	3
ESCI 105	Global Environmental Issues	3
ETHN 234	Music, Society, and Crisis	3
ETHN 242	Native American Literature & Culture	3
ETHN 282	Pre-Columbian and Colonial Latin America	3
ETHN 304	Latina Literature and Cultural Studies	3
ETHN 313	Psychology of Prejudice and Discrimination	3
ETHN 356	Native American History	3
ETHN 357	Native Peoples & Europeans in Early America	3
ETHN 358	Contemporary Issues in Native American History	3
ETHN 359	Ethnicity and Race	3
HIST 288	The Atlantic World, 1500-1820	3
HIST 343	Civil Rights Movement	3
HIST 352	Environmental History of North America	3
MUS 233	Musics of the World	3
POLI 371	Civil Rights and Liberties	3
PSY 370	Cross-Cultural Psychology	3
SOC 275	Social Inequalities	3
SOC 306	Sex and Gender	3
SOCW 249	Social Welfare History	3
SOCW 355	Diversity, Oppression, and Human Rights	3
SPMG 230	Sport in Diverse Societies	3
WGST 210	LGBTQ Literature & American History	3
WGST 302	Sex and Gender	3
WGST 345	Women, Health and Society	3

Students are encouraged to explore relevant Study Abroad courses and/or Internships to meet the elective requirements; discuss this option with the coordinator prior to registration.

Please note: students in any EGS minors are encouraged to register for the appropriate prefix (ETHN or WGST) when choosing cross listed courses from below as electives. Such courses can only be taken one for credit.

- ENGL 242 / ETHN 242
- ENGL 304 / ETHN 304 / WGST 304
- ENGL 314 / WGST 314
- ETHN 282 / HIST 282
- ETHN 356 / HIST 356
- ETHN 357 / HIST 357
- ETHN 358 / HIST 358
- ETHN 359 / HIST 359 / WGST 359
- ETHN 234 / MUS 234 / WGST 234
- ETHN 313 / PSY 313 / PSY 313
- SOC 306 / WGST 302
- SOC 345 / WGST 345

Subtotal: 21

Total Credit Hours: 21

PHILOSOPHY MINOR

Philosophy
Office: E370 Thompson Hall
(716) 673-3207
Dr. J. Andy Karafa, *Chairperson*
Email: political.science@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/philosophy

****This minor is no longer accepting applications as of 6/5/24****

Please view the prior minor requirements here: Philosophy (p. 178)

PHYSICS MINOR

Physics Department
Office:150 Houghton Hall
(716) 673-3303
Dr. Thomas Hegna, *Chairperson*
Email: physics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/physics

****This minor is no longer accepting applications as of 8/14/26****

Please view the prior minor requirements here: Physics (minor) (p. 179)

POLITICAL SCIENCE MINOR

Politics and International Affairs
Office: E368 Thompson Hall
(716) 673-3207

Dr. Mary Beth Sievens, *Chairperson*
Email: political.science@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/politics-international-affairs

****This minor is no longer accepting applications as of 8/14/26****

Please view the prior minor program requirements here: Political Science (minor) (p. 179)

PROFESSIONAL SALES MINOR

School of Business
Office: E336 Thompson Hall
(716) 673-3505
Dr. Tai Yi,, *Interim Department Chairperson*
email: business.administration@fredonia.edu
website: https://www.fredonia.edu/academics/colleges-schools/school-business/business/business-administration

MINOR REQUIREMENTS

The department offers a minor in Professional Sales that requires 21 credit hours of courses as indicated below. The Professional Sales minor is designed to equip students with the essential skills and knowledge needed to excel in sales and related fields. This program is suitable for students from various majors who want to develop strong interpersonal and communication skills, enhance their understanding of marketing and business, and prepare for careers that require effective sales techniques.

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

COMM 105	Public Speaking	3
COMM 336	Introduction to Business Communication	3
BUAD 328	Marketing Foundations	3
BUAD 346	Professional Business to Business Selling	3
BUAD 356	Lead Generation in Professional Sales	3
BUAD 446	Sales Management	3
ENGL 100	Craft of Writing	3
	Subtotal: 21	

Subtotal: 21

Total Credit Hours: 21

Business Administration majors wishing to minor in Professional Sales may not count more than 6 credits from their major toward the minor.

PROFESSIONAL WRITING MINOR

English
Office: 278 Fenton Hall
(716) 673-3125
Dr. KimMarie Cole, *Chairperson*
Email: english.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/english

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core Courses:

WRTG 261	Introduction to Writing Professions	3
WRTG 271	Rhetoric for Writers	3
WRTG 372	Grammar and Style for Writers	3
	or	
ENGL 373	English Grammar for Everyone	3
	Subtotal: 9	

Elective courses chosen from the following:

COMM 361	Screenwriting	3
ENGL 373	English Grammar for Everyone	3
WRTG 217	Writing for Role Playing Games	3
WRTG 299	Special Topics	1-4

WRTG 354	Foundations of Editing	3
WRTG 364	Literary Publishing	3
WRTG 366	Opinion in Journalism	3
WRTG 367	Advanced Composition	3
WRTG 369	Argumentative Writing	3
WRTG 371	Travel Writing	3
WRTG 372	Grammar and Style for Writers	3
WRTG 374	Writing and Social Change	3
WRTG 375	Writing for the Professions	3
WRTG 377	Academic Writing	3
WRTG 378	Advanced Writing I: The Essay	3
WRTG 379	Writing in a Digital World	3
WRTG 382	Grant Writing	3
WRTG 399	Special Topics	1-4
WRTG 455	Writing Tutors	3
WRTG 465	Writing Internship	1-12

Subtotal: 12

NOTE:

- Courses in the minor may be taken only once for credit, except for WRTG 299 or WRTG 399.
- WRTG 299, WRTG 399, and WRTG 465, are variable credit courses.

ADDITIONAL REQUIREMENTS

- The minor in Professional Writing requires a minimum of 21 credit hours of courses selected according to the outline given above. It also requires the completion of an e-portfolio.
- In special circumstances, a particular course requirement may be waived and another course substituted. Students seeking a waiver or substitution of a particular course requirement should consult their advisors and complete a Degree Exception Request form; approval for such waivers is granted by the English Department chairperson or designee. No more than 6 credit hours from outside the WRTG minor may be counted toward it.
- In special circumstances, a particular course prerequisite may be waived. These waivers are granted by the English Department chairperson or designee, in consultation with the student's instructor and advisor.
- All students must earn a grade of C or higher in all courses required for completion of the minor.
- A minimum of 15 credit hours counted toward the minor must be taken at Fredonia.
- No more than 3 credit hours in internships and/or independent studies may be counted toward the minor.
- Students may count at most 6 credit hours of courses from the Professional Writing minor toward the English major.
- Please note that core courses are typically not offered every semester; students are advised to plan carefully and discuss with their advisor how to ensure they can complete necessary coursework in a timely fashion.

Total Credit Hours: 21

PSYCHOLOGY MINOR

Psychology
Office: W357 Thompson Hall
(716) 673-3129
Dr. Catherine Creeley, *Chairperson*
Email: psychology.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/psychology

MINOR REQUIREMENTS

Transfer students must complete at least 9 credit hours in Psychology at Fredonia.

A minimum of 18 credit hours in psychology, with at least 9 credit hours at the upper level and a minimum GPA of 2.0 required.

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Foundations of Psychology

PSY 129	Foundations of Psychology	3

Subtotal: 3

Psychophysiology/Cognitive Area:

PSY 342	Perception	3
PSY 343	Cognitive Psychology	3
PSY 344	Psychology of Language	3
PSY 351	Physiological Psychology	3
PSY 361	Cognitive Neuroscience	3
PSY 363	Psychopharmacology	3
PSY 364	Cognitive Development	3

Subtotal: 3

Clinical/Counseling Area:

PSY 246	Personality	3
PSY 345	Social Psychology	3
PSY 356	Psychological Disorders	3
PSY 365	Social Development	3
PSY 379	Child Psychological Disorders	3
PSY 391	Multicultural Counseling	3
PSY 447	Introduction to Counseling	3

Subtotal: 3

Electives:

	9 additional credit hours (see note	9

below)

Subtotal: 9

200 level courses may be taken provided 9 credits total (of the 18 required for the minor) are completed at the 300-400 level.

Total Credit Hours: 18

PUBLIC HEALTH MINOR

Department of Social Work and Criminal Justice
Office: W395 Thompson Hall
(716) 673-3205
Dr. Randolph Hohle, *Coordinator*
Email: publichealth.minor@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: Jennifer.hildebrand@fredonia.edu

Public health studies the health of populations. It is grounded in the social and structural determinants of health perspective, focusing on the issues of health and wellness as they are patterned by social, political, economic, geographic, and environmental factors. Fredonia's public health minor introduces students to substantive debates around addiction, urban public health, mental health, tobacco and nicotine use, obesity, and violence. Students are also introduced to the basic methods used by epidemiologists.

Public health is an interdisciplinary minor. Students will take classes in the social and natural sciences. The public health minor prepares students for careers that address community health, mental health, physical health, and environmental health, and preparation to pursue a graduate degree in the area of public health.

MINOR REQUIREMENTS

The minor requires successful completion of 18 credit hours.

Six (6) elective credit hours must be from 300-400 level courses.

Only six (6) credit hours may be taken in a student's major.

SOC 215 should be completed early, and as soon as possible after declaring the minor.

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Required Courses

SOC 215	Introduction to Public Health	3
BIOL 110	Human Biology	3
	or	
BIOL 111	Foundations of Biology	3
	or	
BIOL 133	Introductory Cell and Molecular Biology	3
SOC 300	Research Methods	3
	or	
ESCI 310	Methods in Environmental Analysis	4
	or	
PSY 315	Research Methods	3
	or	
COMM 323	Research Methods	3

Subtotal: 9

Biosciences

CHEM 105	Food Chemistry	3
ESCI 105	Global Environmental Issues	3
ESCI 410	Environmental Assessment	3
GIS 201	Geographic Information Systems I	3
GIS 301	Geographic Information Systems II	3
BIOL 131	Introductory Ecology and Evolution	3
BIOL 220	Principles of Human Nutrition	3
BIOL 243	Organismal Biology	3
BIOL 245	Human Anatomy and Physiology I	4
BIOL 246	Human Anatomy and Physiology II	4
BIOL 336	Mammalian Physiology	3
BIOL 338	Microbiology	4
BIOL 438	Molecules and Medicine	3
BIOL 450	Modern Concepts in Biology	1-4

Subtotal: 3

Social and Behavioral Sciences

SOC 312	Plagues and Peoples	3
SOC 324	City and Community	3
SOC 340	Medical Sociology	3
SOC 345	Women, Health and Society	3
SOC 350	Special Topics	1-3
PSY 247	Health Psychology	3
POLI 311	Fundamentals of Public Administration	3
POLI 382	Social Welfare Policy	3
POLI 387	Environmental Policy	3
HLTH 215	Personal and Community Health	3
HLTH 217	Fitness & Wellness for Life: A Multidisciplinary Perspective	3
HLTH 303	Fitness and Wellness	3
HLTH 386	Wellness and Health Promotion	3
COMM 303	Health Communication	3
COMM 460	Organizational Communication	3

Subtotal: 3

Note: SOC 350 Special Topics must be approved by program coordinator.

Elective

Any course listed for the minor	3
Subtotal: 3	

Total Credit Hours: 18

SCHOOL AND COUNSELING PSYCHOLOGY MINOR

Psychology
Office: W357 Thompson Hall
(716) 673-3129
Dr. Catherine Creeley, *Chairperson*
Email: psychology.department@fredonia.edu
Website: http://www.fredonia.edu/department/psychology/

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Transfer students must complete at least 9 credit hours in Psychology at Fredonia.

A minimum of 18 credit hours, distributed as follows:

Required Courses

PSY 129	Foundations of Psychology	3
PSY 200	Statistics for Psychology	3
PSY 317	Psychological Assessment	3
	Subtotal: 9	

Electives

PSY 364	Cognitive Development	3
PSY 365	Social Development	3
PSY 379	Child Psychological Disorders	3
PSY 447	Introduction to Counseling	3
	Subtotal: 9	

NOTE:

- A minimum of 2.00 cumulative quality point average in all psychology courses is required.

Subtotal: 18

Total Credit Hours: 18

SOCIAL MEDIA MINOR

Department of Communication
Office: 311 McEwen Hall
(716) 673-3410
Roslin Smith, *Chairperson*
Elmer Ploetz, *Coordinator*
Email: Communication.Department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication

MINOR REQUIREMENTS

The minor in Social Media combines both a theoretical and practical exploration of the field of social media. It explores the cultural implications and the communication strategies within social media while also developing skills in writing, video, audio, graphic design and other fields that are brought together under social media.

Communication majors may complete this minor, but it must be in addition to an approved non-Communication minor.

Communication majors may only share 6 credits between their major and the Social Media minor.

A minimum grade of C or better is required for all courses in the major.

Required Courses

Some courses require prerequisites. Click on any hyperlinked course for additional information.

COMM 101	Fundamentals of Communication	3
COMM 222	Principles of Public Relations	3
ARTS 225	Digital Foundations	3
COMM 347	Social Media Practicum	3
COMM 244	Introduction to Social Media	3
COMM 480	Communication Internship	1-15
	Subtotal: 16	

Electives

ARTS 159	Photographic Explorations	3
BUAD 351	Digital Marketing	3
COMM 155	Rhetoric of Vision and Sound	3
COMM 304	Arts Journalism	3
	or	
COMM 306	Sports Journalism	3
	or	
COMM 316	Videojournalism	3
	or	
COMM 319	Investigative Journalism	3
COMM 330	Fake News! Media Literacy and Mis/Disinformation in a Democratic Society	3
COMM 336	Introduction to Business Communication	3
COMM 346	Editing and Design	3
COMM 395	Radio News and Podcasting	4
CSIT 107	Web Programming I	3
MUSB 351	Digital Marketing for Music Industry	3
SPMG 250	Digital Marketing for Sport	3

	Management	
WRTG 354	Foundations of Editing	3
	Appropriate special topics or new course across departments	3

Subtotal: 6-7

- At least 3 credits of electives should be @ the 300-level or above
- Any special topic or new course chosen as an elective, must be approved by the Department of Communication

Subtotal: 22-23

Total Credit Hours: 22-23

SOCIOLOGY MINOR

Department of Social Work and Criminal Justice
Office: W363 Thompson Hall
(716) 673-3205
Dr. Michael Aiello, *Chairperson*
Email: sw.cj@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/social-work-criminal-justice/criminal-justice

Some courses require prerequisites. Click on any hyperlinked course for additional information.

MINOR REQUIREMENTS

Core Courses:

SOC 116	Introductory Sociology	3

Subtotal: 3

Elective Courses:

	Any courses chosen from the departments Sociology offerings	15

Subtotal: 15

- At least 9 credit hours must be taken at Fredonia
- At least 9 credit hours must be at the 300 level or above

Total Credit Hours: 18

SPANISH MINOR

World Languages and Cultures
Office: E332 Thompson Hall
(716) 673-3380
Dr. Kimmarie Cole, *Chairperson*
Email: kimmarie.cole@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/world-languages-cultures

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Required-Courses

SPAN 110	Essential Spanish	3
SPAN 215	Intermediate Spanish I	3
SPAN 216	Intermediate Spanish II	3
	200-level courses and above chosen under advisement and with departmental approval	12

* Students with previous knowledge of the Spanish language should work with World Languages and Cultures faculty to assess the appropriate placement level. A prerequisite may be waived depending on the student's proficiency level.

Total Credit Hours: 21

SPORT MANAGEMENT MINOR

School of Business
E336D Thompson Hall
(716) 673-3505
Dr. Julie Fitzpatrick, *Chairperson*

julie.fitzpatrick@fredonia.edu
Dr. Kerry Fischer, *Program Coordinator*
Email: kerry.fischer@fredonia.edu

MINOR REQUIREMENTS

The minor in Sport Management incorporates in its core the social and cultural dimensions of sport, management, leadership, marketing, and public relations. A student can choose from a wide variety of elective courses to complement the minor. An internship is instrumental in gaining practical experience.

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core Courses:

SPMG 210	Principles of Sports Management	3
SPMG 211	Facility Management	3
SPMG 330	Leadership and Management in Sport	3
SPMG 428	Marketing and Public Relations in Sport	3
SPMG 400	Sport Studies Internship	.5-12

Subtotal: 14

NOTE:

- SPMG 400 is a variable .5-12 credit hour course. Students need to take the course for two credits to satisfy the core required courses.

Elective courses chosen from the following:

ACCT 201	Principles of Financial Accounting	3

PSY 237	Sport Psychology	3
SPMG 212	Event Management	3
SPMG 230	Sport in Diverse Societies	3
SPMG 250	Digital Marketing for Sport Management	3
SPMG 380	Social Media Enterprise in Sport	3
SPMG 440	Data Analytics for Sport Management	3
SPMG 450	International Sport Management	3
SPMG 460	Business of Esports	3
		Subtotal: 6

Subtotal: 20

Total Credit Hours: 20

STATISTICS MINOR

Mathematical Sciences
Office:150 Houghton Hall
(716) 673-3243
Dr. Meral Arnavut, *Chairperson*

Email: mathematics.department@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/mathematical-sciences

****This minor is no longer accepting applications as of 8/14/26****

Please view the prior minor program requirements here: (p. 179)Statistics (minor) (p. 184)

THEATRE MINOR

Department of Theatre and Dance

Office: 212 Rockefeller Arts
(716) 673-3596
Dr. Rob Deemer, *Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core Courses:

THEA 103	Fundamentals of Theatre Technology	1
THEA 114	Introduction to the Performing Arts	3
THEA 117	Script Analysis	3
THEA 121	Introduction to Technical Theatre	3
THEA 133	Introduction to Acting	3
THEA 201	Theatre and Dance Productions	1
THEA 202	Theatre and Dance Productions	1
		Subtotal: 15

Elective Courses:

THEA 215	Voice and Movement for the Stage	3
THEA 228	Costume Construction I	3
THEA 270	Theatre For Social Change	3
THEA 325	History of Costume	3
THEA 339	Stage Management	3
THEA 370	Scene Study	3
THEA 451	World Theatre in Context I	3
THEA 452	World Theatre in Context II	3
THEA 460	Performing Arts Organization and Management	3
		Subtotal: 6

Total Credit Hours: 21

THEATRICAL PRODUCTION MINOR

Department of Theatre and Dance

Office: 212 Rockefeller Arts
(716) 673-3596
Dr. Rob Deemer, *Chairperson*
Email: theatre.dance@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/theatre-dance

MINOR REQUIREMENTS

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core Courses:

THEA 103	Fundamentals of Theatre Technology	1
THEA 121	Introduction to Technical Theatre	3
THEA 201	Theatre and Dance Productions	1
THEA 202	Theatre and Dance Productions	1
THEA 301	Theatre and Dance Productions	1
THEA 302	Theatre and Dance Productions	1
		Subtotal: 8

Elective Courses:

12 Credits are required, at least 6 credits must be at the 300/400 level.

THEA 222	Stagecraft I	3
THEA 223	Lighting and Sound Technology	3
THEA 226	Scene Painting I	3
THEA 228	Costume Construction I	3
THEA 245	Sound for the Theatre	3
THEA 319	Costume Construction II	3
THEA 321	Costume Crafts, Dyeing and Painting	3
THEA 322	Stagecraft II	3
THEA 337	Properties for the Stage	3
THEA 339	Stage Management	3
THEA 420	Special Studies in Technical Theatre	3

THEA 427	Scene Painting II	3
THEA 436	Design/Technical Production	1-3
		Subtotal: 12

Total Credit Hours: 20

VISUAL ARTS MINOR

Visual Arts and New Media
Office: 217 Rockefeller Arts Center
(716) 673-3537

Joe Dan Harper, *Interim Chairperson*
Email: visualarts.newmedia@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/visual-arts-new-media

Some courses require prerequisites. Click on any hyperlinked course for additional information.

MINOR REQUIREMENTS

Core Courses:

ARTS 105	Foundations in Drawing	3
ARTS 102	Foundations in 2-D Form and Content	3
	Five courses in any combination from ARTS studio art courses offered in Visual and Media Arts	15
		Subtotal: 21

Total Credit Hours: 21

NOTE:

- The Visual Arts minor can easily be organized to complement any major. The minor may take a variety of Visual Arts courses or the courses may be in a specific area of study. However, due to enrollment demands, a minor may find it difficult to register for some studios, so flexibility is important.
- Students should consult with a department advisor in planning a course of study as a Visual Arts minor.
- A minimum of nine (9) credit hours must be taken at Fredonia.

WOMEN'S & GENDER STUDIES MINOR

Ethnic & Gender Studies Program
Department of Interdisciplinary Studies
Office: 241 Fenton Hall
(716) 673-3861
Dr. Jeanette McVicker, *Program Coordinator*
Email: jeanette.mcvicker@fredonia.edu
Dr. Jennifer Hildebrand, *Director of Curriculum & Special Programming*
(716) 673-4267
Email: hildebra@fredonia.edu
Website: https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/ethnic-gender-studies

As a minor within the interdisciplinary Ethnic & Gender Studies program, students in the Women's & Gender Studies minor will focus on the complex history of the social construction of gender within a broad social justice framework. The minor engages students to think about themselves, their communities and their world through dynamic and critical, creative pedagogy and experiential learning. Its multi-ethnic focus is a critical component that demonstrates to students the importance of taking an intersectional and transnational approach to social issues and problems impacting all people, with a specific focus on exploring women and LGBTQ+ people, changing tropes of masculinity and more.

Women's & Gender Studies is for everyone! Because all the primary institutions of society contribute to and reflect particular ways of thinking about gender, students gain intellectual and critical thinking skills that help them contemplate social change through a multi-faceted lens. A minor in Women's & Gender Studies opens doors for careers in public policy and politics, law, non-profit organizations, public relations and communication media, the arts, education, health counseling and social work, and many other fields.

MINOR REQUIREMENTS

The minor requires a minimum of 21 credit hours: up to 6 credit hours of transfer credit may be applied, with coordinator approval. No more than 6 credit hours may overlap a student's major. Students may use courses taken retroactively after consultation with the coordinator. At least six credit hours, beyond the capstone, should be taken at the upper level (300/400).

Some courses require prerequisites. Click on any hyperlinked course for additional information.

Core courses:

WGST 201	Topics in Gender Studies	3
WGST 202	Foundations of Social Justice	3
WGST 491	Social Change Capstone	3
		Subtotal: 9

Electives:

	Courses taken by advisement with ESG coordinator	12

Subtotal: 12

6 credits must be at the upper level

Recommended Electives Include:

ARTH 205	Women in Art	3
COMM 373	Gender and Communication	3
COMM 465	Intercultural Communication	3
ECON 312	Women in the Economy	3
ECON 325	Labor and Employment	3
ECON 360	Health Care Economics	3
ENGL 274	Social Justice & The Written Word	3
ENGL 296	American Identities	3
ENGL 313	Scribbling Women	3
ENGL 331	American Literary Roots	3
ENGL 341	Harlem Renaissance	3
ENGL 343	Queer Studies in Literature	3
ENGL 349	Theories of Gender	3
ENGL 351	Language and Society	3
ESCI 105	Global Environmental Issues	3
ETHN 205	Native American Studies	3
ETHN 206	African American Studies	3
ETHN 225	Introduction to Latine History and Culture	3
ETHN 234	Music, Society, and Crisis	3
ETHN 240	Introduction to African American Literature and Culture	3
ETHN 241	Introduction to Latino/a Literature	3
ETHN 242	Native American Literature & Culture	3
ETHN 275	Black Women Writers	3
ETHN 304	Latina Literature and Cultural Studies	3
ETHN 313	Psychology of Prejudice and Discrimination	3
ETHN 359	Ethnicity and Race	3
HIST 288	The Atlantic World, 1500-1820	3
HIST 343	Civil Rights Movement	3
POLI 371	Civil Rights and Liberties	3
PSY 276	Human Sexuality	3
PSY 370	Cross-Cultural Psychology	3
SOC 275	Social Inequalities	3
SOC 306	Sex and Gender	3
SOC 320	Family Sociology	3
SOC 365	Family Violence	3
SOCW 249	Social Welfare History	3
SOCW 355	Diversity, Oppression, and Human Rights	3
SPMG 230	Sport in Diverse Societies	3
WGST 210	LGBTQ Literature & American History	3
WGST 255	Psychology of Women	3
WGST 302	Sex and Gender	3
WGST 314	Women Writers	3
WGST 335	American Women	3
WGST 345	Women, Health and Society	3

Students are encouraged to explore relevant Study Abroad courses and/or Internships to meet the elective requirements; discuss this option with the coordinator prior to registration.

Please note: students in any EGS minors are encouraged to register for the appropriate prefix (ETHN or WGST) when choosing cross listed courses from below as electives. Such courses can only be taken one for credit.

- ENGL 240 / ETHN 240
- ENGL 241 / ETHN 241
- ENGL 242 / ETHN 242
- ENGL 275 / ETHN 275 /WGST 275
- ENGL 304 / ETHN 304 / WGST 304
- ENGL 314 / WGST 314
- ETHN 359 / HIST 359 / WGST 359
- ETHN 234 / MUS 234 / WGST 234
- ETHN 313 / PSY 313 / PSY 313
- HIST 335 / WGST 335
- PSY 255 / WGST 255
- SOC 306 / WGST 302
- SOC 345 / WGST 345

Subtotal: 21

Total Credit Hours: 21

FREDONIA HONORS PROGRAM

Office:2148-2151 Fenton Hall

(716) 673-4450

Natalie Gerber, *Program Director*

email: honors.program@fredonia.edu

The Fredonia Honors Program supports academically motivated students by connecting these students to meaningful opportunities to learn, lead, and live amid a community of like-minded peers.

Admission to the Honors Program is by separate application process. High school seniors, transfer students, and existing Fredonia students are welcome to apply based on the criteria stated on the Honors Program website.

Honors Program Requirements

Honors students will complete three types of courses as part of the Honors Program curriculum: Honors-only sections within the Fredonia Foundations general education program; upper-level Honors seminars; and a senior project. In consultation with the primary major advisor, students will select the best path for completion.

The senior project is typically fulfilled by a capstone course or experience in the major (see the Honors block in Degree Works for a list of qualifying courses). Students may also, in consultation with the program director and their primary major adviser, undertake a thesis, major capstone, or a senior recital, exhibition, seminar, or other 400-level coursework to meet this requirement.

Students may opt once to pursue an applied-learning project (minimum 2 credits) in place of any one course that is part of the program requirements. This applied-learning project could be a directed study, mentored research, field experience or learning assistantship, internship, service-learning project, and/or volunteer project. Students must consult with the program director prior to the experience to complete an Honors Program learning contract and to arrange to receive credit. In special circumstances, a student may have persuasive reasons to complete a second, distinctive applied-learning project (minimum 3 credits) in lieu of an Honors course. In such cases, permission must be obtained from the director during the prior semester, and the two experiences must be a minimum of five credits.

To remain in good standing in the Honors Program, students must do the following:

- Honors students must enroll in a minimum of one Honors course per year until they have completed the Honors curricular requirements. If a student has not yet completed the Honors curricular requirements and does not successfully complete (with a minimum grade of C-) either one Honors course or an equivalent Honors learning contract for two or more consecutive semesters (excluding J-term, May term, and summer), that student will no longer be considered an Honors Program participant and will forfeit program benefits, including remaining disbursements of the Honors Scholarship. Students are encouraged to email honors.program@fredonia.edu to explore other qualifying experiences, such as HONR 490: Honors internship or an Honors Program learning contract. Students may also complete an Honors Program Requirement Waiver if necessitated by individual circumstances.
- Honors students must also maintain at least a 3.30 cumulative GPA to remain in good academic standing within the Honors Program and to be eligible for any remaining disbursements of the Honors Scholarship. Students will receive a one-time, one-semester grace period to meet the GPA requirement.

If an Honors student is unable to satisfy either or both criteria, the student should complete and file in a timely fashion the Fredonia Honors Program Waiver found on the Curriculum Office website under Waiver/Substitution Forms.

Please note:

- If a student asks to be removed from the Honors Program, that student will forfeit any remaining disbursements of the Honors Scholarship.
- Waivers for Honors Program requirements are handled by the Honors Program director
- The Honors Program understands that certain majors on campus have exemptions from completing Fredonia Foundations courses during the first year. Students in these majors are asked to consult with their adviser and file the waiver form if needed.
- This waiver form replaces the prior process for appeals of maintaining a minimum cumulative GPA of 3.30.

Honors Program Completion

To graduate with successful completion of the Honors Program noted on the transcript, students must also complete the Honors Program curriculum associated with their pathway.

Honors Program Curriculum

Honors students will complete three types of courses as part of the Honors Program curriculum: Honors-only sections within the Fredonia Foundations general education program; upper-level Honors seminars; and a senior project. In consultation with the primary major advisor, students will select the best path for completion.

The senior project is typically fulfilled by a capstone course or experience in the major (see the Honors block in Degree Works for a list of qualifying courses). Students may also, in consultation with the program director and their primary major adviser, undertake a thesis, major capstone, or a senior recital, exhibition, seminar, or other 400-level coursework to meet this requirement.

Students may opt once to pursue an applied-learning project (minimum 2 credits) in place of any one course that is part of the program requirements. This applied-learning project could be a directed study, mentored research, field experience or learning assistantship, internship, service-learning project, and/or volunteer project. Students must consult with the program director prior to the experience to complete an Honors Program learning contract and to arrange to receive credit. In special circumstances, a student may have persuasive reasons to complete a second, distinctive applied-learning project (minimum 3 credits) in lieu of an Honors course. In such cases, permission must be obtained from the director during the prior semester, and the two experiences must be a minimum of five credits.

Honors Curricular Pathways

In keeping with the three pathways for admissions to the Honors Program, the curriculum requirements vary based on the student's entry point to the program.

First-Year Students*

Fredonia Foundations Honors Courses	6 credits
Upper-Level Honors Seminars	6 credits
and	3 additional credits from either category above
Senior Project	0-3 credits (based on credits assigned in major for appropriate senior project)
Total Program Requirement	15-18 credits

*First-year students must complete 5 Honors courses plus a senior project

Transfer or Existing Students

Students with at least a 3.30 cumulative GPA may apply to and enter the program at any point after completing 15 credit hours at Fredonia or a prior institution.

15-44 credit hours completed**

Fredonia Foundations Honors Courses	6 credits
Upper-Level Honors Seminars	6 or 9 credits
Senior Project	0-3 credits (based on credits assigned in major for appropriate senior project)
Total Program Requirement	12-18 credits

**Transfer or existing students entering Honors with 15–44 credits already completed must complete 4 Honors courses, plus a senior project.

45 credit hours and above completed***

Fredonia Foundations Honors Courses	0-3 credits
and/or	
Upper-Level Honors Seminars	6-9 credits
Senior Project	0-3 credits (based on credits assigned in major for appropriate senior project)
Total Program Requirement	9-12 credits

***Transfer or existing students entering Honors with 45 or more credits already completed must complete 3 Honors courses, plus a senior project.

Further Enrichment Experiences

In addition to participating in Honors courses and working closely with faculty members distinguished both for scholarship and teaching ability, Honors students may attend or plan additional enrichment experiences for the Honors cohort. Please consult with the Honors Program Director to learn more about these opportunities. In addition, the Honors House provides a unique living and learning experience for students in the program.

COURSES

AADM - Arts Administration

AADM 310 - Fundraising and Grant Writing for Non-Profits

This course provides an overview of contemporary American fundraising and grant writing for non-profit organizations. Topics include annual fund drives; direct mail, internet and phone-a-thon fund-raising; special events, major gifts, capital campaigns, endowment campaigns and grant writing. The history of philanthropy and ethical and legal issues pertaining to the field will be addressed, as will the role of volunteers, board members and professional staff members in an organization's fundraising efforts.

Credits: 3

Offered: Every other year.

AADM 400 - Arts Administration Practicum

Supervised direct working experience serving on the support staff of the Michael C. Rockefeller Arts Center. Individual or team assignments may include front-of-house management, usher corps coordination, public relations, publicity, marketing research, database management, and project planning and implementation.

Credits: 1-3

Offered: Every semester.

AADM 410 - Ticket Office Practicum

Supervised direct working experience in the Michael C. Rockefeller Arts Center's Ticket Office. Processing and sale of individual and subscription tickets, group sales, donations and related activities with an emphasis on customer service and customer relationship management. The course may be taken for a maximum of 3 credits; these credits may be done all in one semester or spread out during more than one semester.

Credits: 1-3

Offered: Every semester.

AADM 480 - Independent Study

Independent study of topics not covered in regular course offerings and pertinent to student's program of study or future career.

Credits: 1-3

Offered: Offered on occasion.

AADM 490 - Arts Administration Internship

Upper level experiential learning opportunity through on-campus or off-campus placements. Nature of work will vary from placement to placement. This course is generally reserved for majors and students are responsible for finding and negotiating their own placement. Course requires students to complete a Learning Contract in accordance with college guidelines before the start of the internship.

Credits: 1-15

Offered: Every semester.

ACCT - Accounting

ACCT 201 - Principles of Financial Accounting

A study of the nature and purpose of accounting in modern business organizations with emphasis on business income and financial position measurement.

Credits: 3

Offered: Every semester.

ACCT 202 - Principles of Managerial Accounting

A study of the objectives, preparation and uses of managerial accounting information. Emphasis is on the measurement, allocation, and reporting of costs to identify and solve business problems.

Credits: 3

Prerequisite: ACCT 201. Offered: Every semester.

ACCT 301 - Intermediate Accounting I

An in-depth study of the theory and application of generally accepted accounting principles. Emphasis is given to the environment of financial accounting including the standard setting process and the conceptual framework. Specific topics include the time value of money, receivables, inventories, long-term assets, and current liabilities, intangibles, and contingencies.

Credits: 3

Prerequisite: ACCT 201 and ACCT 202. Offered: Every year.

ACCT 302 - Intermediate Accounting II

A challenging course including the rigorous study of theory and application of generally accepted accounting principles to complex accounting topics including stockholders' equity, revenue recognition, earnings per share, pensions, leases, accounting for taxes, accounting changes and error analysis, and cash flows.

Credits: 3

Prerequisite: ACCT 301. Offered: Every year.

ACCT 303 - Intermediate Managerial Accounting & Analytics

A study of the concepts and techniques of management and cost accounting including cost-volume-profit analysis, various product costing methods, cost behavior and allocation, and other internal accounting information needs for management decision-making. Computer software is used in solving application problems.

Credits: 3

Prerequisite: ACCT 201 and ACCT 202. Offered: Every year.

ACCT 304 - Taxation I

An in-depth study of U.S. taxation of individuals including tax policy considerations and the historical development of tax law. The provisions of the Internal Revenue Code and related regulations will be used extensively.

Credits: 3

Prerequisite: ACCT 201 and ACCT 202. Offered: Every year.

ACCT 305 - Taxation II

An in-depth discussion of federal income taxation of multi-national corporations and partnerships. Tax issues connected to formation, operation, distributions, and liquidation will be examined. Other topics discussed include: special tax assessments like the alternative minimum tax, the personal holding company tax, and the accumulated earnings tax, S corporations, taxation of international transactions, and tax research.

Credits: 3

Prerequisite: ACCT 304. Offered: Every year.

ACCT 307 - Data Analytics In Accounting

This course examines how the wealth of data generated by computerized accounting information systems can be analyzed and visualized to prepare stakeholder reports and facilitate timely decision-making.

Credits: 3

Prerequisite: ACCT 201 and ACCT 202 and (CSIT 104 or CSIT 151). Offered: Every year.

ACCT 311 - Business Law I

A general study of the functions and procedures of law. Included will be a detailed analysis of legal principles governing contracts, torts, agency and business organizations. The course represents the first half of the Business Law sequence. It is designed to provide accounting students with the required knowledge and theory for the CPA examination, by paying particular attention to practical business law problems involving the application of legal principles.

Credits: 3

Prerequisite: ACCT 201. Offered: Every year.

ACCT 312 - Business Law II

A continuation of the study of law begun in ACCT 311. Topics covered include Uniform Commercial Code subjects such as commercial paper, secured transactions, and sales, and other areas of law including bankruptcy, debtor/creditor relations, product liability, estate and trust law, and property, accountant liability and international law. Continuing attention is given to particular issues involving application of the principles discussed.

Credits: 3

Prerequisite: ACCT 311. Offered: Every year.

ACCT 380 - Internship

The course provides credit to students for professional experiences which are closely related to their field of study. Enrollment is to be arranged with an appropriate instructor. Permission of departmental internship coordinator and junior standing.

Credits: 1-9

Offered: Every semester.

ACCT 401 - Advanced Accounting

Extension of financial accounting to the study of additional accounting entities such as partnerships and consolidated and multi-national firms. Topics include accounting for mergers and acquisitions, consolidated financial statements, international transactions, and an introduction to fund accounting.

Credits: 3

Prerequisite: ACCT 301 and ACCT 302. Offered: Every year.

ACCT 402 - Government and Nonprofit Accounting

Study of accounting and reporting for governmental entities including: budgets, general funds, capital project funds, debt service funds, trust and agency funds, fixed assets, capital expenditures, property tax accounting, and interfund relationships. Also includes accounting and reporting for voluntary health and welfare organizations, colleges, hospitals, and other types of nonprofit organizations.

Credits: 3

Prerequisite: ACCT 302. Offered: Every year.

ACCT 405 - Auditing

A study of the standards, procedures, strategies, and reporting used in the financial audit process. The environment in which the auditor functions is considered, including regulatory requirements, professional ethics, legal liability, and the business entity. The completion of a computerized audit case is required in the course.

Credits: 3

Prerequisite: ACCT 301 and ACCT 307. Offered: Every year.

ACCT 407 - Accounting Cycles & Systems

A study of the concepts underlying Accounting Information Systems (AIS) focusing on the needs and responsibilities of accountants as end users of systems. Knowledge of accounting cycles and the flow of accounting information are applied utilizing a comprehensive case and accounting software.

Credits: 3

Prerequisite: ACCT 301 and ACCT 307. Offered: Every year.

ACCT 415 - Entity Tax Compliance and Planning

An in-depth discussion of federal income taxation of multinational corporations and partnerships. Tax issues connected to formation, operation, distributions, and liquidation will be examined.

Credits: 3

Offered: Every year.

ACCT 425 - Advanced Financial Accounting and Reporting

This course covers advanced financial accounting and reporting topics including business combinations, consolidated financial statements, intangibles, derivatives and hedge accounting, foreign currency translation, International Accounting Standards, bankruptcy and reorganization accounting, SEC reporting, and partnership accounting and reporting.

Credits: 3

Prerequisite: ACCT 201. Offered: Every year.

ACCT 430 - Independent Study

A course for highly motivated students to undertake, under guidance, special studies of areas of accounting which are not normally covered in other courses. Permission of instructor.

Credits: 1-3

Offered: Offered on occasion.

ACCT 440 - Accounting Theory & Research

A study of financial accounting designed to enhance the student's understanding of and appreciation for the evolution of contemporary financial accounting theory and contemporary financial report issues. Recent contributions to theory, research and practice will be investigated and discussed. Individual research will be conducted with results presented for critical analysis.

Credits: 3

Prerequisite: ACCT 301 and ACCT 302. Offered: Every year.

ACCT 450 - Senior Seminar

Seminar dealing with contemporary problems in the field of accounting. The course is designed so that students may utilize what they have learned in previous accounting courses. The seminar also serves to introduce students to interdisciplinary approaches in problem-solving and lead to possible areas of graduate or professional work. Topics will vary from semester to semester. Permission of instructor or senior standing.

Credits: 1-3

Offered: Offered on occasion.

ACCT 455 - Adv Auditing & Fraud Examination

A study of internal control in an information technology environment; audit sampling; integrated, internal, operational, and compliance audits; non-audit assurance services; and fraud examination.

Credits: 3

Prerequisite: ACCT 405 and ACCT 407. Offered: Every year.

ACCT 500 - Accounting Theory

Seminar in financial accounting designed to enhance the student's understanding of and appreciation for the evolution of contemporary financial accounting theory and empirical research on financial reporting issues. Recent contributions to theory, research and practice will be investigated and discussed. Individual research will be conducted, with results presented for critical analysis.

Credits: 3

Prerequisite: ACCT 302. Offered: Every year.

ACCT 510 - Research Seminar in Accounting

Introduces students to accounting research by combining a study of the methodology, execution, statistical analysis and reporting of applied research and the practical application of research methods to a real-world business situation. The course provides a forum for exploration, discussion, and debate of current issues and events in the field. Students will propose, design, and execute an applied

research project that will culminate with the presentation of the final research report.

Credits: 3

Prerequisite: (ECON 200 or BUAD 200) and ACCT 500. Offered: Every year.

ACCT 515 - Entity Tax Compliance and Planning

An in-depth discussion of federal income taxation of multinational corporations and partnerships. Tax issues connected to formation, operation, distributions, and liquidation will be examined.

Credits: 3

Offered: Every year.

ACCT 520 - Accounting Information Systems

An introduction to the concepts underlying Accounting Information Systems, especially those that relate to managerial decision-making and accounting. Students will discuss current developments in the information systems field particularly with databases, networking, and enterprise systems. Terminology, reports, documents, procedures, systems development and controls inherent in a modern AIS will be studied and practiced with hands-on applications.

Credits: 3

Prerequisite: BUAD 261 and ACCT 302 and ACCT 303. Offered: Every year.

ACCT 525 - Advanced Financial Accounting and Reporting

This course covers advanced financial accounting and reporting topics including business combinations, consolidated financial statements, intangibles, derivatives and hedge accounting, foreign currency translation, International Accounting Standards, bankruptcy and reorganization accounting, SEC reporting, and partnership accounting and reporting.

Credits: 3

Offered: Every year.

ACCT 530 - Accounting Information Systems

The course examines the relationship between economic events and the accounting view of those events. It focuses on the introductory application of accounting technologies used to collect and analyze accounting data sets. Students will build and develop skills in core accounting technologies enabling them to provide meaningful insights into accounting and business-related data.

Credits: 3

Offered: Every year.

ACCT 540 - Information Technology Auditing

The course focuses on the use of accounting technologies to enhance audit procedures. Students will learn the various technological tools utilized to solve audit problems.

Credits: 3

Prerequisite: ACCT 302 and ACCT 305. Offered: Every year.

ACCT 550 - Advanced Cost Management

Applications-based analysis of current management accounting topics and techniques including activity-based management, value chain analysis, capacity management, quality control, target costing, and benchmarking. A case analysis approach is utilized.

Credits: 3

Prerequisite: ACCT 303. Offered: Offered on occasion.

ACCT 560 - Seminar in Accounting

An examination of problems and issues of current concern in accounting. Recent contributions to theory, research, and practice will be investigated and discussed.

Credits: 3

Prerequisite: ACCT 500. Offered: Offered on occasion.

ACCT 570 - Tax Procedure and Research

A survey of tax procedure topics including IRS and Treasury Department rulemaking, confidentiality and disclosure, audits and appeals, returns and statutes of limitations, civil tax litigation, penalties and interest, tax crimes, and the standards and hazards of tax practice. Research topics include sources of tax law (administrative, legislative and judicial) and research resources (public and private).

Credits: 3

Prerequisite: ACCT 305. Offered: Every year.

ACCT 580 - Internship in Accounting

An opportunity for students to gain professional experience in public, corporate, or not-for-profit accounting while completing the graduate degree. Internships must be approved and coordinated through the School of Business. No more than 3 hours of internship credit may be applied to the graduate degree.

Credits: 3

Prerequisite: ACCT 500. Offered: Every semester.

ACCT 610 - Personal Financial Advisory Services

An in-depth study of personal financial planning as a professional service offered by CPAs as trusted advisors

who are bound by the AICPAâ€™s rules of conduct, ethics, and standards.

Credits: 3

Offered: Every year.

ACCT 620 - Advanced Managerial Accounting/Analytics

A project-based course to apply data analytics to practical accounting cases. The course gives students the opportunity to understand the importance of data and analytics to accounting and business management environments. Students complete case based problems throughout the course that require hands-on use of analytics tools. Students learn how data analytics can add value to business by providing powerful new insights to inform business decisions.

Credits: 3

Offered: Every year.

ACCT 630 - Emerging Attestation Engagements

This course is a study of the standards, procedures, strategies, and reporting of how well a company in service industries is managing its internal controls and the results.

Credits: 3

Offered: Every year.

ANTH - Anthropology

ANTH 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

ARBC - Arabic

ARBC 100 - Introduction to Arabic

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language.

Credits: 2

Prerequisite: Arabic Lang Placement Score of an 1 or better. Offered: Every semester.

ARBC 110 - Essential Arabic

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course ARBC 100 at Fredonia.

Credits: 3

Prerequisite: ARBC 100. Offered: Every semester.

ARBC 115 - Elementary Arabic I

For students with no previous preparation. Study of fundamental vocabulary and speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.

Credits: 3

Offered: Offered on occasion.

ARBC 116 - Elementary Arabic II

Study of fundamental vocabulary and speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.

Credits: 3

Prerequisite: ARBC 115. Offered: Offered on occasion.

ART - Art

ART 100 - Visual Concepts

The course is intended to introduce first-year visual arts and new media students to visual culture and the individual disciplines of the visual arts as well as develop and master personal study habits as they approach college-level learning. Topics will include art concepts, media techniques and terminology, and visual cultural analysis, as well as time-management, writing within the discipline, college resources and support networks.

Credits: 3

Offered: Every year.

ART 120 - Visiting Artists Program

Required for all art studio and art history majors each semester. Art faculty, guest artists and designers, and speakers provide lectures, and lead critiques and panel discussions relating to contemporary problems.

Credits: 1

Offered: Every semester.

ART 390 - Special Topics

Selected areas of art supplementing the regular program.

Credits: 1-6

Offered: Offered on occasion.

ARTH - Art History

ARTH 101 - Art in Culture from Prehistory to 1400

This course focuses on art from prehistory to the end of the Middle Ages (c. 1400), including art from Mesopotamia, Egypt, Greece, Rome, Europe, the Islamic world, and at least one additional non-western culture. The course will focus on the dynamic relationship between artistic form and cultural context.

Credits: 3

Offered: Every semester.

ARTH 102 - Art in Culture from 1400 to the Present

This course focuses on art from c. 1400 to the present exploring the establishment of western artistic ideals 1400-1800 and the challenges to this ideal introduced by non-western artists and cultures 1800-Present. The course focuses on the dynamic relationship between artistic form and cultural context

Credits: 3

Offered: Every semester.

ARTH 205 - Women in Art

A thematic and topical course exploring women's roles as both productive subjects and depicted objects in western visual culture.

Credits: 3

Prerequisite: ART 115 or ARTH 101 or ART 116 or ARTH 102. Offered: Every other year.

ARTH 211 - Survey of Medieval Art

An introduction to the history of western art from the late Roman Empire (c. 300) through the Middle Ages (c. 1400), including architecture, manuscript illumination, metalwork, sculpture, and textile production. The focus of the course is on the interactions of images and audiences in producing meaning within specific historical circumstances.

Credits: 3

Offered: Offered on occasion.

ARTH 215 - Survey of Renaissance Art

An introduction to the history of western art from the end of the Middle Ages (c. 1400) through the High Renaissance (c. 1600), focusing on painting, printmaking, and sculpture from Italy and the Netherlands. The course locates the artistic movement of the Renaissance within the dramatic cultural and social changes that mark the Early Modern period in European history and seeks to place the material within a global context.

Credits: 3

Offered: Offered on occasion.

ARTH 220 - Survey of 19th Century Art

A survey of 19th century European and American art and visual culture including such movements as Romanticism, Realism, Impressionism and Post-Impressionism.

Credits: 3

Offered: Offered on occasion.

ARTH 225 - Modern Art 1900-1950

The course will explore aesthetic responses to early-20th century political, industrial, social and economic change. Particular emphasis will be placed upon the production and reception of 20th century European and American "avant-garde" art including; Constructivism, Cubism, German Expressionism, Dadaism, Futurism and Surrealism.

Offered: Every year.

ARTH 230 - Black Art and Visual Culture in the U.S. 1850 - Present

The course examines the shifting constructs of race, power, and representation in American art and mass media from the colonial era to the present day. Its primary focus will be an analysis of works produced by Black American artists, but students will also examine how white artists and intellectuals have attempted to define and represent blackness" from the 19th to the 21st century."

Credits: 3

Prerequisite: ARTH 102 or ART 116. Offered: Offered on occasion.

ARTH 276 - Film Form

An introductory-level lecture course designed to introduce students to the formal issues involved in the production and perception of moving images. The course provides students with an understanding of aesthetic concepts that support the making of films, digital cinema, videos or video games. It reinforces the use of aesthetic vocabulary and demonstrates how audiences interact with, and are manipulated by, film language and syntax. Therefore, the course is useful for students who wish to enhance their skills in the making of films and videos as well as for students who wish to refine their ability to deconstruct motion pictures for critical and analytical purposes.

Credits: 3

Offered: Every year.

ARTH 280 - Survey of Pre-Columbian Art: Mesoamerica

An introduction to art and architecture produced by the Precolumbian cultures of Mesoamerica. The course will survey the most important ancient civilizations of Middle America (Olmec, Monte Alban, Teotihuacano, Maya,

Toltec, and Aztec) from the earliest complex settlements to the time of the Spanish conquest.

Credits: 3

Offered: Every other year.

ARTH 310 - Ancient Art

A thematic or topical course on the art of the Mediterranean basin between 3000 BC and 300 AD. Specific course contents will vary and may include Egyptian funerary monuments, Greek and Roman sculpture, and topics such as ritual/magical uses of images, gender and sexuality in representations of the body, and the continuing legacy of the Classical tradition.

Credits: 3

Prerequisite: ART 115 or ARTH 101. Offered: Offered on occasion.

ARTH 311 - Medieval Art

A thematic or topical course in European art between 300 and 1400 AD: specific course contents will vary and may include medieval manuscripts, Byzantine icons, Gothic cathedrals, and topics such as the cult of the saints, the lives of medieval women, and interactions with the Islamic world.

Credits: 3

Prerequisite: ART 115 or ART 226 or ARTH 101 or ARTH 211. Offered: Offered on occasion.

ARTH 315 - Renaissance Art

A thematic or topical course on European art in the 15th and 16th centuries. Specific course contents will vary and may include early Netherlandish painting, Italian painting and sculpture, early print-making, and topics such as the changing social status of the artist, the impact of European exploration and conquest, and the lives of Renaissance women.

Credits: 3

Prerequisite: ART 227 or ARTH 102 or ARTH 215. Offered: Offered on occasion.

ARTH 318 - Baroque Art

Art and architecture of Baroque and Rococo Europe during the 17th and 18th centuries, with a focus on Italy, France, the Netherlands, and England.

Credits: 3

Prerequisite: ART 116 or ARTH 102. Offered: Offered on occasion.

ARTH 329 - Art Since 1945

An in-depth examination of art and related concepts and theories since the mid-20th century.

Credits: 3

Prerequisite: ART 116 or ART 221 or ARTH 102 or ARTH 225 or ARTH 101. Offered: Every other year.

ARTH 345 - Film Criticism

The course teaches students how to use qualitative methods in film criticism and analysis. Lectures are designed to provide students with an understanding of the role of the critic and the process of criticism. Among the methods taught are narrative criticism, contemporary non-narrative criticism, genre criticism, auteur criticism, evaluating issues when adapting a novel into film, and a method of identifying documentary styles and formulas (established by Eric Barnouw).

Credits: 3

Prerequisite: ARTH 276 or FILM 220 or COMM 155. Offered: Every year.

ARTH 350 - Art History Theory and Methods

An introduction to and examination of the various investigative and interpretive methods used by art historians. The course is divided into two equal parts, the first on traditional methodologies along with their contemporary critiques, and the second on a range of "new" art histories. At the end of the course, students will be both competent in traditional methods and cognizant of contemporary debates within art history as a discipline.

Credits: 3

Prerequisite: (ART 115 and ART 116) or (ARTH 101 and ARTH 102). Offered: Every other year.

ARTH 351 - Readings in Art History

The nature of art history, the themes and ideas it investigates, and readings in some key classic authors, are the main topics of the course.

Credits: 3

Prerequisite: (ART 115 and ART 116) or (ARTH 101 and ARTH 102). Offered: Offered on occasion.

ARTH 355 - Writing About Art

Offers studio art, design and art history majors practical experience in art-related research and writing. Students will be introduced to various methods of scholarly research and critical writing styles related to their individual interests within their major concentration.

Credits: 3

Prerequisite: (ART 115 and ART 116) or (ARTH 101 and ARTH 102). Offered: Every other year.

ARTH 360 - Museums in Motion

Museums in Motion is a practical, hands-on examination of the variety of roles within the museum profession that

provides students with the opportunity to directly engage with established museum professionals and develop projects leading to a focused career path.

Credits: 3

Prerequisite: ARTH 101 or ARTH 102 or INDS 202. Offered: Every other year.

ARTH 371 - A History of Visual Communication and Design

This course examines design development from the 19th century to the contemporary era with an emphasis on visual communication. Discussion includes events, ideas, movements, designers, and technological developments of historical significance and influence on the contemporary discipline. In addition to addressing traditional European and American sources, the class will also examine the influence of non-western and non-dominant design traditions on mainstream design, emphasizing a pluralistic view of design history.

Credits: 3

Prerequisite: ARTH 102. Offered: Every other year.

ARTH 376 - Film and Special Effects

Course examines both traditional and contemporary visual effects techniques including the creative and planning processes required for the execution of various types of effects, such as models and miniatures, mattes, composite effects, computer animation, and process projection. Course also provides a forum on the creative problem-solving and planning techniques used by effects makers, including a wide range of kinds of equipment and uses.

Credits: 3

Offered: Every year.

ARTH 380 - Topics: Ancient Mesoamerican Art

A thematic or topical course on the art of Ancient Mesoamerica. Specific course content will vary and may include focal issues related to art produced by the Olmec, Mixtec, Teotihuacano, Maya, Toltec, and Aztec civilizations. The time frame covered will vary from circa 1500 BCE to 1500 CE.

Credits: 3

Prerequisite: (ART 115 and ART 116) or (ARTH 101 and ARTH 102). Offered: Every other year.

ARTH 390 - Special Topics: Art History

Selected areas of history of art supplementing the regular program.

Credits: 1-3

Prerequisite: ART 115 or ART 116 or ARTH 101 or ARTH 102. Offered: Offered on occasion.

ARTH 399 - Art History Abroad

An introduction to the history of art that examines a specific geographical area and chronological span during a study abroad experience. The course provides the student a thorough grounding in the major art works and artists involved, adding the concrete dimension of direct observation and personal experience of the places and motifs that informed various movements. The two to three week study/travel abroad includes readings, discussion, a daily journal, and a written interpretation of themes and ideas in art.

Credits: 3

Offered: Summer, JTerm.

ARTH 440 - Visual Culture

An in-depth examination of 20th and 21st century visual culture and related concepts and theories. The specific period and thematic emphasis of this art history course may vary and include the study of one or more artistic forms such as painting, sculpture, architecture, photography, film, and design.

Credits: 3

Prerequisite: ART 116 or ART 221 or ARTH 102 or ARTH 225. Offered: Offered on occasion.

ARTH 460 - Gallery Practicum

The course allows the student firsthand knowledge of the duties involved in operating a gallery. Such duties may include but are not limited to assisting the director in picking a schedule, contacting artists, creating the advertising and mounting the exhibitions. Students may only enroll with instructor's permission.

Credits: 1-4

Offered: Offered on occasion.

ARTH 490 - Learning Assistant - Art History

This course is designed for students to become familiar with the instructing process. The student will assist the instructor of an art history course in the classroom throughout the semester. Course work includes attendance at all scheduled classes for the course, assisting students during lab or study sessions as well as taking an active role in classroom critiques, discussions and studio maintenance. Permission of the instructor of the accompanying course is required.

Credits: 3

Offered: Every semester.

ARTH 494 - Directed Study: Art History

Directed research in specific areas of art history, stressing depth of inquiry. Subject of study chosen in consultation

with department, and students may only enroll with instructor's permission.

Credits: 1-3

Offered: Every semester.

ARTH 495 - Independent Study: Art History

Independent research in specific areas of art history, stressing depth of inquiry and development of topic. Subject of study chosen in consultation with department, and students may only enroll with instructor's permission.

Credits: 1-3

Offered: Every semester.

ARTH 497 - Research Practicum in Art History

Students work with Art History scholars and/or faculty to assist with on going research projects. Students gain valuable research skills along with insights into the academic professions. Art History majors only and students may enroll with instructor's permission.

Credits: 1-3

Prerequisite: (ARTH 101 and ARTH 102) or (ART 115 and ART 116). Offered: Every semester.

ARTH 499 - Internship

The course allows the student to receive credit for professional experiences related to some aspect of their field of study. Enrollment is to be arranged with an appropriate instructor, by permission only.

Credits: 1-15

Offered: Offered on occasion.

ARTH 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

ARTS - Art - Studio

ARTS 1SA - 100 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

ARTS 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

ARTS 102 - Foundations in 2-D Form and Content

Introductory course investigating the principles and elements of visual design. Unity, emphasis, balance, scale, line, form, texture, rhythm and color are explored through two-dimensional studio problems.

Credits: 3

Offered: Every semester.

ARTS 105 - Foundations in Drawing

Theory and practice in a variety of graphic media. Conte, ink, pencil, and charcoal used in studio problems to acquaint beginning student with full range of drawing possibilities.

Credits: 3

Offered: Every semester.

ARTS 156 - Introduction to Digital Photography

A practical introduction to the aesthetic and technical theories and techniques of DSLR camera controls and imaging software. An emphasis will be placed on the technical skills required to visually express oneself through the digital photographic medium. The course will consist of lectures, demonstrations, lab time, field experience and oral critiques. A DSLR with manual setting is required.

Credits: 3

Offered: Every semester.

ARTS 159 - Photographic Explorations

Photographic Explorations is an introduction to the workings of light and cameras, interpretation and perception, philosophical and psychological experience to explore image culture. In addition to learning techniques for producing light- and lens-based images, students will become acquainted with historical and contemporary uses of these techniques. Through a combination of classroom talks and hands-on projects, students will explore the principles of photography. The course is designed to serve students with no prior background in photography and is not intended for visual arts or photography majors. A camera that can take electronic still images is required (this can range from a digital SLR to camera phone).

Credits: 3

Offered: Every semester.

ARTS 205 - Foundations in Drawing 2

A continuation of ARTS 105 Foundations in Drawing with further emphasis on using learned skill sets to create visual content. Exploration of contemporary uses of drawing. Introduction to color.

Credits: 3

Prerequisite: ARTS 105. Offered: Every year.

ARTS 212 - Life Drawing I

Intensive drawing course related to the human figure. The figure is explored in various mediums and in both realism and abstraction. Research papers and readings out of the textbook are required.

Credits: 3

Prerequisite: ARTS 105 or ARTS 205. Offered: Every semester.

ARTS 214 - Drawing and Painting I

First course in the Drawing and Painting program which is structured to prepare students for lives as professional artists. The course expands on material included in the foundation courses. Students will explore more technical, aesthetic and conceptual approaches in both drawing and painting. Research papers are required.

Credits: 3

Prerequisite: ARTS 102 and (ARTS 105 or ARTS 205). Offered: Every semester.

ARTS 220 - Web Page Design

The course is designed to introduce to the student the basic principles of designing web pages for the World Wide Web. Mixing traditional design concepts with web-based tools, students will learn how to code pages for the web across platforms. Students will also gain practice in the use of HTML, Java and CGI/Perl scripting.

Credits: 3

Offered: Offered on occasion.

ARTS 221 - Foundations of Time-Based Media

This Foundations of Time--Based Media course is designed to help students develop their aesthetic and technical understandings of time as a creative tool and medium. Fundamental principles of time including duration, sequencing and movement will be established through hands-on creative projects and exercises. Screenings of historical and contemporary examples will also be an informative aspect of the learning process. Development of effective art criticism skills will allow for creative group interactions and the defining of one's personal aesthetic vision.

Credits: 3

Offered: Every semester.

ARTS 222 - Cinema Arts I

An introductory level, fine arts studio course that builds an understanding of cinematic arts through hands-on exercises and projects. Participants explore basic camera tools and techniques, sound design, and digital non-linear editing. The development of visual cinematic language and the creative/aesthetic and conceptual use of the medium are stressed. Analytical thinking and conceptual explorations are emphasized. Works of contemporary and historical video and film artists are viewed and discussed.

Credits: 3

Offered: Every year.

ARTS 225 - Digital Foundations

A studio production course that explores a variety of digital tools for art production. The course offers a broad overview of contemporary digital technologies using avant-garde art movements of the 20th century as a framework to explore digital tools. The course covers a variety of software applications used in contemporary artistic practices and may include image manipulation, digital painting, sound art, video art, and web design.

Credits: 3

Offered: Every year.

ARTS 230 - Relief Printing

An introduction to the various techniques of linocuts. Students learn traditional techniques as well as monoprints, mixed media experimentation and reduction prints. The development of individual expression is stressed.

Credits: 3

Prerequisite: ARTS 105 or ART 150. Offered: Every year.

ARTS 235 - Monotypes

An introduction to monotypes and collagraphs. Students are directed to experiment with a wide range of approaches to the two techniques.

Credits: 3

Prerequisite: ARTS 105 or ART 150. Offered: Every year.

ARTS 239 - Contemporary Intaglio

An introduction to theory and application of contemporary intaglio printmaking utilizing etching, monoprinting, and digital imaging. Contemporary intaglio approaches utilize less toxic processes and techniques that have been developed recently. Emphasis is placed on the technical skills required to visually communicate utilizing the printmaking medium.

Credits: 3

Prerequisite: ARTS 105 or ART 150. Offered: Every year.

ARTS 240 - Foundations of 3-D Form and Content

An introductory course that explores basic design considerations, materials, and techniques relating to three-dimensional expression. Classroom discussion and studio projects stress an individual interpretive approach to concept development. Slide lectures and assigned reading

expose students to a contemporary perspective of 3-D expression both past and present.

Credits: 3

Offered: Every semester.

ARTS 241 - Figure Modeling

A beginning course in methods and materials appropriate for sculptural expression of the human form. Clay, plaster, mold making, and casting techniques are covered. Technical and conceptual development of form is stressed. Theory and practice of the human form in art is introduced through lecture and research requirements.

Credits: 3

Offered: Every semester.

ARTS 250 - Photo Lighting Technique

An exploration of more advanced techniques of camera exposure, software development and lighting with special emphasis on tonal control exploring the effects of existing light: from sunlight in its many forms to the variety of artificial lights encountered in everyday image making. Increased emphasis is also placed on aspects of composition, perception, content, color temperature, and diffusion/concentration as well as ways to modify light through reflecting, filtering, filling, diffusing, and cutting. A DSLR camera with manual settings is required.

Credits: 3

Prerequisite: ARTS 156. Offered: Every year.

ARTS 255 - Color and Light

Explores aesthetic and technical knowledge necessary to understand the art of color photography including color perception, materials and processes, and aesthetics of color. Emphasis is placed primarily on aspects of color theory, the use of color in photographic and digital image creation, the implementation of color workflow and color management systems and color printing. Throughout the semester, issues of form, composition and light will be discussed in the context of students' own production.

Credits: 3

Prerequisite: ARTS 156. Offered: Every semester.

ARTS 260 - Graphic Design I

Introduction and orientation to concepts and skills necessary for visual communication. Fundamentals of language and principles of graphic design structure with an emphasis on media for development of ideas and imagery. Introduction to fundamentals and language of typography.

Credits: 3

Prerequisite: ARTS 102 and (ARTS 105 or ARTS 205). Offered: Every year.

ARTS 261 - Graphic Design II

Continued exploration of formal creation and manipulation with an emphasis of systems. Emphasis on the visualization of abstract ideas using text, image and form as well as hierarchy of information. Introduction of role of research and audience in the creation of design solutions.

Credits: 3

Prerequisite: ARTS 260 or ART 259. Offered: Every year.

ARTS 270 - Foundations in Clay

The elements and principles of 3-D design are explored through introduction to basic techniques for the construction of ceramic objects without the use of the potters wheel. Projects in terra cotta clay explore the relationship of form and surface unique to the ceramic medium.

Credits: 3

Offered: Every semester.

ARTS 271 - Pottery on the Wheel

The rudiments of wheel forming pottery lead to the creation of bowls, vases, jars, and teapots in ceramics. Glazing and firing techniques for stoneware clay are covered.

Credits: 3

Offered: Every semester.

ARTS 280 - Introduction to Illustration

An introduction to editorial illustration. The class will explore technical, aesthetic and conceptual principles, as well as research and historical examples. Projects include thumbnail sketches, semi-comps, and refined drawings for final presentation on paper.

Credits: 3

Prerequisite: ARTS 102 or ARTS 105 or ARTS 205. Offered: Every year.

ARTS 285 - Introduction to 2-D Animation

A broad introduction to fundamental principles of motion utilizing traditional and digital 2D animation techniques. Topics explored include basic filmmaking terms and editing, a variety of traditional animation methods including flip books, line drawn, rotoscope, cutout, and collage animation as well as history of the medium.

Credits: 3

Prerequisite: ARTS 102 or ART 155. Offered: Every year.

ARTS 290 - Special Topics: Studio Art

Selected studio media and techniques.

Credits: 1-3

Offered: Offered on occasion.

ARTS 312 - Life Drawing II

Continued concentration on drawing the figure with more emphasis on use of color medium. Research papers will deal with contemporary and traditional artists whose work dealt with the figure.

Credits: 3

Prerequisite: ARTS 212 or ART 252. Offered: Every semester.

ARTS 314 - Drawing and Painting II

Students expand on theories explored in Drawing and Painting I. Assignments concentrate on the introduction of more personally significant content into the students' work. Thematic series are introduced as a way of exploring complex concepts. While there will be some flexibility between deciding whether to use drawing or painting, some assignments will require both. Research papers are required.

Credits: 3

Prerequisite: ARTS 115 or ARTS 214. Offered: Every semester.

ARTS 315 - Drawing and Painting III

Students begin to learn professional practices in application of their chosen medium, construction of support structures, creation of artwork reflecting their interpretation of their roles in society and preparation of their artwork for exhibitions. Students will also research, write and discuss historical and contemporary theories and trends in art. Students decide whether to work in drawing or painting or both.

Credits: 3

Prerequisite: ARTS 314. Offered: Every year.

ARTS 320 - Media Performance I

Course is designed to introduce students to the elements of live performance within a multimedia environment. Elements of live artistic performance (such as music, theatre, poetry, etc.) will be combined with computer-mediated elements to achieve a new style of interactive performance.

Credits: 3

Prerequisite: (MEDA 215 and MEDA 152) or (ARTS 222 and ARTS 225). Offered: Every year.

ARTS 321 - Installation Art

A studio-based course exploring the broad field of Installation Art as a means of visual expression. A range of materials and methods will be used to create installations that transform the viewer's experience of space. Lectures,demonstrations, and readings introduce students to Installation Art.

Credits: 3

Prerequisite: ARTS 240 or ARTS 270. Offered: Every year.

ARTS 322 - Cinema Arts II

This course builds on the technical and aesthetic foundations of Cinema Arts I and advances students' understanding of the wider possibilities of the cinematic art form through thematic projects. More advanced and sophisticated tools and techniques including the creative use of lighting, camera techniques, and audio design to enhance meaning within the work are introduced. Students will have the opportunity to explore alternative methods of screening and distributing finished projects.

Credits: 3

Prerequisite: MEDA 152 or ARTS 222. Offered: Every year.

ARTS 323 - Narrative Techniques

Students will explore techniques and theories of non traditional narrative structure as a counter argument to the dominant and established Hollywood system. Students will gain a deeper understanding of process and thematic structure in narrative cinematic work. Screenings and readings will reinforce the course work.

Credits: 3

Prerequisite: ARTS 322*. Offered: Every other year.

ARTS 324 - Visual Effects for Cinema

An upper-level studio art course that introduces the core concepts and tools of visual effects used in the cinematic arts. Assignments will cover a wide range of digital post-production techniques such as compositing, tracking, rotoscoping, and motion graphics.

Credits: 3

Prerequisite: ARTS 322*. Offered: Every other year.

ARTS 325 - Interactivity for the Web

A studio production course that offers the opportunity to investigate web art production methods with particular attention to interactivity, navigation, sequence and audience participation. Emphasizes the conceptual and creative potential of the web and the effects of virtual interactivity on the user.

Credits: 3

Prerequisite: MEDA 215 or ARTS 225. Offered: Every year.

ARTS 326 - Miniatures and Props

An introduction to the design and production of scale models, miniatures, and props suitable for integration into film, video and theatre productions, animation, graphic design, photography, sculpture and installation art. Emphasis will be on basic design theory, construction techniques, and integrations with a variety of media.

Credits: 3

Prerequisite: ARTS 212 or ARTS 214 or ARTS 222 or ARTS 240 or ARTS 250 or ARTS 260 or ARTS 270 or ARTS 280 or ARTS 285 or THEA 121 or COMM 254. Offered: Every other year.

ARTS 327 - Audio and Desktop Multimedia

A course designed for students with a strong interest and background in composition, multimedia, audio and MIDI. A project-oriented course focusing on audio design, analysis, and integration as it applies to multimedia authoring, motion video, and web content creation.

Credits: 3

Prerequisite: (MEDA 152 and MEDA 205) or (ARTS 222 and ARTS 225). Offered: Offered on occasion.

ARTS 330 - Relief Printing

An exploration of relief printing as a means of visual expression. Woodcut, Linocut and Japanese Moku Hanga skillsets will be developed. The development of individual expression is stressed.

Credits: 3

Prerequisite: ARTS 102 and (ARTS 105 or ARTS 205). Offered: Every other year.

ARTS 333 - Paper Arts

An introduction to the various techniques and forms of paper arts. Students learn traditional Western and Eastern approaches to making paper, and use paper as an expressive medium for 2D and 3D art forms.

Credits: 3

Prerequisite: ARTS 102 or ARTS 105 or ARTS 205. Offered: Every other year.

ARTS 334 - Book Arts

An introduction to various techniques and forms of artist books. Students learn traditional binding as well as contemporary approaches for artist books

Credits: 3

Prerequisite: ARTS 102 and (ARTS 105 or ARTS 205). Offered: Every year.

ARTS 335 - Monotypes/Monoprints

An exploration of monotypes and the intaglio monoprint artistic medium. Students are directed to experiment with a wide range of approaches to the two techniques.

Credits: 3

Prerequisite: ARTS 102 and (ARTS 105 or ARTS 205). Offered: Every other year.

ARTS 340 - 3-D Methods and Materials

This course offers an opportunity to investigate both traditional and innovative approaches to object making. Materials and processes may include hot and cold casting, welding, papermaking, and hand formed cement, among others. Cross-media explorations are encouraged. Technical exploration, craftsmanship, and underlying intent is scrutinized and fostered through class critique, peer review, and required research.

Credits: 3

Prerequisite: ARTS 240 or ARTS 241 or ART 257 or ART 258. Offered: Every semester.

ARTS 341 - Figure Modeling II

Continuation of ARTS 241 - Figure Modeling; increased emphasis on technique and expressive content.

Credits: 3

Prerequisite: ARTS 241 or ART 258. Offered: Every year.

ARTS 350 - Experimental Photography

Students will study the working methods of early pioneers of photography, as well as examine present-day software development that fabricates and alters these processes. Historical working methods and contemporary mimicking approaches will be discussed in lectures, examined through readings and will be put into practice through hands-on experience with the materials. Students will expand their photographic vision through the use of experimental photographic processes as well as broaden their knowledge of the history of photography as it has led to new creative processes in combination with digital technology.

Credits: 3

Prerequisite: ARTS 255. Offered: Every year.

ARTS 351 - B&W Film Photography

This course explores the theory and application of 35mm camera controls and black and white darkroom techniques. An emphasis will be placed on the technical skills required to visually express oneself through the analogue photography process. Includes lectures, darkroom laboratory, and field experience.

Credits: 3

Prerequisite: ARTS 156 or ARTS 159. Offered: Every other year.

ARTS 352 - Studio Lighting

An introduction to the use of artificial lighting in Photographic Illustration. This is a technical class where emphasis will be placed on the use and control of studio lighting equipment. It is accomplished by lecture, demonstration, practical experience and critique.

Credits: 3

Prerequisite: ARTS 156. Offered: Every other year.

ARTS 353 - Photographic Illustration

This course synthesizes previously introduced lighting skills for products and people in both the studio and on location. Emphasis is placed on conceptual problem solving as well as creative application of controlled lighting. Students will study contemporary trends in commercial photography and apply these techniques to a series of photographic assignments. Each assignment will begin with hand-drawn lighting schematics and progress through to the final image. Problem solving and working with a client will be stressed. A DSLR camera with manual setting is required.

Credits: 3

Prerequisite: ARTS 352. Offered: Every year.

ARTS 355 - Digital Imaging

Theoretical and practical introduction to electronic imaging as a creative medium. Understanding of the principals, methods, techniques and vocabulary of the most widely used digital imaging processes with an emphasis on personal expression. Topics explored will include photographic manipulation, collage, fabrication and experimental media as forms of visual expression. Lectures, laboratory work and individual and collaborative projects. Students with Macintosh imaging experience may enroll without the prerequisite with permission of the instructor.

Credits: 3

Prerequisite: ARTS 255. Offered: Every year.

ARTS 356 - The Photographic Narrative

Narrative photography visualizes the stories that surround us, inspiring contemplation and a genuine connection with one another. The course will focus on the art of visual storytelling through the medium of photography. All aspects of photographic narrative and image sequencing will be explored, from documentary to tableau vivant. Through focused investigation, students will explore the technical, historical and inherent narrative power of the photograph. A camera that can take electronic still images is required (this can range from a digital SLR to camera phone).

Credits: 3

Prerequisite: ARTS 156 or ARTS 159. Offered: Every year.

ARTS 360 - Graphic Design III

Introduction to the process of sequencing and organizing images and information across multiple platforms. Provides students with an understanding of tools and technologies used in the creation, reproduction, and distribution of visual messages including books, interfaces, and time based work.

Credits: 3

Prerequisite: ARTS 261 or ART 260. Offered: Every year.

ARTS 361 - Graphic Design IV

Emphasis is placed on conceptual development, symbolic language, and the design of systems across different media. Problem definition and content interpretation is focused on as is the role of the audience in design. Professional practices are introduced including collaboration in the creation of design solutions.

Credits: 3

Prerequisite: ARTS 360 or ART 359. Offered: Every year.

ARTS 365 - Typography I

Principles of typographic composition, structure and hierarchy. Terminology, typographic history, technical issues related to typography. Typography as a medium of visual communication. Student exercises focus on the relationship between visual and verbal language and technical details of typographic specification and computer layout. Advanced placement review; or permission of instructor.

Credits: 3

Prerequisite: ARTS 260. Corequisite: ARTS 261. Offered: Every year.

ARTS 366 - Typography II

Exploration of design using text type and typographic technology. Students investigate narrative and expressive use of typographic form and format/informational organization problems.

Credits: 3

Prerequisite: ARTS 365 or ART 361. Offered: Every year.

ARTS 370 - Intermediate Ceramics

Investigates the intermediate studio problems in the ceramics process. Hand-Building or wheel forming procedures are utilized to explore a variety of experimental approaches to the ceramic form, with a continued emphasis on the search for appropriate surface treatments and firing techniques.

Credits: 3

Prerequisite: ARTS 270 or ART 273 or ARTS 271 or ART 274 or ARTS 241 or ART 258. Offered: Every semester.

ARTS 380 - Intermediate Illustration

Exploration of visual narrative structure employed in sequential art such as comics, storyboard art, and graphic novels through interpretive exercises and history of the medium. Students will gain experience ion visual editing, character and story development, and sequential drawing (both with traditional media and digital drawing tablets and software).

Credits: 3

Prerequisite: (ARTS 280 and ARTS 285) or (ART 380 and ART 252). Offered: Every year.

ARTS 385 - Intermediate 2-D Animation

An intermediate studio concentration on digital line drawn and cel animation, including motion graphics and compositing. Emphasis on story development, character realization, the lip-synch process, multi-layer animation, and title design will be explored through short animation exercises. NOTE: Course prerequisites are ARTS 285 ARTS 280 however, ARTS 280 may be taken concurrently with ARTS 385

Credits: 3

Prerequisite: ARTS 285 and ARTS 280*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

ARTS 386 - 3D Modeling & Animation

An intermediate-level studio course, which builds on Intermediate 2D Animation and Intermediate Illustration, with a concentration on modeling, lighting and some animation. In addition to exploration of 3D modeling and animation, the history of traditional 3D animation is investigated to further understand 3D space and design.

Credits: 3

Prerequisite: ARTS 385. Offered: Every other year.

ARTS 390 - Special Topics: Studio Art

Selected studio media and techniques.

Credits: 1-3

Offered: Offered on occasion.

ARTS 396 - Studio Art Preliminary Internship

The course allows the student to receive credit for introductory internship experiences, generally on-campus, related to some aspect of their field of study. Enrollment is to be arranged with an appropriate instructor, by permission only.

Credits: 1-3

Offered: Offered on occasion.

ARTS 400 - Senior Exhibition

Formal and technical preparation for senior exhibition. Career development includes a writing component to aid the student in developing a resume, cover letter and artist's statement. To enroll in the course students must have a minimum 3.5 GPA in all ARTS courses and/or area faculty permission.

Credits: 1

Offered: Every semester.

ARTS 415 - Drawing and Painting IV

Students continue to expand on the topics covered in Drawing and Painting III while fine-tuning technical and intellectual processes in clarifying their visual language. Students will learn processes in documenting and preparing artwork for graduate schools and exhibitions. Students will also continue to research, write and discuss historical and contemporary theories in art while researching issues related to their preparation as they begin their lives as professional artists. These concepts are expanded upon in Directed Study: Drawing and Painting

Credits: 3

Prerequisite: ARTS 315 or ART 387. Offered: Every semester.

ARTS 422 - Cinema Arts III

An advanced studio art course where students continue the development of their own personal artistic voice through a complex series of cinematic projects. New production and post-production techniques will be explored as a class and independently. Development of skill sets required for an independent video artist will be emphasized

Credits: 3

Prerequisite: ARTS 322. Offered: Every year.

ARTS 425 - Advanced Interactivity

Allows students time to expand upon the knowledge learned in Art and Interactivity for the Web. Independent projects will be produced to solidify knowledge of interactive art, web development and multimedia production.

Credits: 3

Prerequisite: MEDA 265 or ARTS 325. Offered: Every year.

ARTS 429 - Film and Video Arts Capstone

An advanced course pursuing the refinement and execution of artistic cinematic projects. Further focus on the development of theory and context behind individual

student projects will be stressed through discussion and writing. Development of professional practices, including artist statements and demo reels will be required.

Credits: 3

Prerequisite: ARTS 422. Offered: Every year.

ARTS 440 - 3D Objects and Ideas

An advanced sculpture course that allows students to define and develop a personal body of work representing a serious exploration in their chosen mediums. Emphasis is placed on the continued development of technical craft and the refinement of thematic concerns. Appropriate information pertaining to theory and practice is provided. Professional practices including portfolio preparation, resumes, and artist statements are discussed.

Credits: 3

Prerequisite: (ARTS 340 and ARTS 240 or ARTS 241) or (ART 357 and ART 257) or ART 258. Offered: Every semester.

ARTS 459 - Photographic Inquiry

Personal exploration in image development. Refinement of individual conceptual concerns and development of the professional portfolio. Issues will include professional practice, critical analysis and hybrid media. Students explore theoretical and critical concepts through relevant and interrelated readings, lectures, discussions, presentations along with individual and group critiques.

Credits: 3

Prerequisite: ARTS 350 or ARTS 352 or ARTS 355 or ARTS 356. Offered: Every year.

ARTS 460 - Graphic Design V

Emphasis is placed on conceptual development, symbolic language, and the design of systems across different media. Problem definition and content interpretation is focused on as is the role of the audience in design. Professional practices are introduced including collaboration in the creation of design solutions.

Credits: 3

Prerequisite: ARTS 361 or ART 360. Offered: Every year.

ARTS 461 - Graphic Design VI

Advanced problem solving in independent and investigative concepts. Exploration of actual, theoretical and conceptual concerns of visual communication. Professional practices and portfolio preparation are addressed, explored.

Credits: 3

Prerequisite: ARTS 460 or ART 401. Offered: Offered on occasion.

ARTS 465 - Typography III

Typographic theory exploring traditional and nontraditional forms, both historical and contemporary typographic achievements. Analysis of expressive characteristics and experimental uses of letter forms and text.

Credits: 3

Prerequisite: ARTS 366 or ART 362. Offered: Every year.

ARTS 469 - Design Realities/Professional Practice

Comprehensive investigation and research into topics of production and practice in design. Content directed in three primary areas: pre-press preparation and materials, legal affairs, and the professional studio. Issues to be addressed include electronic file management, paper specification, supplier relationships, copyright and plagiarism, business contracts, ethics, studio ownership, management and record keeping. Requires compilation of individual journal and written research/analysis of specific course topic.

Credits: 1-3

Prerequisite: ART 401 or ARTS 460. Offered: Every year.

ARTS 470 - Advanced Ceramics

Handbuilding or wheel forming procedures are utilized to explore a variety of sculptural approaches to the ceramic form with a continued emphasis on the search for appropriate surface treatments and firing techniques. Students are guided toward the identification and expression of personal ideas in the medium.

Credits: 3

Prerequisite: ARTS 370 or ART 373. Offered: Every semester.

ARTS 480 - Concept Art/Visual Development

ARTS 480 is an advanced illustration course in which students learn how to create grounded, story-driven worlds through the interplay of characters, objects, and environments. Projects in this class require students to practice research skills as they develop ideas about the imaginary world they illustrate. Students use and enhance their knowledge of color theory and design as they attempt to capture the mood or theme of a script. A major project undertaken for this course involves re-imaging an existing story and creating a comprehensive visual design package that communicates the essential components of a story-driven world, including the characters, environment, props, vehicle designs, and final concept images. Students set designated goals (with instruction consultation) and work to meet those goals.

Credits: 3

Prerequisite: ARTS 280 and ARTS 380. Offered: Every semester.

ARTS 482 - Storyboarding

ARTS 482 is an advanced animation course that allows students to learn the process of storyboarding using video editing software and traditional / digital drawing. Through readings, in-class instruction, and supplementary assignments, students will learn to read and interpret a script, draw storyboard sequences, and create/edit animatics. Students will also work on a semester-long animatic project. This course will cover the many uses for boarding and explore the different career paths for storyboard artists working in animation and with other visual narrative forms.

Credits: 3

Prerequisite: ARTS 285 and ARTS 385. Offered: Every semester.

ARTS 485 - Advanced Animation/Illustration

An upper level studio course under the Animation/Illustration sequence, which follows Intermediate 2-D Animation and Intermediate Illustration. Students will be encouraged as artists to produce a mature body of work through readings, technical exercises, oral and written presentations, and independent research. Work produced in this class may or may not carry over to the Animation/Illustration Capstone (ARTS 489).

Credits: 3

Prerequisite: ARTS 380 and ARTS 385 or (ART 381 and ART 382). Offered: Every other year.

ARTS 489 - Animation and Illustration Capstone

An advanced class where students work individually or in teams on a semester- long animation or series of illustrations. In addition to the main project, the class will include readings, discussions and animation screenings. The course will also discuss resume and career preparation, portfolio and demo reel creation, graduate school application, and exhibiting work in a professional manner.

Credits: 3

Prerequisite: ART 481 or ARTS 485. Offered: Every year.

ARTS 490 - Learning Assistant

This course is designed for students to become familiar with the instructing process. The student will assist the instructor of an individual studio or art history course in the classroom throughout the semester. Course work includes attendance of all scheduled classes for the course, assisting students during lab or study sessions as well as taking an active role in classroom critiques, discussions and studio maintenance. Permission of the instructor of the accompanying course is required.

Credits: 3

Offered: Every semester.

ARTS 491 - Workshops

Workshops offered in specialized areas, such as ceramics or painting, primarily during the summer to give students an opportunity for intensive study in one aspect of a larger field.

Credits: 3

Offered: Offered on occasion.

ARTS 494 - Directed Studio Projects

Directed studio work in all media. Student meets with designated faculty member on a regular basis throughout the semester. Sound background in area of investigation required. Student must file acceptable plan for proposed project, and may only enroll with instructor's permission.

Credits: 1-3

Offered: Every semester.

ARTS 495 - Independent Studio Projects

Independent studio work in all media. Sound background in area of investigation required. Student must file acceptable plan or proposed project, and may only enroll with instructor's permission.

Credits: 1-6

Offered: Every semester.

ARTS 496 - Studio Art Internship

The course allows the student to receive credit for professional experiences related to some aspect of their field of study. Enrollment is to be arranged with an appropriate instructor, by permission only.

Credits: 1-15

Offered: Offered on occasion.

ARTS 497 - Studio Practicum

Students work with a professional artist or designer, which would include a Visual Arts and New Media faculty member, in a studio and/or office with on-going research projects. Students gain valuable perspective into the work of a professional artist or designer along with insights into the professions. Open to Visual Arts and New Media studio majors only and students may only enroll with instructor's permission.

Credits: 1-3

Offered: Offered on occasion.

ARTS 499 - Special Topics: Studio Art

Selected studio media and techniques.

Credits: 1-3

Offered: Offered on occasion.

ASL - American Sign Language

ASL 110 - Essential American Sign Language

Introduces the student to three major areas of learning to use a signed language. First, deaf culture is explored. Second, manual communications as a language is surveyed. Third, the practical application of sign language as a method of communication is stressed and practiced. In class and out of class practice is emphasized.

Credits: 3

Offered: Every year.

ASL 215 - Intermediate American Sign Language

Intermediate American Sign Language extends the three major areas introduced in Essential American Sign Language. First, deaf culture is analyzed by reviewing selected literary works. Second, manual communications as a language is critically analyzed. Third, the practical application of sign language as a method of communication is stressed and practiced. The course emphasizes a transition from signing English to American Sign Language.Prior completion of ASL 110 or its equivalency is required.

Credits: 3

Prerequisite: CDS 115 or ASL 110.

ASL 485 - Undergraduate Learning Assistant for ASL

Students serve as undergraduate learning assistants. Assistants help the instructor both in the classroom as well as outside the classroom monitoring class activities online and offering tutoring. Assistants are also responsible for developing and teaching a lesson on a topic agreed upon with the instructor. Assistants learn and develop best practices in language teaching. Students in education certification programs preferred.

Credits: 1-3

Prerequisite: ASL 110. Offered: Every year.

BIOL - Biology

BIOL 100 - Studying for Success-Biology

The 1-credit course is designed to provide science students with time-management and study skills as they make the transition to the college level learning environment. Properly implemented, the methods will provide freshmen with the opportunity to succeed and potentially excel in college science courses. Many of the skills will likely be applicable to other courses. The strategies introduced include: time-management, daily and weekly study plans, methods of reading text, how to effectively study for a test, and test taking strategies. Students will also be introduced to some to the basic concepts in biology.

Credits: 1

Offered: Every year.

BIOL 109 - Biology, Health, and Medicine

The course will provide an introduction to biology as the cellular level with an emphasis on human biology. Students will learn the molecular basis of vaccines and pharmaceutical drugs. To understand vaccines and drugs, students will first learn basic principles of cell biology, biochemistry, genetics, microbiology, and immunology. The course will also incorporate discussions on ethical issues relating to medicine.

Credits: 3

Offered: Offered on occasion.

BIOL 110 - Human Biology

Overview of biological aspects of human nature. Survey of basic human physiology, reproduction, and development. Introduction to genetics and the record of human evolution provides starting point for discussion of adaptive significance of human intelligence and social organization.

Credits: 3

Offered: Every semester.

BIOL 111 - Foundations of Biology

Introductory course for non-science majors only. Intended to develop an understanding of the operation of biological systems and an acquaintance with basic biological concepts and principles.

Credits: 3

Offered: Every semester.

BIOL 115 - Environmental Biology

Study of basic relationships between the environment and humans. Discussion of constraints and relationships in nature from points of view of the physical and life sciences and investigation of how people make decisions to utilize the environment as a resource from the viewpoint of the social sciences. Attempts to link natural and social sciences for awareness of multifaceted nature of environmental problems.

Credits: 3

Offered: Offered on occasion.

BIOL 131 - Introductory Ecology and Evolution

The course will introduce first semester life science majors to the main themes used to study biology. Three main themes that extend throughout the curriculum include a detailed investigation of the scientific method, evolutionary theory, the concepts of ecology and the diversity of life.

Credits: 3

Offered: Every year.

BIOL 132 - Introductory Ecology and Evolution Laboratory

Introductory Ecology and Evolution Laboratory is designed to complement the Introductory Ecology and Evolution lecture course. The lab exercises are designed to expose students to the main themes that are discussed in the lecture portion of the course: the scientific method, ecology, evolution and the diversity of life.

Credits: 1

Offered: Every year.

BIOL 133 - Introductory Cell and Molecular Biology

The course will provide an introduction to cell and molecular biology. The material in this course should complement the topics covered in BIOL 131. The course is also designed to prepare students for Genetics, Biochemistry, and other upper-level biology courses. Students are expected to learn the basic concepts of cellular chemistry, types of cells, cell division, and the central dogma of molecular biology.

Credits: 3

Offered: Every year.

BIOL 134 - Introductory Cell and Molecular Biology Laboratory

This course provides students with an introduction into the ways that scientists study questions in cell and molecular biology. This laboratory is designed to complement BIOL 133 and it is recommended that students take the lecture course.

Credits: 1

Offered: Every year.

BIOL 150 - Special Topics

Examination of selected areas of general biology for interested lower division major or non-major. Emphasis on developing basic background in such areas as botany, zoology, and the relationships between these fields and human society. Examples of courses offered include Field Natural History and Fungal Pathogens. Course may not be used as Biology major elective. Topics are determined by student interests.

Credits: 1-3

Offered: Offered on occasion.

BIOL 220 - Principles of Human Nutrition

This course will cover the principles of biological science involving the interactions between macro- and micronutrients and human physiological processes. A special emphasis will be placed on how nutrition can have an impact on human health and disease. Topics discussed will come from the disciplines of biochemistry, human physiology, medicine and exercise physiology.

Credits: 3

Prerequisite: CHEM 116 and CHEM 125 and BIOL 133. Offered: Every Spring Semester.

BIOL 237 - Genetics

The principles of genetic analysis and the nature of the gene. The course will cover Mendelian and molecular genetics. Key concepts covered will include the chromosomal and molecular basis of inheritance and replication, mutation and expression of genetic information.

Credits: 3

Prerequisite: BIOL 133. Offered: Every year.

BIOL 238 - Genetics Laboratory

Exercises will focus on the analysis of the inheritance of genes. DNA isolation and manipulation experiments will be performed. Students will perform experiments in classical and molecular genetics.

Credits: 1

Prerequisite: BIOL 133. Corequisite: BIOL 237. Offered: Every year.

BIOL 243 - Organismal Biology

The goal of the course is to develop an expanded knowledge of organismal biology. Coverage will include evolution, population genetics, and taxonomy. The course will also take a comparative approach examining anatomical and physiological adaptations of organisms in Domain Eukarya.

Credits: 3

Prerequisite: BIOL 131. Offered: Every year.

BIOL 244 - Organismal Biology Laboratory

The laboratory course provides expanded knowledge of hypothesis testing, evolution, taxonomy, and phylogeny construction. The course will also take a comparative approach examining anatomical and physiological adaptations of organisms in Domain Eukarya.

Credits: 1

Prerequisite: BIOL 131. Corequisite: BIOL 243. Offered: Every year.

BIOL 245 - Human Anatomy and Physiology I

The first course in a two-course sequence. Examines the structural and functional characteristics of the human body. From discussions of concepts of physiological control and

levels of organization, this course concentrates on the components of the musculoskeletal system, the integument and an extensive description and analysis of the nervous system. Lab exercises support lecture topics, and involve hands-on activities including dissection and physiological measurement. This course is required for medical technology majors and exercise science majors and is an appropriate course for students planning careers in postgraduate allied health careers (e.g. pharmacy, physician's assistant, physical therapy).

Credits: 4

Prerequisite: BIOL 133 and BIOL 134 and CHEM 125 and CHEM 115. Offered: Every Fall semester.

BIOL 246 - Human Anatomy and Physiology II

The second course in a two-course sequence, the first being BIOL 245 Human Anatomy Physiology I. Concentrates on discussions of the structural and functional characteristics of the major organ systems of the body, including cardiovascular, respiratory, digestive, urinary and reproductive. Emphasis on the integrative nature of these systems to the maintenance of physiological function. Lab exercises support lecture topics, and involve hands-on activities including dissection and physiological measurement.

Credits: 4

Prerequisite: BIOL 245. Offered: Every Spring Semester.

BIOL 250 - Basic Concepts in Biology

Examination of selected areas of general biology for interested lower division major or non-major. Emphasis on developing basic background in such areas as botany, zoology, and the relationships between these fields and human society. Examples of courses offered include Field Natural History and Fungal Pathogens. Course may not be used as Biology major elective. Topics are determined by student interests.

Credits: 1-3

Prerequisite: BIOL 111 or BIOL 131. Offered: Offered on occasion.

BIOL 251 - Basic Concepts in Biology

Examination of selected areas of general biology for interested lower division major or non-major. Emphasis on developing basic background in such areas as botany, zoology, and the relationships between these fields and human society. Examples of courses offered include Field Natural History and Fungal Pathogens. Course may not be used as Biology major elective. Topics are determined by student interests.

Credits: 1-3

Prerequisite: BIOL 111 or BIOL 131. Offered: Offered on occasion.

BIOL 256 - Introduction to Clinical Science

A course designed to acquaint sophomores with various career opportunities available in medical technology. Educational requirements and professional responsibilities are also discussed. Small group discussions of clinical literature, and a tour of a hospital lab are featured.

Credits: 1

Offered: Every year.

BIOL 275 - Health Professions Careers

The course is designed to assist students in learning the requirements for admission into health professional schools. We will review the admissions requirements for medical, dental, optometry and veterinary medical colleges and discuss how students can best develop a competitive admissions application. We will also discuss the history of the different health professions.

Credits: 1

Offered: Every year.

BIOL 314 - Biology Student Ambassadors

This class trains and assists upper-level students to become mentors in the Biology Student Ambassadors program. The student ambassadors program is a peer mentoring opportunity between upper-level students and the students enrolled in the BIOL 100 Studying for Success" class. The objective of this class is to improve leadership and mentoring skills of upperclassmen while increasing the retention and success of the first-year students by helping to ease their transition to college."

Credits: 2

Offered: Every Fall semester.

BIOL 330 - Ecology

Introduction to ecology emphasizing general principles at individual, population, and community levels. Examples of various approaches (observation and experimentation, field and laboratory studies, and modeling and computer simulations) are considered.

Credits: 3

Prerequisite: BIOL 243 or BIOL 144. Offered: Every year.

BIOL 331 - Ecology Laboratory

Laboratories designed to give a diversity of experience, building upon principles of individual, population, and community ecology. A quantitative approach to the study of ecology is emphasized. Labs include plant and animal studies and field and laboratory experiments, as well as long- and short-term studies.

Credits: 1

Offered: Every year.

BIOL 333 - Biochemistry

The structure and function of proteins and the regulation of metabolic pathways will be the central concepts presented in the course. Students should gain an understanding of the fundamental principles of the biology of protein molecules.

Credits: 3

Prerequisite: CHEM 215 and (CHEM 225 or CHEM 230). Offered: Every year.

BIOL 334 - Biochemistry Laboratory

Introduction to laboratory practice using biochemical techniques to isolate and characterize proteins. Enzyme kinetics and bioinformatics are also covered.

Credits: 1

Prerequisite: BIOL 333*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

BIOL 336 - Mammalian Physiology

An integrative approach to systems physiology. After an initial discussion on mechanisms of cellular regulation of homeostasis, individual physiological systems, e.g. respiratory, cardiovascular, are examined. Organ and system action are related to demonstrate integration of function within the body. Major emphasis will be on normal human functions.

Credits: 3

Prerequisite: BIOL 133 and CHEM 215. Offered: Offered on occasion.

BIOL 337 - Mammalian Physiology Lab

A laboratory course designed to complement BIOL 336 Mammalian Physiology. Laboratory exercises examine, through experimentation, the integrative functions of organs and systems within the body. Labs include excitable cell physiology, cardiovascular, excretory and exercise physiology. Wherever possible, human models are utilized.

Credits: 1

Corequisite: BIOL 336. Offered: Offered on occasion.

BIOL 338 - Microbiology

Microbiology is the study of microorganisms: bacteria, archaea, viruses, and eukaryotes. We will study the diversity, ecology, biochemistry, genetics, pathogenicity, and other areas of microorganisms. The laboratory will include basic techniques for the isolation and identification of bacteria based on their metabolic, physical and genetic properties.

Credits: 4

Prerequisite: BIOL 237. Offered: Every year.

BIOL 344 - Parasitology

A survey of the more important protozoan and helminth parasites of humans. Special emphasis is given to epidemiology, pathogenesis, diagnosis, and treatment of common parasitic diseases.

Credits: 1

Prerequisite: BIOL 131 and BIOL 133. Offered: Every year.

BIOL 365 - Bioethics and New Embryology

Bioethics is a multidisciplinary study that examines the ethical treatment of patients in a medical environment. The field of bioethics emerged in the 1960s and is an important facet of both biology and philosophy. The field of bioethics developed in an environment of mutual discussion between people of faith and more secular philosophers. Technological advancements such as in vitro fertilization (IVF), genetic engineering, and stem cell research have opened the door to many healthy debates about technological capabilities and the development of the embryo. To make informed judgments and participate effectively in debating these issues each person should understand the science behind the ethical debates Advances in biology and medicine mean that there are important personal issues that arise concerning questions about the start and end of life. The course is not about deciding what is right or wrong, but to stimulate a significant discussion about issues such as: Should we encourage/regulate IVF? Should we allow individuals to choose the sex of their child before it is implanted? Should we test and alter genes of an embryo? When does human life begin? Should we be allowed to genetically engineer embryos to provide the characteristics we desire (eye color, intelligence, etc)? Is therapeutic cloning acceptable and reproductive cloning off limits?

Credits: 3

Prerequisite: BIOL 237. Offered: Offered on occasion.

BIOL 380 - Cell and Molecular Biology

This course is designed as an introduction to modern cell biology. Cell biology is the meeting point of biochemistry, genetics, cytology and physiology and is vital to anyone with an interest in molecular biology. A cell biologist must not only be able to examine structures within a cell, but must understand the underlying molecular processes that govern the formation and regulation of those structures, as well as the interaction of those structures with each other and the environment both inside and outside the cell.

Credits: 3

Prerequisite: BIOL 237 and BIOL 238. Offered: Every Fall semester.

BIOL 381 - Cell and Molecular Biology Lab

This laboratory course is designed to familiarize students with some of the techniques used in cell biology research. Much of the emphasis will be on the use of fluorescence microscopy, but will take advantage of many tools that have been developed for use on the fluorescent microscope. We will also use biochemical techniques to examine proteins and cellular contents. During the semester, students will learn to identify particular functions and processes within the eukaryotic cell.

Credits: 1

Prerequisite: BIOL 237 and BIOL 238. Corequisite: BIOL 380. Offered: Every Fall semester.

BIOL 397 - Biochemistry Seminar I

Current biochemical research papers are analyzed in a journal club (open discussion) format. This course will help students to develop critical reading skills and underscore how an array of biochemical techniques are applied to address a research problem. Faculty from both biology and chemistry participate in this seminar.

Credits: 1

Offered: Offered on occasion.

BIOL 412 - Sociobiology

The course covers social behavior from the perspective of evolutionary theory. Topics include sex, aggression, altruism, parent-offspring conflict, and the origin of cooperative societies.

Credits: 3

Prerequisite: BIOL 330. Offered: Offered on occasion.

BIOL 417 - Comparative Animal Physiology

How animals maintain homeostasis in a non-homeostatic world. After a general introduction to mechanisms of cellular regulation and energetics the class will discuss specific physiological systems (respiratory, cardiovascular, osmoregulatory, etc.) and compare the modes and strategies employed by different animal groups in responding to changes in external environment. Particular attention directed to adaptations to marginal habitats, e.g. marine intertidal, deep sea hydrothermal vents, hot desert.

Credits: 3

Prerequisite: BIOL 336. Offered: Offered on occasion.

BIOL 420 - Population/Community Ecology

Reading and discussion of primary literature relating to population and community ecology. Topics include population growth, life history patterns, competition, plant-animal interactions, and community organization.

Credits: 3

Prerequisite: BIOL 330. Offered: Offered on occasion.

BIOL 421 - Biological Conservation

An examination of species diversity with an emphasis on human activities which affect these patterns. Major topics will include the effects of land use practices, habitat fragmentation, invasive species and pollution on the current distribution and extinction patterns of plants and animals.

Credits: 3

Prerequisite: BIOL 330. Offered: Every other year.

BIOL 422 - Physiological Ecology

Reading and discussion of primary literature relating to animal interactions with the environment. Examination of potential effects of specific habitats (e.g. deserts, deep sea) and the physiological responses of various animals to these environmental challenges.

Credits: 3

Prerequisite: BIOL 330. Offered: Offered on occasion.

BIOL 424 - Aquatic Ecology

This course explores aquatic ecosystems and their physical, chemical, and biological characteristics. With an emphasis on lakes, students will gain a broad understanding of the structure and function of aquatic ecosystems, as well as ecological interactions. This will set the stage for an exploration of the implications of various environmental changes and the impact of human activities on the health of aquatic resources on our planet.

Credits: 3

Prerequisite: BIOL 243. Offered: Every other year.

BIOL 426 - Current Environmental Topics

The focus of the course is on global environmental issues. The issues examined have been making the news during the last year and at the time the course is taught. Changes in climate, overpopulation, pollution, conservation, development, genetically modified organisms, invasive species, illegal species trade, etc. are some of the ongoing issues that are covered in the course. The format of the course invites participation, discussion and critical thinking.

Credits: 3

Prerequisite: BIOL330. Offered: Offered on occasion.

BIOL 427 - Fisheries Science

The course is an overview of ichthyology, fisheries biology, and fisheries conservation. Students will be introduced to the taxonomic diversity of fish, fish adaptations, techniques and models used in the study of fish populations, community interactions, and issues concerning fisheries conservation and management.

Special emphasis will be placed on understanding Great Lakes fisheries.

Credits: 3

Prerequisite: BIOL 330. Offered: Every other year.

BIOL 429 - Field Biology

A field-oriented course with emphasis on developing and testing scientific hypotheses. Activities include identification of local flora and fauna, using a wide variety of field techniques, statistical analysis, and writing scientific reports. Some Saturday field trips required.

Credits: 3

Prerequisite: BIOL 330. Offered: Offered on occasion.

BIOL 431 - Senior Seminar

Reading, discussion, and analysis of current topics of biological significance using original source material from primary biological periodicals. Students prepare and present a seminar based on an extensive review of the available literature.

Credits: 1

Offered: Every semester.

BIOL 434 - Animal Behavior

The course will provide background to the discipline of animal behavior and examine the levels of questioning in this field. It will discuss the influence of genetics and the environment on behavior (nature vs. nurture). It will then magnify our focus to the roots of behavior, the proximate causes of behavior, specifically its neural and hormonal control. It will examine the cases of bird song, electric fish EODs, shark electroreception, moth hearing and bat echolocation. It will then focus on those behaviors that make up the many tasks animals must accomplish to survive and reproduce.

Credits: 3

Prerequisite: BIOL 243 or BIOL 144. Offered: Every year.

BIOL 435 - Developmental Biology

A study of animal development integrating descriptive, experimental, cellular, and molecular studies of gametogenesis, fertilization, cleavage, gastrulation, induction, and maturation. Labs examine development from an historical perspective including: descriptive, experimental and molecular embryology incorporating hypothesis testing through the use of micromanipulation, cell culture and immunohistochemistry. Two lectures, one laboratory.

Credits: 3

Prerequisite: BIOL 333 or CHEM 333. Offered: Every year.

BIOL 437 - Molecular Genetics Laboratory

Molecular genetics is a broad term that describes a collection of techniques that biologists use to study and manipulate the physiology, biochemistry, and genetics of a cell at a molecular level. This course is designed to help students build their molecular toolkit" and teach them how to bring the concepts learned in lecture courses to bear on a research project."

Credits: 2

Prerequisite: BIOL 237 and BIOL 238 and BIOL 333 or CHEM 333 and BIOL 334 or CHEM 334. Offered: Every year.

BIOL 438 - Molecules and Medicine

The course will cover material on traditional drugs used in medicine and discuss the transition to new drugs that have been designed to interact with a specific target. An emphasis will be on understanding the molecular details of drug-target interactions and the mechanism of actions of pharmaceutical drugs. Students will discuss ethical issues relating to medicine and pharmaceuticals. Students will read primary literature and review articles as the primary sources of information in the course.

Credits: 3

Prerequisite: BIOL 333. Offered: Offered on occasion.

BIOL 440 - Undergraduate Research

Independent study and research of mutual interest with faculty member in such areas as morphology, physiology, evolution, development, population dynamics, genetics, biochemistry, cell and subcellular biology, microbiology, ecology, behavior and conservation. Course may be repeated; maximum of 12 credits count toward the B.S. degree, only 3 of which may be included in a Biology major. Note: Students may earn Biology elective credit for only one of BIOL 440/1 or 458. Permission of department required.

Credits: 1-3

Offered: Every semester.

BIOL 441 - Undergraduate Research

Independent study and research of mutual interest with faculty member in such areas as morphology, physiology, evolution, development, population dynamics, genetics, biochemistry, cell and subcellular biology, microbiology, ecology, behavior and conservation. Course may be repeated; maximum of 12 credits count toward the B.S. degree, only 3 of which may be included in a Biology major. Note: Students may earn Biology elective credit for only one of BIOL 440/1 or 458. Permission of department required.

Credits: 1-3

Offered: Every semester.

BIOL 443 - Plant Physiology

Study of the life processes and responses of plants, including water relations and transport, photosynthesis and general metabolism, mineral and organic nutrition, photoperiodic responses and rhythms, growth and differentiation, and plant relationships with the environment.

Credits: 3

Prerequisite: BIOL 133. Offered: Offered on occasion.

BIOL 447 - Evolution

Consideration of the theoretical framework of evolutionary biology and the mechanisms of evolution. Special topics include microevolution, macroevolution, and coevolution.

Credits: 3

Prerequisite: BIOL 237 or BIOL 243. Offered: Every other year.

BIOL 450 - Modern Concepts in Biology

An in-depth examination of selected areas of biology for interested upper-division students. Topics are determined by faculty and student interests and emphasize methods and recent research developments. Examples of topics currently offered on a rotating basis include: Biomembranes, Hormone Mechanisms, Molecular Biology, Cell/Hybridoma Culture, and Biology of Terrestrial Vertebrates.

Credits: 1-4

Offered: Every semester.

BIOL 451 - Modern Concepts in Biology

An in-depth examination of selected areas of biology for interested upper-division students Topics are determined by faculty and student interests and emphasize methods and recent research developments. Examples of topics currently offered on a rotating basis include: Biomembranes, Hormone Mechanisms, Molecular Biology, Cell/Hybridoma Culture, and Biology of Terrestrial Vertebrates.

Credits: 1-3

Offered: Every semester.

BIOL 452 - Museum Practicum

Museum Practicum provides hands-on experience in the care, maintenance, and interpretation of natural history collections. Students will participate directly in the daily operations of a traditional natural history museum, learning professional standards and practices for building, maintaining, and preserving biological, geological, and cultural specimens. Activities may include specimen preparation, cataloging, database management, collections curation, exhibit design, specimen restoration, and public education. Students will work under supervision on assigned projects tailored to their interests and level of experience. The course is designed to complement academic study in biology, geology, environmental science, anthropology, or museum studies by providing practical, experiential learning.

Credits: 1-3

Offered: Every semester.

BIOL 453 - Basic Hematology

Introduction to the study of blood, its cellular components, and various blood diseases. Laboratory exercises include a variety of manual techniques involved with blood cell counts and determinations.

Credits: 1

Prerequisite: BIOL 131 and BIOL 133. Offered: Every year.

BIOL 457 - Biostatistics

A review of statistical tests frequently used in the biological sciences. Emphasis is placed on understanding experimental design and what statistics can and cannot do. Uses of computer statistical packages are also considered.

Credits: 3

Prerequisite: STAT 250. Offered: Offered on occasion.

BIOL 458 - Lab Supervision in Biology

A supervisory experience in teaching of the biology department's laboratories under the guidance of a faculty member. Student experiences may include; preparing materials for the lab, and demonstrating procedures and techniques to students. Note: Students may earn Biology elective credit for only one of BIOL 440/1 or 458. Permission of department required.

Credits: 1

Offered: Every semester.

BIOL 461 - Immunology and Serology

Study of the mechanisms of the immune response including cellular basis of immunity and molecular basis of antigen-antibody reactions. Regulation of antibody production and cell-mediated reactivity examined. Current clinical applicability considered in discussion of tumor, transplantation, allergy-related, and autoimmune immunobiology. Several laboratory exercises included involving serological/immunological determinations detecting antigen-antibody interactions. Three lectures.

Credits: 3

Prerequisite: BIOL 333* and BIOL 237. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

BIOL 465 - Advanced Experimental Biochemistry

State-of-the-art biochemical and molecular techniques are taught within this hands-on, laboratory-based course. Potential topics include the polymerase chain reaction (PCR), oligonucleotide synthesis, DNA/protein sequencing and analysis (BLAST, DNASIS), pulse-field gel electrophoresis, gas chromatography-mass spectroscopy (GC-MS), nuclear magnetic resonance (NMR) spectroscopy, high performance liquid chronatography (HPLC), immunochemistry, and/or other contemporary techniques.

Credits: 2

Prerequisite: BIOL 334 or CHEM 334. Offered: Every other year.

BIOL 466 - Current Issues in Developmental Biology

Course focuses on recent developments in the rapidly expanding field of developmental biology. With the advent of the tools available to molecular biologists, the course will study recent advances in the genetic understanding of various aspects of embryological development and regeneration. The course will present a variety of topics including: fertilization, gastrulation, maternal effect genes, pattern formation, and evolutionary aspects of development. Junior standing in major required.

Credits: 3

Offered: Offered on occasion.

BIOL 469 - Eukaryotic Gene Regulation

In-depth examination of the ways in which eukaryotic cells regulate their protein composition at the levels of genome replication, transcription, post-transcriptional modifications, and translations. Topics include chromatin structure, transcription factors, and DNA sequence elements, several cell-type specific transcriptional events and how they are regulated, as well as how transcriptional regulation gone awry can cause cancer.

Credits: 3

Prerequisite: BIOL 237. Offered: Offered on occasion.

BIOL 473 - Animal Communication

The course will provide a background for the field of animal communication including a discussion of definitions of animal communication. It will then survey the production, transmission and reception of auditory, visual, and chemical signals. Optimality theory and signal detection theory will be introduced as they apply to animal communication. It will spend some time on how signals come to be and why they have the design they do (signal evolution). Finally, it will investigate signaling in a variety of situations such as between potential mates, other conspecifics, as well as environmental and autocommunication signaling.

Credits: 3

Prerequisite: BIOL 243. Offered: Every other year.

BIOL 475 - Advanced Biochemistry

A continuation of BIOL 333, the course explores biochemical concepts and pathways with an emphasis on problem solving. Cellular control and coordination of biochemical pathways is emphasized in light of an advanced understanding of protein biochemistry. Lecture only.

Credits: 3

Prerequisite: BIOL 333 or CHEM 333. Offered: Every year.

BIOL 480 - Molecular Biology of Disease

The course will cover topics relating to the genetic and biochemical etiology of human disease. Through examination of the primary literature, students will become familiar with the techniques used to study and treat diseases at the molecular level. Specific topics covered include inborn errors in metabolism, cholesterol homeostasis, protein folding diseases, cancer, gene therapy, and stem cell therapy. Students will formulate an independent research proposal based on examination of current literature on a disease of their choosing.

Credits: 3

Prerequisite: BIOL 333. Offered: Every year.

BIOL 481 - Advances in Genetic Analysis

Advances in Genetic Analysis satisfies an upper-level elective requirement for biology majors. You will be challenged to apply what you have learned in your foundational courses such as Genetics and Biochemistry to study modern topics in the broad category of genetics. You will read primary and secondary sources and be required to engage in discussion about the readings each week. The goal is not to give you a comprehensive treatment of every topic in genetics, but rather examine a cross section of the approaches that modern molecular biologists use to study current questions in their field.

Credits: 3

Prerequisite: BIOL 237 and BIOL 333. Offered: Every other year.

BIOL 482 - Cancer Biology

This course is designed as an introduction to the field of cancer biology research. It will examine the root causes of cancer, both environmental and cellular. Particular emphasis will be placed upon molecular mechanisms that cause cancer. We will also examine cancer screening, diagnosis, treatment and prevention. This course will allow students to integrate knowledge of cellular, molecular and biochemical systems in the study of this disease.

Credits: 3

Prerequisite: BIOL 237 and BIOL 333. Offered: Every other year.

BIOL 483 - Cell Signaling

This course aims to examine the molecular mechanisms used in cellular signaling, vital in all aspects of life. We will discuss the concepts that are broadly found in many different signaling pathways, how those common features can be used, and the variety of responses that can be elicited by the activation of a signaling pathway. We will examine several specific pathways, with the aid of current literature to see where research is headed in terms of understanding these complex pathways.

Credits: 3

Prerequisite: BIOL 237 and BIOL 333. Offered: Every other year.

BIOL 484 - Stem Cells and Regeneration

The course will cover the biology of stem cells and their role in organ formation and regeneration. Topics include animal development, cellular reprogramming, tissue-specific stem cells, mechanisms of regeneration, and the most recent therapeutic applications of stem cells. Students will read and discuss primary research articles and write a novel research proposal. Students will therefore develop or refine skills in critically evaluating experimental design, data analysis and interpretation.

Credits: 3

Prerequisite: BIOL 333*. Offered: Every other year.

BIOL 490 - Biology Internship

Approved biology-related experiences in academia, government, industry or other foundations. Requires the permission of the department and faculty sponsor.

Credits: 1-15

Offered: Every semester.

BIOL 491 - Senior Capstone - Research

BIOL 491-Senior Capstone Each Biology major will perform a capstone experience in their senior year. The experience can take the form of research, an internship or course, and will provide significant learning experiences in problem solving and written and oral communication. Capstone Research: The student will fulfill expectations for capstone research via two semesters of UGR (3 credits/semester) during the senior year, or a 10 week summer research position during the summer before the senior year. The faculty mentor will bear responsibility for the evaluation of the learning and inquiry experience. A formal paper will be expected. Oral presentation will occur during a capstone UGR/internship symposium. Note: Students opting for a capstone experience that does not involve significant laboratory or field work will be required to take at least one lab or field course as part of their 12 hours of upper level Biology electives.

Credits: 1-3

Offered: Every semester.

BIOL 492 - Senior Capstone - Internship

BIOL 492-Senior Capstone Each Biology major will perform a capstone experience in their senior year. The experience can take the form of research, an internship or course, and will provide significant learning experiences in problem solving and written and oral communication. Capstone Internship: The student will fulfill expectations for capstone internship via a 3 credit internship experience (120 hours). Acceptable experiences include job apprenticeships (not unlike the clinical internships of MT students) involving very active learning. Research projects performed off-campus (not including REUs) are also acceptable as capstone internship experiences. A site supervisor will provide evaluations to the faculty mentor; the faculty mentor will bear responsibility for the final evaluation of the learning experience. A formal paper will be expected. Oral presentation will occur during a capstone UGR/internship symposia. Note: Students opting for a capstone experience that does not involve significant laboratory or field work will be required to take at least one lab or field course as part of their 12 hours of upper level Biology electives.

Credits: 1-3

Offered: Every semester.

BIOL 493 - Senior Capstone - Course

BIOL 493-Senior Capstone Each Biology major will perform a capstone experience in their senior year. The experience can take the form of research, an internship or course, and will provide significant learning experiences in problem solving and written and oral communication. Capstone Course: We will offer capstone 'sections' of UL courses on a rotating basis. Some of these courses will be modifications of currently existing courses; other will be new courses. Examples may include Molecular Biology of Disease, Cancer Biology, and Evolution. Courses will be designed to include significant inquiry based learning, problem solving, and written and oral presentation' enrollment will be limited and carefully controlled. Students will write a formal paper and offer a formal presentation. Note: Students opting for a capstone experience that does not involve significant laboratory or field work will be required to take at least one lab or field course as part of their 12 hours of upper level Biology electives.

Credits: 3

Offered: Every semester.

BIOL 497 - Biochemistry Seminar II

Students prepare oral presentations based on an assessment of current biochemical research papers. The course will help students to further develop critical reading and scientific communication skills. Faculty from both biology and chemistry participate in the seminar.

Credits: 1

Prerequisite: BIOL 397. Offered: Every year.

BIOL 499 - Independent Study - Undergraduate

In Independent Study, students will perform literature reviews and learn how to design experiments and collect and analyze data. Student expectations will vary based upon the biological discipline and the number of credits. Junior/Senior standing in the major.

Credits: 1-3

Offered: Every semester.

BIOL 511 - Graduate Research Methods

This course is required for all M.S. students in the Department of Biology and aims to prepare students with the essentials of doing science, from formulating questions through data analysis and interpretation. We will address the nature of scientific reasoning, principles of research design, elements of scientific data, statistical analyses, and effective presentation of results.

Credits: 3

Offered: Every year.

BIOL 512 - Sociobiology

The course covers social behavior from the perspective of evolutionary theory. Topics include sex, aggression, altruism, parent-offspring conflict, and the origin of cooperative societies. Graduate students will write a research intensive review article, using primary literature. Papers should provide a thorough review of a specific sociobiological hypothesis applied to limited taxa. I expect you to cover all up-to-date primary sources that pertain to your topic. The paper should be about 10 pages long. Topics must be approved by the instructor. Graduate students will present their term papers to the class during the final two class periods. Presentations should use PowerPoint and last 15 minutes plus 3-5 minutes for questions.

Credits: 3

Offered: Offered on occasion.

BIOL 517 - Comparative Animal Physiology

How animals maintain homeostasis in a non-homeostatic world. After a general introduction to mechanisms of cellular regulation and energetics, discussion will include specific physiological systems (respiratory, cardiovascular, osmoregulatory, etc.) and compare the modes and strategies employed by different animal groups in responding to changes in external environment. Particular attention directed to adaptations to marginal habitats, e.g. marine intertidal, deep sea hydrothermal vents, hot desert.

Credits: 3

Prerequisite: BIOL 336. Offered: Offered on occasion.

BIOL 520 - Population and Community Ecology

Reading and discussion of primary literature relating to population and community ecology. Topics include population growth life history patterns, competition, plant-animal interactions, and community organization.

Credits: 3

Prerequisite: BIOL 330. Offered: Offered on occasion.

BIOL 521 - Graduate Science Communication

This course is required for all M.S. students in the Department of Biology and aims to prepare graduate students for the various kinds of science communication that they will be engaged in. This includes preparation and submission of scientific manuscripts for publication, review of manuscripts, preparation of grant proposals, and communicating with the public.

Credits: 3

Offered: Every year.

BIOL 524 - Aquatic Ecology

This course explores aquatic ecosystems and their physical, chemical, and biological characteristics. With an emphasis on lakes, students will gain a broad understanding of the structure and function of aquatic ecosystems, as well as ecological interactions. This will set the stage for an exploration of the implications of various environmental changes and the impact of human activities on the health of aquatic resources on our planet.

Credits: 3

Offered: Every other year.

BIOL 525 - Conservation Biology

We discuss the current global crisis of the loss of biodiversity. The course is designed to instruct you to the ways in which the principles of genetics, ecology, and evolutionary biology can be used to conserve and protect biological diversity. Topics will include the nature of diversity, extinction and its cause, habitat alteration and fragmentation, effects of exotic species, and social issues. Students will apply the knowledge they gain during the semester to develop a conservation plan that addresses a specific conservation issue.

Credits: 3

Offered: Offered on occasion.

BIOL 526 - Current Environmental Topics

The focus of the course is on global environmental issues. The issues examined have been making the news during the last year and at the time the course is taught. Changes in climate, overpopulation, pollution, conservation, development, genetically modified organisms, invasive species, illegal species trade, etc. are some of the ongoing issues that are covered in the course. The format of the course invites participation, discussion and critical thinking.

Credits: 3

Offered: Offered on occasion.

BIOL 534 - Animal Behavior

The course will first provide background to the discipline of animal behavior and examine the levels of questioning in this field. The class will discuss the influence of genetics and the environment on behavior (nature vs. nurture). It will magnify its focus to the roots of behavior, the proximate causes of behavior, specifically its neural and hormonal control. The class will examine the cases of bird song, electric fish EODs, shark electroreception, moth hearing and bat echolocation, and then focus on those behaviors that make up the many tasks animals must accomplish to survive and reproduce.

Credits: 3

Offered: Offered on occasion.

BIOL 535 - Developmental Biology

A study of animal development integrating descriptive, experimental, cellular, and molecular studies of gametogenesis, fertilization, cleavage, gastrulation, induction, and maturation. Labs examine development from an historical perspective including: descriptive, experimental and molecular embryology incorporating hypothesis testing through the use of micromanipulation, cell culture and immunohistochemistry. Two lectures, one laboratory.

Credits: 3

Offered: Every other year.

BIOL 538 - Molecules and Medicine

The course will cover material on traditional drugs used in medicine and discuss the transition to new drugs that have been designed to interact with a specific target. An emphasis will be on understanding the molecular details of drug-target interactions and the mechanism of actions of pharmaceutical drugs. Students will discuss ethical issues relating to medicine and pharmaceuticals. Students will read primary literature and review articles as the primary sources of information in the course.

Credits: 3

Prerequisite: BIOL 501. Offered: Offered on occasion.

BIOL 543 - Plant Physiology

Study of the life processes and responses of plants, including water relations and transport, photosynthesis and general metabolism, mineral and organic nutrition, photoperiodic responses and rhythms, growth and differentiation, and plant relationships with the environment. Laboratory includes problems and exercises in whole plant physiology as well as at the molecular level. The laboratory stresses methods rather than results. Two lectures, one laboratory.

Credits: 3

Offered: Offered on occasion.

BIOL 547 - Evolution

Consideration of the theoretical framework of evolutionary biology and the mechanisms of evolution. Special topics include microevolution, macroevolution and coevolution.

Credits: 3

Offered: Every other year.

BIOL 550 - Current Concepts in Biology

An in-depth examination of selected areas of biology for interested upper-division students. Topics are determined by faculty and student interests and emphasize methods and recent research developments. Examples of topics currently offered on a rotating basis include: Biomembranes, Molecular Genetics, Cell and Hybridoma Culture, Enzymes, Ethology, Hormone Mechanisms, Bioenergetics, Microbial Genetics, Field Biology, and Advanced Developmental Biology, PCR, DNA Synthesis and Immunology.

Credits: 1-4

Offered: Offered on occasion.

BIOL 551 - Current Concepts in Biology

An in-depth examination of selected areas of biology for interested upper-division students Topics are determined by faculty and student interests and emphasize methods and recent research developments. Examples of topics currently offered on a rotating basis include: Biomembranes, Molecular Genetics, Cell and Hybridoma Culture, Enzymes, Ethology, Hormone Mechanisms, Bioenergetics, Microbial Genetics, Field Biology, and Advanced Developmental Biology, PCR, DNA Synthesis and Immunology.

Credits: 1-3

Offered: Offered on occasion.

BIOL 557 - Biostatistics

Statistical tests frequently used in the biological sciences. Emphasis is placed on understanding what statistics can

and cannot do, the meaning of a statistical test, and how to choose an appropriate statistical test. Uses of micro-computer and mainframe statistical packages (SPSS or MINITAB) are also considered.

Credits: 3

Offered: Offered on occasion.

BIOL 564 - Mammalogy

Consideration of taxonomy, ecology, and physiology of mammals; world fauna examined although emphasis on local species. Field population studies, collection and preservation of specimens, and studies in physiological adaptations of mammals.

Credits: 3

Offered: Offered on occasion.

BIOL 566 - Current Issues in Developmental Biology

Course focuses on recent developments in the rapidly expanding field of developmental biology. With the advent of the tools available to molecular biologists, the course will study recent advances in the genetic understanding of various aspects of embryological development and regeneration. The course will present a variety of topics including: fertilization, gastrulation, maternal effect genes, pattern formation, and evolutionary aspects of development.

Credits: 3

Offered: Offered on occasion.

BIOL 573 - Animal Communication

The course will first provide a background for the field of animal communication including a discussion of definitions of animal communication. The class will then survey the production, transmission and reception of auditory, visual, and chemical signals. Optimality theory and signal detection theory will be introduced as they apply to animal communication. The class will spend some time on how signals come to be and why they have the design they do (signal evolution), and will investigate signaling in a variety of situations such as between potential mates, other conspecifics, and autocommunication signaling.

Credits: 3

Offered: Every other year.

BIOL 580 - Molecular Biology of Disease

The course will cover topics relating to the genetic and biochemical etiology of human disease. Through examination of the primary literature, students will become familiar with the techniques used to study and treat diseases at the molecular level. Specific topics covered include inborn errors in metabolism, cholesterol homeostasis, protein folding diseases, cancer, gene therapy, and stem cell therapy. Students will formulate an independent research proposal based on examination of current literature on a disease of their choosing.

Credits: 3

Offered: Every year.

BIOL 581 - Advances in Genetic Analysis

Advances in Genetic Analysis satisfies an graduate elective requirement. You will be challenged to apply what you have learned in your foundational courses such as Genetics, Cell Biology, and Biochemistry to study modern topics in the broad category of genetics. You will read primary and secondary sources and be required to engage in discussion about the readings each week. The goal is not to give you a comprehensive treatment of every topic in genetics, but rather examine a cross section of the approaches that modern molecular biologists use to study current questions in their field.

Credits: 3

Offered: Every other year.

BIOL 582 - Cancer Biology

This course is designed as an introduction to the field of cancer biology research. It will examine the root causes of cancer, both environmental and cellular. Particular emphasis will be placed upon molecular mechanisms that cause cancer. We will also examine cancer screening, diagnosis, treatment and prevention. This course will allow students to integrate knowledge of cellular, molecular and biochemical systems in the study of this disease.

Credits: 3

Offered: Every other year.

BIOL 583 - Cell Signaling

This course aims to examine the molecular mechanisms used in cellular signaling, vital in all aspects of life. We will discuss the concepts that are broadly found in many different signaling pathways, how those common features can be used, and the variety of responses that can be elicited by the activation of a signaling pathway. We will examine several specific pathways, with the aid of current literature to see where research is headed in terms of understanding these complex pathways.

Credits: 3

Offered: Every other year.

BIOL 584 - Stem Cells & Regeneration

The course will cover the biology of stem cells and their role in organ formation and regeneration. Topics include animal development, cellular reprogramming, tissue-specific stem cells, mechanisms of regeneration, and the most recent therapeutic applications of stem cells. Students will read and discuss primary research articles and write a

novel research proposal. Students will therefore develop or refine skills in critically evaluating experimental design, data analysis and interpretation.

Credits: 3

Offered: Every other year.

BIOL 590 - Graduate Seminar

Presentation of detailed study of topic of current interest in the biological literature. Attendance and one seminar presentation required for three semesters of all candidates for the master's degree. Students completing thesis research must present their results orally prior to their scheduled thesis defense.

Credits: 1

Offered: Every semester.

BIOL 601 - Seminar

Presentation of detailed study of topic of current interest in the biological literature. Attendance and one seminar presentation required for three semester of all candidates for the master's degree. Students completing thesis research must present their results orally prior to their scheduled thesis defense.

Credits: 1

Offered: Every other year.

BIOL 650 - Special Topics in Biology

Comprehensive reviews of current state of biological investigation for advanced graduate students. Analysis of frontiers of scientific advancement in molecular biology, quantitative ecology, and physiology.

Credits: 1-3

Offered: Offered on occasion.

BIOL 680 - Graduate Research

Research conducted by a graduate student in the Comprehensive Exam option of our MS programs under the supervision of a member of the Biology Department faculty

Credits: 1-3

Offered: Offered on occasion.

BIOL 690 - Thesis Research

Directed research culminating in the preparation of a thesis.

Credits: 1-9

Offered: Every semester.

BIOL 691 - Thesis

Directed research culminating in the preparation of a thesis.

Credits: 1-9

Offered: Every semester.

BIOL 695 - Capstone Continuation

Graduate students are required to remain continuously enrolled until completion of thesis/capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Every semester.

BIOL 699 - Independent Study - Graduate

Primarily intended for thesis graduate students wishing to perform a thorough and directed literature review in support of their graduate research. Graduate students will develop the independent study activities with the assistance and approval of their research professor; formal assessment mechanisms to be determined by the professor. May be appropriate for non-thesis graduate students wishing to perform a thorough and directed literature review under the supervision of a professor, leading to the development of a formal paper.

Credits: 1-3

Offered: Every semester.

BIOL 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-12

BUAD - Business Administration

BUAD 100 - Pathway to Success: Business

An introductory forum providing the information, knowledge, skills and strategies for success in Business Administration and Accounting at Fredonia and beyond. The course provides an introduction to education and careers in business, and an orientation to the functions and resources provided by the Business Administration department and the university as a whole.

Credits: 3

Offered: Every semester.

BUAD 101 - Understanding Business

An introduction to the art and science of mobilizing, in pursuit of profit, scarce resources in order to satisfy customers' demand for quality products and services. Topics such as evolution of American business enterprises,

social responsibility, production management, human resource management, marketing, accounting, and international business will be introduced.

Credits: 3

Offered: Every Fall semester.

BUAD 119 - Analytical Foundations for Business

This course engages learners with essential business concepts through lecture and the use of a business Enterprise Resource Planning (ERP) simulation (SIM) Scrimmage. This simulation allows students to advance through various simulated business scenarios which become progressively more difficult as the variables of business decisions are added to subsequent simulations. Students work in teams and provide lessons learned to the larger class via after action reports.

Credits: 3

Offered: Every year.

BUAD 200 - Fundamentals of Statistics for Business and Economics

An introductory study of statistical methods as applied to business and economic problems. Topics covered include: frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, sampling distributions, estimation, and statistical inference. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.

Credits: 3

Offered: Offered on occasion.

BUAD 220 - Personal Finance

This comprehensive course introduces fundamental aspects of financial literacy. Students gain practical insights and tools for a solid understanding of essential business principles and the ability to make informed financial decisions.

Credits: 3

Offered: Every year.

BUAD 235 - Introduction to Business Communication

The highly practical course focuses on the critical communication skills involved in effective written and oral communication while emphasizing applications of communication concepts in the world of business. Students will be able to engage in application exercises, build their exploratory skills, and confront problems of diversity.

Credits: 3

Prerequisite: ENGL 100 or Waiver - SUNY Basic Comm of an or better. Offered: Every semester.

BUAD 250 - Special Topics

Topics in Business Administration not covered in detail by regular courses and not offered on a regular basis.

Credits: 1-3

Offered: Offered on occasion.

BUAD 260 - Business Intelligence

This course familiarizes students with methods for acquiring, analyzing and presenting business intelligence. It explores approaches for solving business problems by using operational data and applying various tools and analytics to gain insight, acquire knowledge, and attain goals. The students will be acquainted with software-assisted decision-making processes, giving them an advantage in the competitive business arena. The classes will be a blend of theory, practical data explorations, and software use.

Credits: 3

Prerequisite: CSIT 104 or CSIT 151. Offered: Every semester.

BUAD 280 - Artificial Intelligence and Society

The course explores the social, cultural, ethical, and institutional dimensions of artificial intelligence using social science perspectives. Students examine how AI shapes human behavior, organizations, and society - and how social values, power structures, and global contexts influence the development and use of emerging technologies. Through inquiry-based learning, case studies, role play, and creative problem-solving, students learn to analyze AI’s impacts and imagine responsible futures.

Credits: 3

Offered: Every year.

BUAD 300 - Statistical Analysis

A study of the techniques and tools used in analyzing business and economic data with equal emphasis on interpretation of results and estimation techniques. Simple and multiple regression, non-parametric tests, analysis of variance, and surveying are discussed although topics will vary depending upon students' needs. Use of computer software for statistical analysis is included.

Credits: 3

Prerequisite: (BUAD 200 or ECON 200 or EDU 200 or POLI 200 or SOC 200 or STAT 200 or PSY 200) and (MATH 120 or MATH 121 or MATH 122 or MATH 123). Offered: Every semester.

BUAD 310 - Legal Environment of Business

A one semester survey course of legal issues affecting individuals and businesses. Topics covered include dispute resolution, contract law, torts, agency law, employment

law, and laws governing the creation, operation, and termination of business organizations. Various public law topics will be examined to gain a fundamental understanding of how the law is intertwined with business.

Credits: 3

Prerequisite: ENGL 100 and ACCT 201. Offered: Every semester.

BUAD 315 - Principles of Business Finance

An examination of the conceptual and institutional framework within which the financial manager operates. Topics cover management and valuation of assets, including management of funds and working capital, financial planning and capital budgeting in a national and global environment.

Credits: 3

Prerequisite: (ECON 200 or BUAD 200 or EDU 200 or POLI 200 or SOC 200 or STAT 200) and ACCT 201 and ECON 210 and ECON 205. Offered: Offered on occasion.

BUAD 319 - Health Care Finance

An introductory course on the application of financial management techniques in the health care industry. Particular emphasis is placed on understanding the unique problems facing the industry in the financial relationships among hospitals, patients, physicians and other providers, insurance, capital suppliers and governmental agencies.

Credits: 3

Prerequisite: ACCT 201 and (ECON 200 or STAT 200 or BUAD 200 or SOC 200) and ECON 205. Offered: Offered on occasion.

BUAD 320 - Managerial Finance

The techniques of managerial finance as a decision science, in the context of owner wealth maximization and alternative business goals, are presented. The topics include time value of money, risk analysis, capital budgeting, capital structure, dividend theory, financial analysis, working capital management and foreign exchange risk management.

Credits: 3

Prerequisite: ACCT 201 and ECON 205 and (BUAD 200 or ECON 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200). Offered: Every semester.

BUAD 321 - Management and Organizational Behavior

An in-depth study of the theories and processes of management focusing on organizational behavior, hierarchical versus network organizational structure, and organizational culture. Issues within the organization such as motivation and leadership, diversity and group dynamics, and external environmental influences including technology, ethics, diversity and global considerations, are examined.

Credits: 3

Offered: Offered on occasion.

BUAD 323 - Organizational Behavior

Organizational Behavior is the study and application of knowledge about how people, individuals, and groups act in organizations. It does this by taking a system approach. That is, it interprets people-organization relationships in terms of the whole person, whole group, whole organization, and whole social system. Its purpose is to build better relationships by achieving human objectives, organizational objectives, and strategic system-wide objectives.

Credits: 3

Offered: Every semester.

BUAD 325 - Principles of Marketing

An introduction to the field of marketing and marketing management. Emphasis on the marketing function of pricing, promotion, distribution, and product design both domestically and internationally. Students will learn to employ state-of-the-art information to plan, price, distribute, advertise, and promote products and services in the 21st century global economy as symbolic analysts and knowledge workers. The course will focus on how skilled marketers apply their knowledge and creative ideas to insure competitive success and market position and to fuel the high-tech information society.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Offered on occasion.

BUAD 327 - Operations Management

A fundamental course providing insight into the broad body of knowledge that informs operations management in today's diverse work environments. The concepts of operations management (OM), including both the application of qualitative and quantitative decision making tools, computer models, and effective control applications of operational systems will be explored.

Credits: 3

Prerequisite: (ECON 200 or BUAD 200 or EDU 200 or POLI 200 or SOC 200 or PSY 200 or STAT 200) and ACCT 201. Offered: Every semester.

BUAD 328 - Marketing Foundations

This course introduces marketing concepts, frameworks and methods that are necessary to create, evaluate or implement marketing and market-oriented strategies in today's competitive business environment. The course is designed to help develop your marketing intuition to tackle

business problems when working with or working as marketing managers.

Credits: 3

Offered: Every semester.

BUAD 330 - Human Resource Management

A study of the Human Resource function. Topics covered include recruitment, selection, hiring, performance evaluation, compensation, motivation, training and development, legal environment such as Occupational Safety and Health Administration, Equal Employment Opportunity Commission and sexual harassment issues, and industrial relations. Emphasis on how managers can deal with and use the Human Resources function.

Credits: 3

Prerequisite: BUAD 323. Offered: Every year.

BUAD 333 - Health Insurance

Students will explore the multifaceted nature of insurance coverage and dissect the economic principles that drive the demand for health insurance. Key concepts such as adverse selection, underwriting, rate making, and risk adjustment will be analyzed to understand their impact on the market. The course will also scrutinize the phenomena of moral hazard, utilization management, and the dynamics of selective contracting. Through case studies and presentations, learners will investigate topics like the Demand for Health Insurance, Insurance Market Structure, Risk Adjustment, Moral Hazard and Prices, Utilization Management, Selective Contracting, Conduct, and Performance, Premium Sensitivity for Health Insurance, and Retiree Coverage.

Offered: Every year.

BUAD 335 - Business Consulting

This course provides an opportunity for students to apply business administration theories and practices learned in the classroom to real life business situations. Acting as consulting firms, student groups will provide professional advice to the management of their chosen local, small-business establishments regarding any actual problems facing their operations. Senior standing is required for enrollment.

Credits: 3

Prerequisite: BUAD 320 and BUAD 323 and BUAD 327 and BUAD 328. Offered: Every year.

BUAD 342 - Consumer Behavior

An integrative marketing course that examines individual psychological and social environments in which consumers attempt to satisfy felt needs and wants. Both marketing and personal perspectives are explored in class resulting in greater student appreciation and understanding of the complexity of human behavior in the new high-tech cross-cultural setting around the world.

Credits: 3

Prerequisite: BUAD 328. Offered: Every year.

BUAD 346 - Professional Business to Business Selling

This course provides students with the fundamental principles, concepts, and theories of professional business to business sales. The covered topics include the sales process, sales models, sales tools, sales technology, sales talent, and sales math. Two certifications in Customer Relationship Systems (CRM) software are included. The course is appropriate for business and non-business majors.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

BUAD 350 - Special Topics

Topics in Business Administration not covered in detail by regular courses and not offered on a regular basis. Junior/Senior standing required.

Credits: 1-3

Offered: Offered on occasion.

BUAD 351 - Digital Marketing

This upper division course focuses on a conversion-based strategic framework to govern digital promotion campaigns. Topics include digital advertising, search engine optimization, web analytics, content marketing, social media mobile marketing, virtual augmented realities, online communities in addition to privacy issues, regulation and anti-trust activity in digital marketing environment. Through a combination of lecture, case studies, and course projects, students will develop capabilities and skills in preparing their credentials for careers in digital marketing and related areas.

Credits: 3

Offered: Every year.

BUAD 354 - Entrepreneurship

Investigation of the components, tools and practices of entrepreneurship. The course focuses on identifying new venture opportunities (both private and non-profit); evaluating the viability of a new venture; writing a business plan; building an "E-team" that possesses the attributes necessary for success; understanding value propositions, strategic market entry, competitive positioning, and business models necessary to achieve business goals

Credits: 3

Prerequisite: BUAD 328. Offered: Every year.

BUAD 356 - Lead Generation in Professional Sales

This course provides students the principles, concepts and theories in lead generation in professional sales. The covered topics include industry trends, lead generation tools and processes, social media tools, marketing and sales funnels, and program analysis. Successful students will earn two certifications in Customer Relationship Systems. The course is appropriate for business and non-business majors.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

BUAD 369 - Environmental Ethics and Sustainability

This course concerns environmental ethics. The Kantian view of fair and reasoned social discourse will be utilized to investigate the problems of the tragedy of the commons, particularly in the context of Ostromâ€™s institutional economics. This is applied to possible solutions to the tragedy of the commons including the problems of the global commons.

Credits: 3

Prerequisite: ECON 205 and ECON 210. Offered: Every year.

BUAD 372 - Financial Investments

Characteristics of bonds, stocks, securities market, investment banking are reviewed. Sources of investment information; analysis of securities; and efficient market theory are also reviewed.

Credits: 3

Prerequisite: BUAD 320 and (BUAD 300* or ECON 300 or STAT 300). Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

BUAD 374 - Small Business Finance

Explorations are presented of the appropriate internal controls, working capital management, owner distributions, operating and capital budgets in pursuit of alternative small business goals. A project requiring valuation of either a small business expansion or acquisition is included.

Credits: 3

Prerequisite: BUAD 320. Offered: Offered on occasion.

BUAD 376 - Business and Culture

A survey of various aspects of culture and their impact on doing business in the international arena. Topics include verbal and non-verbal communication, negotiation, foreign exchange, and country-specific research. Emphasis on cultural awareness and understanding in business.

Credits: 3

Offered: Offered on occasion.

BUAD 378 - Business and Ethics

The ethical problems and responsibilities faced by business managers acting as agents are investigated. Various ethical constructs such as utilitarianism, intuitionism, the social contract, naturalism and virtue ethics are used for this exploration. Particular problems of deception, coercion and social responsibility are examined.

Credits: 3

Prerequisite: ACCT 201 and ECON 205 and ECON 210. Offered: Every year.

BUAD 380 - Internship

This course provides academic credit for professional experiences in the field of business administration. Departmental approval, senior/junior standing, and minimum 2.0 cumulative grade point average are required for enrollment. Grading mode is S/U.

Credits: 1-12

Prerequisite: ENGL 100. Offered: Every semester.

BUAD 410 - Marketing Research & Analytics

The course is a study of the research methods and analytical techniques applicable to problem solving in marketing. Using state-of-the-art technologies for research, students develop skills in questionnaire design, data collection, data analysis, interpret results, and make recommendations. The focus is on the use and analyses of market research findings in marketing management decision making involving needs assessment, market identification, demand estimation, product design, channel selection, promotion and pricing. Attention is also given to the social/ethical issues in marketing research and analyses.

Credits: 3

Prerequisite: (BUAD 200 or ECON 200 or STAT 200 or PSY 200 or SOC 200) and BUAD 328. Offered: Every Fall semester.

BUAD 411 - Strategic Marketing Management

This course focuses on developing integrated marketing programs that address customer needs, competitive activities, channel and supplier behaviors, macro environmental factors, and market evolutions. Emphasis is placed on decision making related to marketing segmentation and a responsive marketing mix. Three major course components serve as a bridge to the marketing profession: the analysis of contemporary marketing cases, evaluation of alternative marketing strategies and the preparation of a comprehensive marketing plan for a client.

Credits: 3

Prerequisite: BUAD 328. Offered: Every year.

BUAD 416 - Portfolio Management

Portfolio formation as based upon various objectives, notions of market efficiency and the associated empirical investigations that underlie modern portfolio theory, and differing methods of portfolio measurement are presented.

Credits: 3

Prerequisite: BUAD 372. Offered: Every other year.

BUAD 417 - Corporate Finance I

An examination of problems related to the investment, acquisition, and distribution of financial resources. Stress is placed upon integrating the areas into one system to facilitate and evaluate the operation of the finance function. Topics include cash flows, risk analysis, capital budgeting and structure, and international financial management.

Credits: 3

Prerequisite: BUAD 320. Offered: Every semester.

BUAD 418 - Corporate Finance II

A continuation of the study of problems related to the management of financial resources. Topics such as capital budgeting and cost of capital are covered in greater depth. Other topics such as leasing and mergers which are not covered in prior courses are introduced.

Credits: 3

Prerequisite: BUAD 317 or BUAD 417. Offered: Every year.

BUAD 427 - Applied Quality Operations

This course applies the concepts learned in BUAD 327 with an emphasis on systematic problem solving in various areas of organizational operations. The course uses discussions concerning contemporary quality operation techniques and concerns, problems, computer applications, and a live project to understand a variety of qualitative and quantitative methods and tools of analysis currently used to manage and improve operations. Students are expected to apply relevant aspects of their operational knowledge to a live project and present their findings to a course client.

Credits: 3

Prerequisite: BUAD 327. Offered: Every semester.

BUAD 430 - Independent Study

Under faculty guidance, this course allows a student to independently study a subject or research a specific topic in business administration.

Credits: 1-6

Offered: Offered on occasion.

BUAD 440 - Advanced Human Resource Management

The application of Human Resource Management concepts to specific business problems through case analysis relating to the Human Resource Management topics covered in BUAD 330.

Credits: 3

Prerequisite: BUAD 330. Offered: Offered on occasion.

BUAD 445 - Integrated Marketing Communications

This advanced marketing course analyzes the components of integrated marketing communications which includes all communication functions, both internal and external, of an organization employing new information technologies. Class discussions will explore determining domestic and international consumer needs and wants, creating advertising and promotional messages, media strategy, and message strategy. Students will gain practical experience in developing a comprehensive marketing plan.

Credits: 3

Prerequisite: BUAD 328. Offered: Every year.

BUAD 446 - Sales Management

This advanced marketing course of study includes how modern sales managers employ state-of-the-art technology to identify, process, and solve sales management problems. Class assignments and discussions reveal contradictory perspectives to complex marketing problems. The course will also cover sales force structure in new lean-management organizations, determining needed characteristics and recruiting of new sales representatives, and processing, hiring, training, and ethically managing a multi-national sales force in the 21st century. Individual and group presentations, both written and oral, will be required.

Credits: 3

Prerequisite: BUAD 328. Offered: Every year.

BUAD 450 - Senior Seminar

This course provides students an opportunity for in-depth exploration of specific contemporary topics/issues in business administration. Students are expected to make class presentations of their assigned study. Departmental permission or senior standing is required for enrollment.

Credits: 1-3

Offered: Offered on occasion.

BUAD 463 - Information Technology Project Management

A survey of general management processes for planning, managing and controlling IT projects. Both technical and behavioral aspects of project management are discussed. The focus is on management of development for

enterprise-level systems. Topics include defining project scope, cost and resource management, scheduling using PERT/CPM, quality management, risk management and project integration management. Lab instruction in a modern project management software tool complements the course.

Credits: 3

Prerequisite: BUAD 363. Offered: Every year.

BUAD 472 - International Finance

Reviews the financial risks associated with international business, especially risks caused by floating exchange rates. The review includes classifications of risks, the hedging strategies used to manage them, and international institutional arrangements that result.

Credits: 3

Prerequisite: BUAD 300 and BUAD 417. Offered: Offered on occasion.

BUAD 474 - Financial Intermediaries Management

Explorations of the historical function of bank-type financial intermediaries, the associated regulation-deregulation-reregulation cycle, and associated current management issues and techniques.

Credits: 3

Prerequisite: (BUAD 300 or ECON 300) and BUAD 417. Offered: Offered on occasion.

BUAD 480 - Internship

This course provides academic credit for professional experiences in the field of business administration. Departmental approval, senior/junior standing, and minimum 2.0 cumulative grade point average are required for enrollment. Grading mode is S/U.

Credits: 1-12

Offered: Every semester.

BUAD 499 - Strategic Management

Strategy is both the science and art of understanding which opportunities to pursue for success. The science of strategy is developed with the understanding and application of various tools and concepts. In this class, students will learn those concepts and tools in order to be able to apply them in real business situations. Strategic management also allows business students to integrate concepts learned throughout their curriculum.

Credits: 3

Prerequisite: BUAD 320 and BUAD 323 and BUAD 327 and BUAD 328. Offered: Every semester.

BUAD 510 - Modern Financial Instruments

Explores modern financial instruments - stocks, bonds, options, futures, swaps - and the financial environment thereof. Discusses the forces that determine changes in financial markets and institutions, and the implications for the utilization of financial instruments for the management of funds in firms and/or financial institutions.

Credits: 3

Prerequisite: BUAD 317. Offered: Every year.

BUAD 520 - Global Business

An overview of global business from a management perspective, including national differences, global trade, investment and entry strategies, supply chain and human resources management.

Credits: 3

Offered: Every year.

BUAD 530 - Advanced Financial Management

Financial management is the management of the flow of funds available to an organization. The course will provide concepts, frameworks, tools, techniques and procedures. Topics include financial analysis, forecasting and planning, working capital management, valuation, capital budgeting, cost of capital, mergers, sources and methods of financing, types of securities, financial strategy and the timing of financial policies in domestic and international settings.

Credits: 3

Offered: Every year.

BUAD 540 - Project Management

This course provides learners with the basics of project management, including the process of project initiation, planning, execution, control, and closeout that all projects share.

Credits: 3

Offered: Every year.

BUAD 550 - Organizational Communication

A course in organizational communication to provide extensive theoretical background upon which to examine, evaluate, diagnose, and recommend solutions to organizational communication problems. The course allows students to explore particular areas of interest and encourages the critique of existing theories while applying them to real-world situations in order to frame sets of practical skills.

Credits: 3

Offered: Every year.

BUAD 560 - Marketing Strategy

Marketing strategy refers to creating, delivering, and capturing more customer value than the competitors on a sustainable basis. This course aims to provide students with a competitive advantage: the ability to predict customer and competitor response to marketing actions, and hence to create value by making more insightful marketing decisions in different industries. This course is to deepen the student's practical skills by using marketing analytics to improve marketing mix ROI and customer analytics to improve targeting decisions. The teaching method will be highly interactive, with a blend of lectures, case discussions, problem sets, and project work.

Credits: 3

Offered: Every year.

BUAD 570 - Advanced Corporate Management

A study of the Modern Theory of Organization. The nature of organizational theory, traditional theories, and the evolution of modern systems theory are explored. Factors related to formal and informal organizational processes and the basic linking process of Decision Theory are analyzed.

Credits: 3

Prerequisite: BUAD 499. Offered: Offered on occasion.

BUAD 590 - Business Ethics

A study of the concept of an ethic and the nature of a corporation's relation to an ethic. The course explores the nature of ethics in a corporation functioning in a competitive global environment. Case studies are utilized to understand ethics in a practical environment.

Credits: 3

Prerequisite: BUAD 321. Offered: Every year.

CAST - Child Advocacy Studies

CAST 501 - Perspectives on Child Maltreatment & Advocacy

Survey of major issues related to child abuse and neglect. An overview of the impact of child maltreatment, prevention and intervention strategies, system response, and child advocacy are included.

Credits: 3

Offered: Every Fall semester.

CAST 502 - Global Child Advocacy

This is a multidisciplinary course designed prepare students to recognize health, maltreatment, cultural, religious, political, and social advocacy issues outside of the United States and how these issues affect the welfare and quality of life of children and families.

Credits: 3

Offered: Every Spring Semester.

CAST 503 - Professional & System Responses to Maltreatment

This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of the course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment. The course is designed for students who are likely to pursue a profession in which they will be a mandated reporter and knowledge of child maltreatment, trauma-informed practices, and advocacy is critical.

Credits: 3

Offered: Every Fall semester.

CAST 504 - Trauma-Informed Practices with Vulnerable Populations

This course introduces participants to trauma-informed practices specific to vulnerable populations of children and families. The purpose of the course is to expand the student's understanding of the demographics of various identified vulnerable populations and how the characteristics and conditions of vulnerable populations are related to child maltreatment and other types of trauma.

Credits: 3

Offered: Every Fall semester.

CAST 505 - Child Advocacy Research Studies

This course introduces participants to the extant literature related to advocating for children. The purpose of the course is to expand the student's understanding the role of research in providing evidence-based practices for child advocacy and study within their respective disciplines.

Credits: 4

Prerequisite: CAST 501. Offered: Every Spring Semester.

CDS Comm Disorders Sciences

CDS 100 - Freshman Seminar in Speech Language Pathology

Freshman Seminar in Speech Pathology is a 1 credit course that is intended to help incoming Communication Disorders and Sciences freshmen succeed at SUNY Fredonia and become lifelong learners. The course introduces first year students to the academic and social aspects of college life, and is designed to empower students to become successful learners at the collegiate level. Freshman Seminar in Speech Pathology provides both an introduction to the nature of college education and a general orientation to the functions and resources of the college as a whole.

Credits: 1

Offered: Every year.

CDS 150 - Introduction to Communicative Disorders

Introduction to and overview of the field of communicative disorders (speech, language and hearing). Interactions with related disciplines in the humanities, and in the behavioral, biological and physical sciences, as well as study of the normal communication processes.

Credits: 3

Offered: Every year.

CDS 201 - Voice/Articulation/Resonance

Survey of voice and speech production. Introduction to International Phonetic Alphabet. Techniques of analysis and improvement of simple deviancies of voice, articulation, and resonance. Vocal hygiene is stressed.

Credits: 3

Offered: Offered on occasion.

CDS 206 - Fundamentals of Acoustics

The course is designed to introduce Communication Disorders and Sciences students to the fundamental concepts of general acoustics. The nature of sound waves, simple harmonic motion, relative measure of power, complex waves, Fourier analysis, resonance and filtering distortion and sound transmission will be covered. Emphasis will be placed on the analysis and measurement of speech production and perception. High school physics and/or PHYS 120 is recommended.

Credits: 3

Offered: Every year.

CDS 208 - Geriatric Communication Disorders

Provides students in related programs with information about the communication problems and disorders associated with aging. Focuses on the normal communication process, speech, language and hearing disorders of the aged and the psychosocial consequences of disordered communication. Management approaches, services available and the evolving role of the health professional are discussed.

Credits: 2

Offered: Offered on occasion.

CDS 225 - Introduction to Language

This course introduces linguistics as the scientific study of language. Topics include: how languages differ from other systems of communication, the sound systems, word formation, grammar, and meaning. Students will be introduced to the phenomena found in languages, to the ways we can best describe these phenomena in order to explain them, and to the insights such linguistic descriptions can give us into the nature of language in general.

Credits: 3

Offered: Every year.

CDS 250 - Speech and Language Development

Introduction to normal language and speech development in children. Provides theoretical and practical frame of reference for students entering child-centered professions. Foundations of language and speech acquisition, developmental processes requisite to normal speech and language, and means of facilitating normal communicative abilities.

Credits: 3

Offered: Every year.

CDS 268 - Phonetics

Study of general articulatory phonetics, introduction to acoustic phonetics and phonology. Students transcribe English and non-English sounds following International Phonetic Alphabet (IPA).

Credits: 3

Offered: Every year.

CDS 280 - Speech-Language Pathology I

An overview of the neural bases of speech/language and neurogenic communication disorders such as aphasia, right hemisphere syndrome, dementia, traumatic brain injury, dysarthria, and apraxia of speech (specific disorders covered may vary from semester to semester). Fluency disorders, both developmental and acquired, will also be included. Emphasis will be on etiology and characteristics of these disorders, and assessment and treatment applications.

Credits: 3

Prerequisite: CDS 250 and CDS 268. Offered: Every year.

CDS 310 - Speech and Hearing Mechanism

Examines the anatomical and physiological characteristics of the speech and hearing mechanisms. Specific focus on the integration of the respiratory, phonatory, supraglottal and hearing systems as they relate to speech production and perception.

Credits: 3

Offered: Every year.

CDS 316 - Speech Science

Study of the interrelationships between acoustic, physiological, and aerodynamic factors influencing voice and speech production, including study of processes of

respiration, phonation, resonation, articulation, and their interrelationships.

Credits: 3

Prerequisite: CDS 268 and CDS 310. Offered: Every year.

CDS 322 - Hearing Problems and Tests

Introduction to acoustics, anatomy, physiology and pathology of the auditory system. Study and performance of audiology as applied in clinical environments. Emphasis on theoretical and applied research to differentiate normal from abnormal audition.

Credits: 3

Prerequisite: CDS 310. Offered: Every year.

CDS 323 - Speech Sound and Language Disorders

Assessment and intervention principles and practices appropriate for working with articulation and language problems of children.

Credits: 3

Prerequisite: CDS 250. Offered: Every year.

CDS 376 - Literacy Development

This course provides an overview of the field of literacy including literacy acquisition processes, theoretical approaches to the acquisition of literacy and the social implications of being literate. Students will be able to identify cultural, educational, and linguistic issues related to the acquisition of literacy.

Credits: 3

Offered: Every year.

CDS 390 - Designing Surveys

Survey design and methodology will be presented via lectures, discussions, and in-class activities. Topics covered will include initiating a survey, planning the project, designing the sample, composing questions, creating item scales, building questionnaires, self administered surveys, collecting interview data, processing the data, and analyzing survey data. It is expected that students have had an introductory course in statistics, e.g., STAT 200 or STAT 250. Junior or senior standing or permission of the instructor.

Credits: 3

Prerequisite: STAT 250 or ECON 200 or PSY 200 or SOC 200. Offered: Offered on occasion.

CDS 398 - ClinicalMethods in Evaluation

An introduction to diagnostic methodologies for management of the communicatively impaired. Students will gain knowledge with a variety of published standardized tests with respect to the following areas: appropriate test selection, knowledge of test rationale/content, administration procedures and recording test responses, accurate scoring and interpretation, diagnosis, informal assessment, goal development and report writing. In addition, students will gain knowledge in the referral process and qualification criteria for services.

Credits: 3

Prerequisite: CDS 250 and CDS 268 and CDS 310. Offered: Every year.

CDS 399 - Clinical Methods in Intervention

Students will gain knowledge with a variety of therapy models with respect to various disorder types, settings, and methodologies for management of the communicatively impaired. Course content will include therapy implementation, goal/objective selection, lesson plan writing, charting progress, progress report writing, Individual Education Plan (IEP) writing, behavior management, collaboration, team meetings, and criteria for dismissal.

Credits: 3

Prerequisite: CDS 398. Offered: Every year.

CDS 400 - Foundations of Speech Language Pathology in Educational Settings

Study of the legal bases, common practices, principles, and issues related to the effective delivery of speech and language services in educational settings.

Credits: 2

Offered: Every year.

CDS 410 - Clinical Procedures: Observation and Analysis

Guided observation and study of assessment and intervention procedures for children and adults with a variety of communication disorders. Videotaped and real/time sessions will be utilized for demonstration and analysis. Written projects will prepare the student to analyze methodologies and develop therapeutic goals, objectives, procedures and materials. The course will fulfill the American Speech Language-Hearing Association (ASHA) requirement for a minimum of 25 observation hours.

Credits: 3

Prerequisite: CDS 398 and CDS 399. Offered: Every year.

CDS 418 - Speech-Language Pathology II

The study and application of assessment procedures and intervention strategies of speech and swallowing communication disorders including cleft lip and palate, voice and dysphagia. Case study discussions and collaborative learning will be emphasized.

Credits: 3

Prerequisite: CDS 310. Offered: Every year.

CDS 419 - Aural Habilitation and Rehabilitation

Application of therapeutic measures and strategies to optimize the communication ability of the hearing impaired. Emphasis is on fetal development, genetics, psychosocial and counseling issues, amplification, visual and auditory training and third part reimbursement.

Credits: 3

Prerequisite: CDS 322. Offered: Every year.

CDS 420 - Advanced Speech Pathology

Seminar devoted to assigned readings and to approved individual research. Strengthens student knowledge in specific areas in preparation for more advanced studies.

Credits: 3

Prerequisite: CDS 280 and CDS 418. Offered: Offered on occasion.

CDS 490 - Independent Study

Study of a particular problem in speech pathology and audiology. Periodic meetings with instructor; writing a substantial paper.

Credits: 1-3

Offered: Every semester.

CDS 495 - Seminar in Speech-Language Pathology/Audiology

Detailed study of selected topics in speech pathology or audiology. Content will change from semester to semester but will focus on a relatively narrow topic or issue of current interest.

Credits: 1-3

Offered: Every other year.

CDS 500 - Child Language Disorders

This course examines the development, and assessment of language in infants, toddlers, preschoolers, and school age children; including an introduction in language intervention.

Credits: 3

Offered: Every year.

CDS 501 - Professional Seminar

The student will gain knowledge of and experience with current clinical approaches, strategies, new regulations and writing skills. Each fall semester the course will address content identified from assessment data collected from students and supervisors in the spring and summer semesters.

Credits: 0

Offered: Every year.

CDS 502 - Clinical Practice, Communication Disorders

An application of the student's knowledge from the classroom to a clinical situation. Students are assigned to speech-language assessment and therapy sessions on a rotation basis at the university clinic and local off campus clinics, under the supervision of an ASHA certified speech-language pathologist. Attendance at periodic staff meetings required. Completion of minimal three sections of CDS 502 are required.

Credits: 3

Offered: Every semester.

CDS 510 - Pediatric Audiology

An introduction to pediatric parameters as they relate to clinical audiology. Study and performance of audiology as applied in pediatric, clinical environments. Emphasis of theoretical and applied research to differentiate normal from abnormal pediatric audition.

Credits: 3

Offered: Every year.

CDS 520 - Multicultural Issues in Communication Disorders

Attempts to prepare the speech/language pathologist to fairly and effectively understand cultural constraints involved in communication disorders, to learn culturally sensitive diagnostic procedures and to determine therapeutic techniques that are consistent with minority populations and their beliefs and values about communication.

Credits: 3

Offered: Offered on occasion.

CDS 525 - Speech and Hearing Problems in the Classroom

Methods to assist classroom teacher to improve speech habits and correct minor defects. Recognition of speech defects, cooperation with speech pathologist, medical personnel, and family. Demonstration and lectures of classroom management of speech and hearing problems. Not open to majors in Speech-Language Pathology.

Credits: 3

Offered: Offered on occasion.

CDS 530 - Augmentative and Alternative Communication

Assessment and therapy techniques for augmentative/alternative communication (AAC). Overview of diagnoses that often require AAC.

Assessment and therapy considerations for motoric, linguistic, cognitive and sensory skills and for communicative, language and literacy needs in context. Specific high and low tech systems will be explored.

Credits: 3

Offered: Offered on occasion.

CDS 540 - Diagnostic Theories and Practices

A study of assessment models, strategies, and rationales employed in speech-language pathology and audiology. An application of student's knowledge base to the assessment process.

Credits: 3

Offered: Every year.

CDS 551 - Neuroscience for Communication Disorders

An introduction to neuroanatomy, neurophysiology and neuropathology of speech, language, swallowing, and hearing will be presented via lectures, discussions, videos, and CD-ROMs. The course will provide students with a solid foundation for further course work, as well as for clinical practice with neurologically-impaired populations.

Credits: 3

Offered: Every year.

CDS 552 - Medical Speech-Language Pathology

The roles, responsibilities, and essential skills of speech-language pathologists employed in medical settings will be presented via lectures, discussions, videos, CD-ROMs, and in-class activities. Topics covered will include medical settings and personnel, medical examination, neurological assessment, imaging studies, speech-language assessment, tracheotomy and ventilator-dependent patients, and head/neck cancer.

Credits: 3

Prerequisite: CDS 598. Offered: Every year.

CDS 554 - Early Intervention

An in-depth review of recommended practices in assessment and treatment for the birth to 3 year-old population and the role of the speech-language pathologist as a team member. The student will gain experience with approaches and strategies to be utilized in the neonatal unit, the home and other natural environments.

Credits: 3

Offered: Every year.

CDS 555 - Dysphagia

This course will cover the assessment, treatment, and prevention strategies for swallowing disorders (dysphagia) in the pediatric and adult populations.

Credits: 3

Offered: Every year.

CDS 556 - Corporate Speech Pathology

Roles, responsibilities, and essential skills of corporate speech-language pathologists will be presented via lectures, discussions, demonstrations, videos, CD-ROMs, in-class activities. Topics covered will include starting a practice, essential business vocabulary, traditional speech-language pathology in corporate settings, marketing plans, billing and paperwork, essential equipment, cross-cultural communication, diagnostics in corporate settings, corporate speech training, pronunciation training, and accent reduction.

Credits: 3

Offered: Offered on occasion.

CDS 557 - Counseling for the Speech Language Pathologist

Examines principles and theories of counseling for working with persons with communication disorders and their families throughout the lifespan and from varied cultural backgrounds. Students will learn how to structure and conduct interviewing and counseling, as practiced by speech language pathologists. Emphasis is placed on helping students to gain comfort and skill in coping with their clients' emotions and giving clients constructive feedback. Students demonstrate their understanding of the counseling process through case study presentations.

Credits: 3

Offered: Every year.

CDS 558 - Seminar: Traumatic Brain Injury

The study of Traumatic Brain Injury (TBI) is an important area of focus with significant differences to other neurological communication disorders. It is a seminar course with focus on assessment and remediation of language and cognitive problems for children and adults with TBI.

Credits: 3

Offered: Offered on occasion.

CDS 560 - Studies in Hearing Research

Advanced study of acoustics, anatomy and physiology, and pathology of auditory system. Study of classic, historical, and contemporary theoretical and applied research germane to the basis and development of audiology. Emphasis of reported research to differentiate normal from abnormal audition.

Credits: 3

Offered: Every year.

CDS 565 - Instrumentation in Communicative Disorders

The course will focus on the application of instrumentation in the assessment and treatment of various communicative disorders. Appropriate measurement technique and interpretation of results will be covered. Focus on hands-on" experience with current instrumentation and software will be emphasized."

Credits: 3

Offered: Every year.

CDS 570 - Contemporary Issues with the Hearing Impaired

The course will assess contemporary issues related to testing, evaluating and resolving educational and social issues with hearing-impaired children and adults. Field experiences, guest speakers, selected video tapes and other varied course strategies will, where appropriate, be used in the course.

Credits: 3

Offered: Every year.

CDS 575 - Craniofacial Anomalies

Etiology, symptomatology and management of communication disorders related to cleft lip, cleft palate and associated disorders. Focus on interdisciplinary management.

Credits: 3

Offered: Every year.

CDS 582 - Fluency Disorders

Indentifying aspects of fluent speech, normally nonfluent speech and disfluent speech. Discussion and application of parameters addressing the nature, characteristics, prevention, etiology, treatment, and contributing factors of stuttering. Addresses both the physiological and psychological aspects of stuttering.

Credits: 3

Offered: Every year.

CDS 583 - Speech Sound Disorders and Language Intervention

This course is a continuation of CDS 500 Child Language Disorders. The course is divided into two modules: Speech Sound Disorders and Language Intervention. The Speech Sound Disorders module covers assessment and intervention of phonological and articulation disorders. The language intervention module will explore the various approaches to language intervention and evidence base practice.

Credits: 3

Prerequisite: CDS 500. Offered: Every year.

CDS 584 - Speech Sound Disorders and Language Intervention

The course is dividedin two modules: Speech Sound Disorders and Language Intervention. The Speech Sound Disorders module includes the assessment and intervention of phonological and articulation disorders. The language intervention module includes various approaches to language intervention and evidence base practice.

Credits: 3

Offered: Every year.

CDS 585 - Auditory Processing Disorders

Auditory Processing Disorders (APD) is a specialty area that remains novel to most professionals and students in speech pathology and audiology. The course will illustrate how APDs impact the accurate perception of auditory information, and reading/language skills. Course materials include the neurology of central auditory nervous system, definitions/etiologies of APD, evaluation and remediation strategies, and how coexisting disorders such as Attention, Learning and Language Disorders may influence an individual's auditory processing abilities.

Credits: 3

Offered: Every year.

CDS 589 - Professional Issues

The course is aimed at preparing graduate students to understand factors that influence professional practice, including government and economic, professional delivery, setting-specific, and quality service. Standards of ethical conduct, certification, specialty recognition, licensure, and other relevant professional credentials are covered.

Credits: 2

Offered: Offered on occasion.

CDS 595 - Graduate Seminar in Speech

Detailed study of selected graduate topics in speech pathology and audiology. Content will change from semester to semester but will focus on a relatively narrow topic or issue of current interest.

Credits: 3

Offered: Offered on occasion.

CDS 598 - Voice Disorders

Course will cover assessment and treatment strategies for benign, malignant and neurogenic vocal pathologies. Case study format will be emphasized.

Credits: 3

Offered: Every year.

CDS 599 - Experimental Phonetics

Measurement, description, and analysis of speech, its production and perception. Students become familiar with sound spectrograph as well as other research instrumentation typically employed in research. Designed for students in speech pathology and audiology, and linguistics.

Credits: 3

Offered: Every year.

CDS 602 - Topical Seminar in Speech Language Pathology and Audiology

Detailed study of selected topics in speech pathology or audiology. Content will change from semester to semester but will focus on a relatively narrow topic or issue of current interest. May be repeated for credit.

Credits: 1-3

Offered: Every year.

CDS 605 - Advanced Clinical Methods and Practice

A speech-language pathology externship in which graduate students are assigned to a health care facility, rehabilitation center, speech and hearing clinic or an educational setting. Students perform diagnostics and therapy with patients at the facility under the supervision of a licensed and ASHA certified staff speech language pathologist. Students enrolled in CDS 605 must have completed all CDS 502 clinical courses.

Credits: 6-12

Offered: Every semester.

CDS 606 - Research Design in Communication Disorders and Sciences

An introduction to research design and statistical methods necessary to critically read and evaluate research. Study of scientific principles, methods and controls used in research, and design and evaluation of group and single-subject studies. Emphasis will be placed on the application of evidence-based practice in clinical settings.

Credits: 3

Offered: Every year.

CDS 608 - Neurogenic Language Disorders

The etiology, characteristics, assessment, prevention, and treatment of neurogenic language and cognitive-communication disorders (e.g., aphasia, right hemisphere syndrome, traumatic brain injury, dementia) will be presented via lectures/discussions, case analysis, demonstrations and in-class activities. Emphasis will be placed on differential diagnosis and treatment planning.

Credits: 3

Offered: Every year.

CDS 609 - Independent Study

Providesadvanced graduate students the opportunity to work individually on problems of special concern not available through other course offerings under direction of qualified department member.

Credits: 1-3

Offered: Every semester.

CDS 611 - Motor Speech Disorders

The etiology, characteristics, assessment, and treatment of the dysarthrias and apraxia of speech will be presented during lectures/discussions, videos, CD-ROMs, demonstrations, and in-class activities. The course will provide Speech-Language Pathology students with a solid foundation in normal motor speech processes, which will serve as a basis for the assessment and treatment of disordered speech production.

Credits: 3

Offered: Every year.

CDS 619 - Comprehensive Exam

A written comprehensive exam evaluating knowledge base in assessment, intervention, etiologies, prevention and characteristics of ASHA standard courses.

Credits: 0

Offered: Every year.

CDS 629 - Directed Studies in Research Methodology - Thesis Research

A minimum acceptable for the degree is 3 credit hours

Credits: 1-6

Offered: Every semester.

CDS 632 - Graduate Student Teaching

Field based clinical practicum in a public school, rehabilitation center, Board of Cooperative Educational Services (BOCES) or other appropriate educational setting. Cooperating speech-language pathologists supervise students in providing assessment and treatment services to clients with communication disorders.

Credits: 6

Offered: Offered on occasion.

CHEM - Chemistry

CHEM 100 - Chemistry Freshmen Seminar

The course is designed for Freshmen Chemistry majors in order to help them develop the skills required to succeed as a science major and get the most out of their college

experience. Students will be introduced to the Chemistry faculty and staff, current chemistry majors and the department facilities in addition to career options and campus resources. A major emphasis will be focused on effective learning styles and study skills.

Credits: 1

Offered: Every year.

CHEM 101 - General Chemistry 1 Recitation

This course is designed to offer additional support to students completing the General Chemistry I lecture (CHEM 115). The recitation will reinforce core chemical concepts and develop essential problem-solving skills within a collaborative, small-group environment. Key activities include working through complex problems that build upon lecture material and strengthening the foundational mathematics and chemistry knowledge necessary for success in CHEM 115 and subsequent courses.

Credits: 1

Corequisite: CHEM 115. Offered: Every semester.

CHEM 102 - General Chemistry 2 Recitation

This course is designed to offer additional support to students completing the General Chemistry 2 lecture (CHEM 116). The recitation will reinforce core chemical concepts and develop essential problem-solving skills within a collaborative, small-group environment. Key activities include working through complex problems that build upon lecture material and strengthening the foundational mathematics and chemistry knowledge necessary for success in CHEM 116 and subsequent courses.

Credits: 1

Offered: Every Spring Semester.

CHEM 105 - Food Chemistry

Introductory course for non-science majors only. Chemical aspects of the collection, preparation, storage, cooking, and consumption of food. Not applicable toward a major or minor in Chemistry.

Credits: 3

Offered: Offered on occasion.

CHEM 107 - Chemistry for Consumers

Introductory course for non-science majors; emphasis in practical aspects of chemistry in everyday life. Topics include nuclear chemistry, foods, gardening, pest control, health chemistry, and home products. Not applicable toward a major or minor in Chemistry.

Credits: 3

Offered: Offered on occasion.

CHEM 113 - Chemistry in the Environment: Issues and Solutions

Basic chemical principles are presented, emphasizing their relationship to environmental problems. The course considers the chemical nature of various substances and their impact on the environment. This course focuses on the innovative and creative processes scientists use to address these issues. Students are provided with a creative opportunity for addressing these issues as citizens.

Credits: 3

Offered: Every semester.

CHEM 114 - Introduction to Chemistry

An introduction to chemical principles, emphasizing formulas, equations, bonding, atomic structure, nomenclature, periodic properties, and chemical calculations. Intended for students who have not taken chemistry in high school and/or who plan to take CHEM 115-116 but feel unprepared to do so. Not applicable toward a major or minor in Chemistry.

Credits: 3

Offered: Offered on occasion.

CHEM 115 - General Chemistry Lecture I

Nuclear, electronic, and molecular composition and structure and principles of chemical bonding used to describe nature and reactivity of atoms, ions, and molecules. Includes laws governing behavior of gases, liquids, and solids.

Credits: 3

Offered: Every semester.

CHEM 116 - General Chemistry Lecture II

Continuation of CHEM 115. Thermodynamics, chemical kinetics, chemical equilibrium, properties of acids and bases, aqueous solutions, electrochemistry, and nuclear chemistry.

Credits: 3

Prerequisite: CHEM 115. Offered: Every semester.

CHEM 125 - General Chemistry Laboratory I

Some fundamental principles in experimental investigation of chemical substances and phenomena. Includes consideration of chemical and physical properties and typical reactions of inorganic and organic compounds. Equilibria, thermochemistry, oxidation-reduction, rates of chemical reactions, and volumetric, gravimetric, and qualitative analysis investigated. One laboratory period per week.

Credits: 1

Offered: Every semester.

CHEM 126 - General Chemistry Laboratory II

Some fundamental principles in experimental investigation of chemical substances and phenomena. Includes consideration of chemical and physical properties and typical reactions of inorganic and organic compounds. Equilibria, thermochemistry, oxidation-reduction, rates of chemical reactions, and volumetric, gravimetric, and qualitative analysis investigated. One laboratory period per week.

Credits: 1

Offered: Every semester.

CHEM 130 - Honors General Chemistry Laboratory

Directed studies designed to foster independence of thought and improve laboratory technique. Emphasis on quantitative determinations by acid-base, complexation, and spectroscopic methods. Open to Chemistry majors and others by permission of department. One laboratory period per week.

Credits: 1

Prerequisite: CHEM 115 and CHEM 125. Offered: Every year.

CHEM 154 - Nature of Science

The aim of the introductory course is to increase student understanding of how scientists think and work. Discussions will focus on the hows, whys, scope, and limits of today's scientific methodology. It will also explore famous experiments from the history of science, including those described by Galileo, Newton, Cavendish, and Young. The course fulfills one of the Part 7 Natural Sciences requirements of the College Core Curriculum, but is not applicable toward a major or minor in Chemistry.

Credits: 3

Offered: Offered on occasion.

CHEM 170 - Scientific Revolutions

Examines the role of science in Western European culture from roughly 1540-1905. Focuses mainly on the lives and the scientific and cultural contributions of six revolutionary figures of science: Copernicus, Galileo, Newton, Lavosier, Darwin, and Einstein.

Credits: 3

Offered: Offered on occasion.

CHEM 181 - Special Topics in Chemistry

Topics of special or current interest or need and offered periodically.

Credits: 1-4

Offered: Offered on occasion.

CHEM 215 - Organic Chemistry Lecture I

Structure and reactions of the most important classes of organic compounds: hydrocarbons and principal functional groups of the compounds of carbon. Structure, occurrence, properties of organic compounds of biological significance.

Credits: 3

Prerequisite: CHEM 116*. Offered: Every semester.

CHEM 216 - Organic Chemistry Lecture II

Structure and reactions of the most important classes of organic compounds: hydrocarbons and principal functional groups of the compounds of carbon. Structure, occurrence, properties of organic compounds of biological significance.

Credits: 3

Prerequisite: CHEM 116. Offered: Every year.

CHEM 225 - Organic Chemistry Laboratory I

Techniques for determination of physical and chemical properties, synthesis, and isolation from natural sources, of organic compounds. Nuclear magnetic resonance and infrared spectroscopy incorporated in experiments. One laboratory period per week.

Credits: 1

Offered: Every year.

CHEM 226 - Organic Chemistry Laboratory II

Techniques for determination of physical and chemical properties, synthesis, and isolation from natural sources, of organic compounds. Nuclear magnetic resonance and infrared spectroscopy incorporated in experiments. One laboratory period per week.

Credits: 1

Prerequisite: CHEM 215 and CHEM 225. Corequisite: CHEM 216. Offered: Every year.

CHEM 230 - Advanced Organic Laboratory

The utilization of instrumental methods and advanced laboratory techniques in organic chemistry. Includes hands-on use of various instrumental methods including infrared, nuclear magnetic resonance, and gas chromatography. One three-hour laboratory period per week.

Credits: 1

Prerequisite: CHEM 225. Offered: Every year.

CHEM 291 - Directed Laboratory Research

This course provides an entry-level research experience for students having freshman or sophomore standing. Study and research areas include analytical, inorganic, organic,

physical, and polymer chemistry, as well as biochemistry. Permission of a faculty mentor is required. Prerequisites vary depending upon the specific areas of study and research, and are determined by the supervising faculty mentor.

Credits: 1-3

Offered: Every semester.

CHEM 292 - Directed Laboratory Research

This course provides an entry-level research experience for students having freshman or sophomore standing. Study and research areas include analytical, inorganic, organic, physical, and polymer chemistry, as well as biochemistry. Permission of a faculty mentor is required. Prerequisites vary depending upon the specific areas of study and research, and are determined by the supervising faculty mentor.

Credits: 1-3

Offered: Every semester.

CHEM 295 - Introduction to Research

This one-credit course is intended to provide students with a sense of how contemporary scientific research is carried out, with special emphasis on the chemical literature. Course topics to be emphasized include: the primary chemical literature; the plagiarism and citation; organizing, preparing and presenting a scientific seminar; and procuring the laboratory chemicals and equipment needed for a research project. One lecture per week.

Credits: 1

Prerequisite: CHEM 215. Offered: Every year.

CHEM 302 - Chemistry in Today's Society

For non-majors only. Discussion of chemistry topics of major relevance to society, including some useful industrial processes, pollution, energy sources, and the detection of hazardous materials, especially those of local concern. Not applicable toward a major or minor in Chemistry.

Credits: 3

Prerequisite: ENGL 100 and (CSIT 101 or CSIT 104 or CSIT 105 or CSIT 121 or MATH 110 or MATH 115 or MATH 117 or MATH 120 or MATH 122 or MATH 201 or PSY 200 or SOC 200 or STAT 200). Offered: Offered on occasion.

CHEM 305 - Laboratory Supervision in Chemistry

Students enrolling in this course serve as laboratory assistants under supervision of a faculty member. Students selected by department after completing application form (available from chairperson). Four hours of work per week expected for each hour of credit elected; may be taken more than once. Does not count toward major requirements.

Credits: 1-2

Offered: Every semester.

CHEM 314 - Principles of Physical Chemistry

A one semester introduction to physical chemistry intended primarily for Biology and Biochemistry majors. It emphasizes thermodynamics and kinetics, especially as applied to biological phenomena. Also included will be discussions of transport processes, solutions and electrolytes. Quantum chemistry will be briefly discussed. The course is only for biochemistry majors pursuing the biological emphasis track.

Credits: 3

Prerequisite: MATH 121 or MATH 123 and CHEM 116. Offered: Offered on occasion.

CHEM 315 - Introduction to Physical Chemistry

An introductory course that provides an overview of the sub-disciplines of physical chemistry, specifically thermodynamics, kinetics, and quantum mechanics. Such topics are relevant to a vast array of scientific endeavors including such multidisciplinary areas as biochemistry and environmental sciences. The course is intended to provide an understanding of the relevant topics without in-depth analyses and discussions.

Credits: 3

Prerequisite: CHEM 116 and MATH 123 and PHYS 231 and PHYS 233. Offered: Every year.

CHEM 316 - Advanced Physical Chemistry

An in-depth treatment of physical chemistry topics including derivations, analysis, and discussion within the areas of kinetics, thermodynamics, and quantum mechanics. Applications to chemical systems and implications for spectroscopic analysis of molecular structure.

Credits: 3

Prerequisite: CHEM 116 and MATH 123 and PHYS 231 and PHYS 233. Offered: Every year.

CHEM 317 - Analytical Chemistry, Quantitative Analysis

Gravimetric, volumetric, and elementary instrumental determinations. Emphasis on volumetric analysis. neutralization, oxidation-reduction, complexometric, and electrochemical methods. Introduction to computer methods in chemistry.

Credits: 3

Prerequisite: CHEM 116. Offered: Every year.

CHEM 318 - Analytical Chemistry, Instrumental Analysis

Continuation of CHEM 317. Application of instrumental methods to quantitative chemical analysis, including spectroscopy, potentiometry, chromatography, nuclear and chemical methods.

Credits: 3

Prerequisite: CHEM 317. Offered: Every year.

CHEM 325 - Physical Chemistry Laboratory I

Laboratory experiments designed to accompany CHEM 315. One laboratory period per week.

Credits: 1

Offered: Every year.

CHEM 326 - Physical Chemistry Laboratory II

Laboratory experiments designed to accompany CHEM 316. One laboratory period per week.

Credits: 1

Offered: Every year.

CHEM 327 - Analytical Chemistry I Laboratory

Laboratory experiments designed to accompany CHEM 317.

Credits: 1

Offered: Every year.

CHEM 328 - Analytical Chemistry II Laboratory

Laboratory experiments designed to accompany CHEM 318.

Credits: 2

Offered: Every year.

CHEM 333 - Biochemistry

The structure and function of proteins and the regulation of metabolic pathways will be the central concepts presented in the course. Students should gain an understanding of the fundamental principles of the biology of protein molecules. BIOL 237 Genetics recommended as prerequisite.

Credits: 3

Prerequisite: CHEM 215 and (CHEM 225 or CHEM 230). Offered: Every year.

CHEM 334 - Biochemistry Laboratory

Introduction to laboratory practice using biochemical techniques to isolate and characterize proteins. Enzyme kinetics and bioinformatics are also covered.

Credits: 1

Offered: Every year.

CHEM 341 - Introduction to Environmental Chemistry

This course provides an introduction to the underlying chemistry occurring within natural systems. The course will cover topics in air, water, and soil chemistry, including discussions of anthropogenic impacts to established dynamics.

Credits: 3

Prerequisite: CHEM 215*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every other year.

CHEM 371 - Internship in Chemistry

Approved practical experience in industrial, environmental, commercial, forensic, or other laboratories. Internships may accompany paid working time arrangements.

Credits: 1-3

Offered: Every semester.

CHEM 372 - Internship in Chemistry

Approved practical experience in industrial, environmental, commercial, forensic, or other laboratories. Internships may accompany paid working time arrangements.

Credits: 1-3

Offered: Every semester.

CHEM 391 - Independent Lab Research

For students having junior standing. See CHEM 491-492 for list of study and research areas.

Credits: 1-3

Offered: Every semester.

CHEM 392 - Independent Lab Research

For students having junior standing. See CHEM 491-492 for list of study and research areas.

Credits: 1-3

Offered: Every semester.

CHEM 397 - Biochemistry Seminar I

Current biochemical papers are analyzed in a journal club (open discussions) format. The course helps students to develop critical reading skills and underscore how an array of biochemical techniques are applied to address a research problem. Faculty from both departments participate in the seminar.

Credits: 1

Offered: Every year.

CHEM 405 - Industrial Chemistry

Application of chemical principles to chemical and environmental processes. Topics include mass and energy balances over complex systems, reaction kinetics and thermodynamics, combustion, behavior of real gases, and waste minimization. Directed toward students with career interests in industry and/or chemical or environmental engineering.

Credits: 3

Prerequisite: CHEM 315. Offered: Offered on occasion.

CHEM 407 - Organometallics

Introduction to the chemistry of transition metal organometallics. Descriptions of the bonding, synthesis, structures, and reactions of major classes of organometallic compounds, as well as their role in organic synthesis and catalysis.

Credits: 3

Prerequisite: CHEM 216. Offered: Every other year.

CHEM 412 - Advanced Organic Chemistry

The discussion of certain types of reactions for the synthesis of compounds having significance to organic or bioorganic chemistry. Examples include addition/elimination; oxidation/reduction; free radical; carbanionic; pericyclic; and other types of reactions.

Credits: 3

Prerequisite: CHEM 215 and CHEM 216. Offered: Every other year.

CHEM 413 - Applied Spectroscopy

Detailed studies of the use of modern instrumental methods for the analysis of organic, inorganic, and biochemical samples. Emphasis on nuclear magnetic resonance, mass, infrared, and electronic spectroscopies.

Credits: 3

Prerequisite: CHEM 216. Offered: Every other year.

CHEM 414 - Medicinal Organic Chemistry

The course introduces students to the drug discovery and development process with a focus on how organic chemistry is involved in that process. Students learn how drugs are developed and targeted towards different receptors/enzymes and how they interact with those receptors/enzymes. In addition, students learn about drug metabolism and time is spent focusing more closely on specific classes of drugs such as anticancer, antibacterial and antiviral agents.

Credits: 3

Prerequisite: CHEM 215 and CHEM 216. Offered: Every other year.

CHEM 415 - Synthetic Organic and Natural Product Chemistry

The course will teach students about the drug discovery and design process and the role that natural products play within that. In addition, students will learn the various synthetic organic reactions that are used in the drug synthesis process and how these reactions are utilized in drug development.

Credits: 3

Prerequisite: CHEM 215 and CHEM 216. Offered: Every other year.

CHEM 417 - Polymer Chemistry

An overview of polymers, with an emphasis on their chemistry, properties, and significance. Focus on the synthesis, characterization, and fabrication, and physical chemistry of polymers.

Credits: 3

Prerequisite: CHEM 216 and CHEM 315. Offered: Every other year.

CHEM 462 - Inorganic Chemistry

Topics include introduction to molecular symmetry and group theory. Discussions of electronic structure of atoms and their periodic properties followed by detailed considerations of ionic and covalent bonding. Acid-base theories presented in addition to general chemistry of the elements with emphasis on transition metals. Introduction to organometallic chemistry and bio-inorganic chemistry included.

Credits: 3

Prerequisite: CHEM 315. Offered: Every year.

CHEM 465 - Advanced Experimental Biochemistry

State-of-the art biochemical and molecular techniques are taught within the hands-on, laboratory-based course. Potential topics include the polymerase chain reaction (PCR), oligonucleotide synthesis, DNA/protein sequencing and analysis (BLAST, DNASIS), pulse-field gel electrophoresis, gas chromatography-mass spectroscopy (GC-MS), nuclear magnetic resonance (NMR) spectroscopy, high performance liquid chromatography (HPLC), immunochemistry, and/or other contemporary techniques. Minimum of 2 credits of this course.

Credits: 2

Prerequisite: BIOL 334 or CHEM 334. Offered: Every other year.

CHEM 472 - Inorganic Chemistry Laboratory

Laboratory studies of inorganic and organometallic compounds and ions. Synthetic experiments require inert atmosphere (vacuum line, dry box, and Schlenk)

techniques; characterization by spectral, solid-state, and electrochemical methods. One laboratory period per week.

Credits: 1

Prerequisite: CHEM 315 and CHEM 325. Offered: Every year.

CHEM 473 - Environmental Aquatic Chemistry

Explores the interrelationships of chemistry within the aquatic environment. Topics will include (1) energy flow and transformations, (2) chemical cycles in the environment, (3) fate and transport of chemical in surface and subsurface water, soil, and air, (4) aquatic chemistry, including the carbon dioxide cycle, precipitation reactions, complexation reactions, and redox chemistry, (5) phase interactions, (6) aquatic microbial biochemistry, (7) water pollution, and (8) water treatment.

Credits: 3

Prerequisite: CHEM 215. Offered: Every other year.

CHEM 474 - Environmental Atmospheric Chemistry

Introduces the chemistry occurring within both natural and polluted atmospheres, with an emphasis on fundamental principles. Topics include: gas-phase chemistry, aerosol formation and heterogeneous chemistry, meteorology, and current environmental issues (ozone holes, global warming, etc.). Class activities will include discussions of technical papers drawn from contemporary scientific literature and simulations of environmental problems through computer models.

Credits: 3

Prerequisite: CHEM 215. Offered: Every other year.

CHEM 475 - Advanced Biochemistry

A continuation of BIOL 333, the course explores biochemical concepts and pathways with an emphasis on problem solving. Cellular control and coordination of biochemical pathways is emphasized in light of an advanced understanding of protein biochemistry. Lecture only.

Credits: 3

Prerequisite: BIOL 333 or CHEM 333. Offered: Every year.

CHEM 481 - Special Topics in Chemistry

Topics of special or current interest offered periodically.

Credits: 1-3

Offered: Every year.

CHEM 490 - Independent Study

Topics of special interest. Non-laboratory work in association with faculty supervisor. May require course prerequisites as determined by instructor.

Credits: 1-3

Offered: Every semester.

CHEM 491 - Independent Laboratory Research

For students having senior standing. Study and research areas include analytical, inorganic, organic, physical, and polymer chemistry. Prerequisites depend upon areas of study and research.

Credits: 1-3

Offered: Every semester.

CHEM 492 - Independent Laboratory Research

For students having senior standing. Study and research areas include analytical, inorganic, organic, physical, and polymer chemistry. Prerequisites depend upon areas of study and research.

Credits: 1-3

Offered: Every semester.

CHEM 495 - Seminar: Advances in Chemistry

Topics of current research interest; presentations by seniors, graduate students, faculty, and visitors. Every student is required to present one seminar during one of the two semesters. Emphasis on detailed knowledge of subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional seminar. Majors only.

Credits: 1

Prerequisite: CHEM 216. Offered: Every semester.

CHEM 496 - Seminar: Advances in Chemistry

Topics of current research interest; presentations by seniors, graduate students, faculty, and visitors. Every student is required to present one seminar during one of the two semesters. Emphasis on detailed knowledge of subject matter, techniques for searching the professional literature and procedures for the preparation and presentation of a professional seminar. Majors only

Credits: 2

Prerequisite: CHEM 216. Offered: Every semester.

CHEM 497 - Biochemistry Seminar II

Students prepare oral presentations based on an assessment of current biochemical research papers. The course will help students to further develop critical reading and scientific communication skills. Faculty from both biology and chemistry participate in the seminar.

Credits: 1

Offered: Every year.

CHEM 499 - Senior Thesis

Preparation of an extensive written account of the student's original laboratory research including an in-depth literature survey, background discussion, presentation of data and results, and conclusions. Open to majors only.

Credits: 1

Offered: Every year.

CHEM 581 - Special Topics in Chemistry

Topics of special or current interest offered periodically. Credit and prerequisite vary with nature of course offerings which may include physical inorganic chemistry, organometallic chemistry, spectroscopy, photochemistry, heterocyclic chemistry, synthesis, polymer chemistry, topics in biochemistry chemistry, quantum chemistry, computers, or selected topics in chemical education.

Credits: 1-3

Offered: Offered on occasion.

CHNS - Chinese

CHNS 100 - Introduction to Chinese

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language

Credits: 2

Offered: Every semester.

CHNS 110 - Essential Chinese

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course CHNS 100 at Fredonia.

Credits: 3

Prerequisite: CHNS 100. Offered: Every semester.

CHNS 115 - Elementary Chinese I

For students with no previous preparation. Study of fundamental vocabulary and speech patterns. Initial emphasis on listening comprehension and oral ability. Progressively greater emphasis on reading and writing ability.

Credits: 3

Offered: Every year.

CHNS 116 - Elementary Chinese II

Continuation of CHNS 115. Further introduction to fundamental vocabulary and speech patterns. Continued emphasis on listening comprehension and oral ability. Progressively greater emphasis on reading and writing ability. Discussion of selected cultural aspects.

Credits: 3

Prerequisite: CHNS 115. Offered: Every year.

CMHC - Clinical Mental Hlth Counselng

CMHC 520 - Introduction to the Counseling Profession

This class provides an overview of the field of professional counseling. By participating in the course, students will accomplish the following learning objectives: (1) students will become familiar with the nature of the profession and its relationships to other human service professions; (2) students will become broadly familiar with the major theories of counseling and the techniques and strategies associated with each theory; (3) students will identify the various work settings where professional counselors are employed, and the roles and functions of counselors in each setting; (4) students will become acquainted with the major elements of the professional counseling process, from initial assessment through evaluation of services; and (5) students will identify the major issues and problems in the field at this time. (6) Students will also be exposed to multicultural counseling content.

Credits: 3

Offered: Every year.

CMHC 521 - Psychopathology: Diagnosis and Treatment in Counseling

The goal of this course is to provide mental health counseling students with the clinical and technical foundation needed to accurately conduct assessments, make diagnoses, provide case conceptualizations, and determine treatment recommendations in a professional setting. Using the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, as our guide, we will explore not only the diagnostic criteria for each disorder, but also the biological, social, cultural, and environmental factors that contribute to its development and expression. This course will incorporate first person narratives, scholarly articles, writings from popular publications, and video to present a broad picture of the current theory and understanding of mental illness. We will also assess and critique the tools and strategies used in the differential diagnosis process, to better understand the ways that clinicians can account for cultural, racial, and gender bias in those methods, with the goal of developing the capacity

to overcome these barriers to a holistic understanding of the person.

Credits: 3

Offered: Every year.

CMHC 530 - Trauma Informed Care and Crisis Intervention

This course prepares students to learn about the prevalence of different types of trauma. This course will equip students with the diagnostic criteria for trauma across populations and the fundamental aspects of trauma informed care as a best practice philosophy to counseling and service provision. This course will also ensure that students complete the online Psychological First Aid course to build capacity around crisis management skills.

Credits: 3

Offered: Every year.

CMHC 540 - Counseling Techniques

The major goal of this course is to provide students with an understanding and experience in the fundamental methods and techniques commonly employed in counseling and psychotherapy. Emphasis is placed on the counseling relationship, attending and listening skills, cognitive, affective, and behavioral counseling interventions, role-playing activities, and the concerns commonly expressed by beginning counselors.

Credits: 3

Offered: Every year.

CMHC 550 - Legal and Ethical Issues in Counseling

This course focuses on current ethical and legal concerns in professional counseling. Counselors face ethical issues on an ongoing basis. The course includes ethical decision-making processes; a variety of ethical and legal critical skills necessary for the professional counselor for protection of clients, success in the work place, and professional accountability of all counselors.

Credits: 3

Offered: Every year.

CMHC 560 - Treatment of Substance Abuse in Counseling

This course is designed to provide an overview of substance abuse counseling and psychopharmacology for mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.

Credits: 3

Offered: Every year.

CMHC 570 - Human Growth and Development

This course explores biological, psychological, and sociocultural aspects of human development from conception through late adulthood. The primary focus of the course is on what is referred to in the literature as "normative development" that we will examine in the context of culture. This includes addressing adaptive processes in language, cognition, self-regulation, personal identity and social relationships that inform behaviors and concepts relevant to counseling and clinical practice with both children and adults. The course will be taught utilizing Blackboard functions for discussions and course documents including supplemental readings in addition to the primary text and we will meet one weekend a month over the 10 weeks of the course. We will utilize a variety of teaching methods including brief lectures, discussion boards, breakout small group work, and additional interactive formats. The basic structure of the majority of classes will include a reflected practice exercise to start class, a lecture and slide presentation, and in-class exercises applying developmental concepts to clinical cases.

Credits: 3

Offered: Every year.

CMHC 580 - Counseling Children and Adolescents

This course expands on the Counseling Theories course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school aged populations and their families. The course explores counseling issues and provides specific techniques and strategies with emphasis on supervised practice sessions. Discussions include methods for designing and evaluating treatment plans and the application of ethical standards and legal requirements with young people.

Credits: 3

Prerequisite: CMHC 640. Offered: Every year.

CMHC 590 - Psychological Measurement

The major goal of this course is to provide students with the basic concepts of statistics including central tendencies, standard scores, and variability and discuss how they relate to clinical practice. Students will practice administering comprehensive assessment interventions. Moreover, this class reinforces active listening skills and challenges students to reflect on their own judgments and biases - conscious and unconscious. Different types of tests will be discussed along the legal and ethical guidelines for test administration.

Credits: 3

Offered: Every year.

CMHC 600 - Social and Cultural Issues in Counseling

This course provides an overview of human behavior including diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined.

Credits: 3

Prerequisite: CMHC 550. Offered: Every year.

CMHC 610 - Career Development

The major goal of this course is to provide students an introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision-making, career adjustment, and changing careers. A comparison between career and personal counseling will be made. Practical techniques and real-life examples will be presented in order for the student to effectively counsel clients about career issues.

Credits: 3

Offered: Every year.

CMHC 620 - Group Counseling Procedures

This course is a graduate-level introduction to group counseling and group work. Students explore the application of various group approaches to specific client populations and clinical settings. Students are introduced to the influence of the social environment on an individual's beliefs and behaviors. The course also provides an experiential opportunity for students to develop self- and other-awareness through participating as both members and leaders.

Credits: 3

Offered: Every year.

CMHC 630 - Couples and Family Counseling

This course surveys family counseling theories and techniques with special emphasis on family relationships, assessment, intervention, treatment, and a gender, cultural, and ethnic sensitivity to families.

Credits: 3

Offered: Every year.

CMHC 640 - Counseling Theories and Intervention

In this class, students will engage in online discussions, participate in exercises and role plays, review videos that show the translation of theory to practice, and attend lectures on the importance of theory for prevention and intervention. We'll look at research that has supported different theories, engage in rich discussions with information to augment your readings, and even role-play some applications of the theories during our class meetings.

Credits: 3

Offered: Every year.

CMHC 650 - Helping Relationships

The focus in this course is on the development of micro and foundational skills necessary to complete counseling interviews. Emphasis is placed on applying techniques through role-playing and practicing skills in classes. This is a practice-oriented course with major emphasis on applying counseling techniques, considering multicultural issues and analyzing counseling style and performance through a reflection and self-evaluation process.

Credits: 3

Offered: Every year.

CMHC 660 - Counseling Practicum

This course is designed as a group supervision experience where the faculty supervisor provides the opportunity for students to present and discuss cases from their clinical field placement and to receive feedback from the faculty supervisor and counseling student peers. In addition to discussing assessment and treatment related clinical issues, students are encouraged to process the many ways in which counseling personally informs them about the roles and functions of a clinical mental health counselor. Time is also spent examining systems issues that impact treatment and intervention processes.

Credits: 3

Prerequisite: CMHC 550 and CMHC 640. Offered: Every year.

CMHC 670 - Counseling Internship

This course is designed as a group supervision experience where the faculty supervisor provides the opportunity for students to present and discuss cases from their clinical field placement and to receive feedback from the faculty supervisor and counseling student peers. The emphasis of this course will be on case conceptualization, the application of theory to your cases, and the use of clinical evidence to guide assessment and treatment decisions. We will focus on 1) using theory to understand clients' presenting problems and symptoms; 2) obtaining relevant information to support or refute clinical hypotheses; 3) identifying appropriate interventions/techniques; and 4) ascertaining the degree to which the clients' problems and symptoms are decreasing and their functioning is improving. In addition to discussing assessment and treatment related clinical issues, students are encouraged to process the many ways in which the practice of counseling personally informs them about the roles and functions of a clinical mental health counselor. Time is also spent examining systems issues that impact treatment and intervention processes. This course is designed to

complement field training supervision rather than be in lieu of on-site supervision.

Credits: 3

Prerequisite: CMHC 640 and CMHC 650 and CMHC 660.
Offered: Every year.

CMHC 680 - Research Methods

The major goal of this course is to provide students with an understanding and experience in research methods and techniques commonly employed in counseling and psychotherapy. Emphasis is placed on the ethics, methodology, and study design.

Credits: 3

Offered: Every year.

CMHC 690 - Supervision in Clinical Mental Health

This course examines the practice and application of clinical supervision. Students will explore empirical literature on clinical supervision including, models, approaches, techniques, relationship and process issues, and ethical and legal considerations

Credits: 3

Offered: Every year.

COMM - Communication

COMM 101 - Fundamentals of Communication

The course provides a broad introduction to the field of communication focusing on both interpersonal and mediated communication. The course goal is to help one think critically about everyday interactions and to "discover" the degree in which the content and forms of communication contribute to creating meaning, and shaping personal and social realities. The process of meaning-making will be examined to help one become a more effective communicator, especially in situations where communicators experience "difference" with others within and across cultures.

Credits: 3

Offered: Every semester.

COMM 102 - Mass Media and Society

An introductory course dealing, humanistically, with the process and effects of mass communication. Topics include: (1) a description of the industries of mass communication based on their mutual dependence; (2) related media industries such as advertising, public relations, news services; and (3) the influence and results of mass communication studying mass media research. Consideration of the ethical standards for the media.

Credits: 3

Offered: Every year.

COMM 105 - Public Speaking

Basic principles involved in public communication. Emphasis on the techniques involved in audience analysis, critical thinking and argumentation, listening, ethics, and message structure and delivery for public presentations.

Credits: 3

Offered: Every semester.

COMM 111 - Web Design

Five week mini-course dealing with the skills and concepts involved in creating and publishing pages on the World Wide Web. Emphasis is placed on learning Adobe Dreamweaver, one of the most commonly used HTML editors. Students will also become familiar with techniques to incorporate other media into a web page.

Credits: 1

Offered: Every semester.

COMM 112 - Desktop Video

Five week mini-course dealing with skills and concepts involved in preparing video for computer multimedia presentation. Digitizing, non-linear editing of video and sound, effects and transitions, incorporation of computer graphics, and computer animation.

Credits: 1

Offered: Every semester.

COMM 113 - Flash

Five week mini course introducing students to Adobe Flash, a vector based multimedia web design application. Students will learn to create projects for the web incorporating animated graphics, photographs, audio and video.

Credits: 1

Offered: Every semester.

COMM 114 - Electronic Darkroom

Five week mini-course covering the basics of computer imaging, retouching, and color painting. Emphasis is placed on learning the powerful features of Adobe Photoshop for manipulating images and ways to integrate image editing into multimedia applications.

Credits: 1

Offered: Every semester.

COMM 115 - Advanced Electronic Darkroom

Five week mini-course in advanced techniques for manipulating still images using Adobe Photoshop. Topics

covered include using the pen tool, special effects, creative layering, masks, paths and shapes.

Credits: 1

Prerequisite: COMM 114. Offered: Every year.

COMM 116 - Desktop Publishing

Five week mini-course introducing the use of desktop computers to prepare and produce print and electronic publications such as newsletters, brochures, charts, magazines, and books. Material covered includes page design and layout, typography, integrating graphics and text software, pre-press, and professional publishing practices.

Credits: 1

Offered: Every semester.

COMM 118 - Desktop Audio

Learn to create and edit audio using relevant software. Students will learn the tenets of recording sound, storytelling using sound, and producing projects suitable for broadcast.

Credits: 1

Offered: Every semester.

COMM 130 - Foundations in Journalism

The study of multiple forms of journalism expression with emphasis on print, radio, television and Internet news coverage. Strengths and weaknesses of each medium are examined. Multiple communication theories applicable to journalism and media convergence are emphasized.

Credits: 3

Offered: Every semester.

COMM 155 - Rhetoric of Vision and Sound

A foundational course for communication majors. Explores the ways the elements of production (lighting, color, framing, sound) are used in media to shape the meaning of the content and communicate ideas and emotions.

Credits: 3

Offered: Every semester.

COMM 199 - Communication Orientation

A course designed to introduce new majors to the department and faculty, and to suggest areas of study and activity.

Credits: 1

Offered: Every Fall semester.

COMM 200 - Electronic Media Writing

Writing for the ear and writing in relation to visual images. Weekly writing exercises and discussions relative to audio and video news, documentary, sports, advertising and other non-fiction formats.

Credits: 3

Prerequisite: ENGL 100. Offered: Every Spring Semester.

COMM 221 - Interpersonal Communication

The course focuses on the description, explanation and analysis of communicative behavior related to interpersonal relations. As a skills-based course, the students will apply the course concepts to aid in comprehension and appreciation of how communication works in relationship development, maintenance, and termination.

Credits: 3

Prerequisite: COMM 101. Offered: Every year.

COMM 222 - Principles of Public Relations

Students learn the basic theories, history, ethical codes, and practices of public relations; how to write according to Associated Press style; and also how to prepare basic written documents such as news releases and news advisories.

Credits: 3

Prerequisite: COMM 101. Offered: Every Spring Semester.

COMM 230 - News Gathering

The course will emphasize the news gathering process/reporting across media, as well as some basic news writing. Areas covered will include identifying subjects for stories/research, basic research techniques, interviewing, beat coverage, computer-assisted/data-based research, background, special considerations of various coverage areas, and challenges specific to individual media. Special emphasis will also be given to the ethical and legal implications of various news gathering methods.

Credits: 3

Prerequisite: COMM 130. Offered: Every year.

COMM 231 - Storytelling: Words, Images, Sound

Storytelling will emphasize the presentation aspect of journalism: how information is conveyed to the reader/viewer/listener. Among the topics covered will be identifying good stories, leads and story structures across media, identifying the heart of a story and the best way to tell it, how words, images and sounds interact, and how to engage the audience. Special emphasis will also be given to fairness and ethical implications of how a story is told.

Credits: 3

Prerequisite: COMM 130. Offered: Every year.

COMM 244 - Introduction to Social Media

This course will introduce students to the various means of social networking and its effect on the practice of public relations. Students will engage in hands-on applications.

Credits: 3

Prerequisite: COMM 101 or COMM 102. Offered: Every year.

COMM 251 - Audio Production I

Introduction to audio production equipment and its operation. Focus on listening skills; sound design; developing an ability to understand and use sound effectively and the ethical use of persuasive techniques. Principles of writing for the ear examined and practiced; editing, announcing, and interviewing introduced.

Credits: 3

Prerequisite: COMM 155. Offered: Every Spring Semester.

COMM 254 - Video Field Production

Basic skills and techniques for shooting video outside the studio in ENG and EFP configurations, and for editing on non-linear video editing systems, camera lighting, sound and editing skills applicable to news, commercials, documentary, narrative, and art of music video.

Credits: 3

Prerequisite: COMM 155. Offered: Every Spring Semester.

COMM 255 - Studio Production

Basic skills in studio production techniques: lighting, camera work, shading, film-chain operation, audio setup and monitoring, videotape recorder operation, floor management, and technical directing. Final projects require students to work in teams to produce and direct their own programs.

Credits: 3

Prerequisite: COMM 155. Offered: Every Spring Semester.

COMM 257 - Video Games: Their Evolution and Impact

In this class, we explore all of these dynamics, studying the history of video games and the impact games have had culturally. Modes of instruction will include historical readings, literature on the impacts of video games, and online discussion. As games represent a personal textual experience, students will be required to play video games from different historical eras and keep an online journal detailing their playing experiences. Links to websites hosting these historically significant games will provided in class (i.e. Zork, Pong, Pac-Man, Pitfall, the Mario games, etc.). Students will also be expected to submit an substantial research paper at the end of the course exploring some aspect of the history and cultural impact of video games.

Credits: 3

Offered: Summer, JTerm.

COMM 259 - Special Topics in Communication

A 200-level course focusing on a topic not covered in the existing curriculum. Topic(s) announced by the department each semester.

Credits: 1-3

Offered: Offered on occasion.

COMM 302 - Rhetoric and Criticism

The study of human discourse with a focus on how oral and written language is used to influence audiences in public venues such as politics, advertising, and social movements. The main goal of the course is to develop critical thinking skills using traditional and contemporary rhetorical theories and methods of analysis. Developments in rhetorical and western intellectual thought will be examined for their influence and contributions to rhetorical theory. Students will acquire skills that prepare them to be active consumers of persuasive messages and effective, ethical creators of such messages.

Credits: 3

Prerequisite: COMM 101 and ENGL 100. Offered: Every year.

COMM 303 - Health Communication

This is a Communication Studies course, and as such its goal is to familiarize students with the broader discipline of Health Communication so that they will gain a greater understanding of health and medical interactions, become more savvy health communication consumers, and be more knowledgeable in providing social support in the care of others. The course will explore the major domains within the discipline and highlight a number of different approaches to studying the subject matter. It will examine health campaigns in the interpersonal, organizational, and mass communication contexts.

Credits: 3

Offered: Every Spring Semester.

COMM 304 - Arts Journalism

This course will seek to explore arts journalism in all of its facets, from criticism and analysis to profiles, behind-the-scenes stories, news coverage, trend stories and reviews. The class will develop to reflect the interests of the professor and the students with potential projects ranging

from a magazine dedicated to Fredonia Marxonia (if that event is offered) to podcasts and talk shows. Coverage will include both campus and community arts scenes (requiring students to engage with the community in a professional manner) plus national and international arts scenes and trends.

Credits: 3

Prerequisite: COMM 101 or COMM 102. Offered: Every other year.

COMM 306 - Sports Journalism

The world of sports is a great starting point for the study of journalism, offering students an opportunity to capture the drama, emotion, action and even the intrigue of what goes on both on the playing field and behind the scenes. Hence, sports journalism is a great area in which to polish skills, engage in critical thinking and explore the complexities of sports' role in American society. This course provides an opportunity to study both ABOUT sports journalism and how to do it.

Credits: 3

Prerequisite: COMM 101 or COMM 102. Offered: Every other year.

COMM 307 - History of Television

This course will take a look at American life in the last six decades through an analysis of the medium of television. From its origins in radio to its future in digital convergence, we will examine television as it both shapes and reflects American society. Discussions will include television genres, history, structure, technological advancements and it's impact on society and democracy.

Credits: 3

Prerequisite: COMM 102. Offered: Every year.

COMM 309 - Film Analysis

A study of contemporary filmmakers' work in feature length films. Particular focus on production elements that create aesthetic values and reflect current times and concerns.

Credits: 3

Prerequisite: COMM 155. Offered: Every year.

COMM 313 - Political Communication

This course addresses U.S. politics as a communication process. It examines the communication of campaigns as well as the communication of governance at all levels. The course addresses the evolution of political communication practices throughout history and the critical the analysis of speeches, debates, ads, news, entertainment, social media and other types of political communication. The primary goals of this course are to equip students to become more critical consumers of political communication and to encourage and prepare students to become more civically engaged through the use of effective communication practices.

Credits: 3

Offered: Offered on occasion.

COMM 315 - Selected Topics in Journalism

This course will focus on special areas within the field of journalism such as arts, sports, governmental affairs, investigative journalism, and science. A different topic will be offered each semester. Each student will develop a portfolio or substantial collection of work, which will be included in a class compilation that will be produced digitally for public consumption. Community engagement will be a regular and required aspect of this course.

Credits: 3

Offered: Offered on occasion.

COMM 316 - Videojournalism

The focus in this class is video journalism outside the controlled environment of a studio. This course will teach students the basic principles of videojournalism, using single camera shooting techniques. Journalism students will learn how to report news and features stories, using photographs, video and audio, with the emphasis on story-telling techniques. The course will cover how to develop story ideas, reporting techniques, scripting, audio and visual digital editing, and multimedia story-telling structures. Students will work alone, as well as in groups.

Credits: 3

Prerequisite: COMM 254. Offered: Every Fall semester.

COMM 317 - Production Management

The focus in this class is for each student to grasp the production process; from the end of development to post production. This course will teach students the basic principles and skills of management and coordination in: budgeting, scheduling, cost tracking, evaluating, interviewing, people managing, legal clearances, tracking essential production documentation, including script formatting and revisions.

Credits: 3

Prerequisite: COMM 254. Offered: Every other year.

COMM 318 - Directing

The focus in this class is an in-depth look at the director's world in narrative film. Special attention will be upon the role of the director regarding on-camera talent, camera work and lighting. The course will allow students to explore the director's role, responsibilities, and methods of working in all phases of pre production, production, and postproduction, including but not limited to finance and

budgeting, cast and crew and all types of production equipment and software.

Credits: 3

Prerequisite: COMM 254. Offered: Every other year.

COMM 319 - Investigative Journalism

In this class students are trained how to do in-depth reporting. They learn the importance of detailed research and careful sourcing. Students will examine investigative reporting from a historical, theoretical and ethical standpoint. They will develop confidence to pursue harder edged stories as well as essential practical skills, such as reporting, editing and publishing impactful, public interest stories, to work in this field.

Credits: 3

Prerequisite: COMM 101 or COMM 102. Offered: Every other year.

COMM 321 - Environmental Communication

Environmental Communication investigates communication about the environment, focusing on ways that organizations, corporations, politicians, advocacy leaders, scientists, citizens, and so on describe, persuade, and shape human interactions with the environment. Students study foundational environmental communication theories, worldviews, and processes, examining how these influence speakers' listeners'-producers' & consumers'-attitudes and actions toward the natural world. In our current cultural setting, it is crucial that citizens are able to assess competing claims and appeals about the environment; consequently, students will learn to become more critical producers and consumers of a broad range of environmental discourses.

Credits: 3

Offered: Every Spring Semester.

COMM 322 - Public Relations Writing

Students learn basic research and planning principles associated with public relations writing and how to prepare an assortment of public relations documents. Associated Press (AP) style is reinforced and students learn how to construct news releases, media advisories, fact sheets, position statements, features and fliers. Students will begin portfolio building.

Credits: 3

Prerequisite: COMM 222. Offered: Every year.

COMM 323 - Research Methods

Study of both qualitative and quantitative approaches to inquiry and their applications in theoretical and applied communication research. Emphasis will be effective quantitative survey construction and basic summary statistical analysis, and qualitative interview and coding analysis. These will be applied to evaluating communication practices and assessing communication needs.

Credits: 3

Prerequisite: COMM 101. Offered: Every year.

COMM 330 - Fake News! Media Literacy and Mis/Disinformation in a Democratic Society

Fake news, mis- and dis-information, and the abundance of heavily biased opinion that passes for news have been increasingly shared through social networks and amplified by a swelling number of explicitly partisan news outlets. These span the range of political viewpoints as well as topics from health news to environmental concerns, and distort or negate evidence-based information, creating confusion among consumers. Reliable information is the foundation of an effective democracy, yet many people find it progressively more difficult to differentiate, for instance, reliable journalism from misleading propaganda, resulting in many people doubting everything branded as "news." This course will address each of these concerns.

Credits: 3

Offered: Every other year.

COMM 332 - Critical Analysis of Journalism

With the proliferation of information available to and frequently actively targeting each of us, media consumers (iow, all of us: students, teachers, politicians, voters, business leaders, etc.) have a greater role in and responsibility for consuming, sharing, and otherwise using information and data ethically.

Credits: 3

Prerequisite: COMM 102 or COMM 130. Offered: Every Fall semester.

COMM 336 - Introduction to Business Communication

The highly practical course focuses on the critical communication skills involved in effective written and oral communication while emphasizing applications of communication concepts in the world of business. Students will be able to engage in application exercises that will prepare them for the job search as well as their first years on the job, build their creative and critical thinking skills, and explore the value of team diversity

Credits: 3

Offered: Every year.

COMM 340 - Digital Audio Production

Students in this class will continue to master dominant Digital Audio Workstation (DAW) software platforms in order to produce audio productions both standalone and synced to video scenes. Students should leave the course

able to function at audio industry entry level wherever these dominant DAW platforms are utilized.

Credits: 3

Prerequisite: COMM 251. Offered: Every year.

COMM 342 - Presidential Campaign Communication

This course offers an in-depth understanding of the when, where, why, and how communication affects candidates, media, and voter strategies and outcomes during presidential elections. In an effort to paint a comprehensive picture of presidential campaigns in the modern era, course content asks students to investigate the evolution of a presidential candidate's communication environment, resources, and strategies. Students apply practitioner and academic literature to understand real time political processes. Students also utilize examples from past presidential elections to illustrate a variety of lessons related to launching candidacies, attacking opponents, cultivating ads, and image creation among other topics. In the process, students create descriptive accounts of campaigns and candidates and their media use and seek to infer campaign strategy

Credits: 3

Prerequisite: COMM 101. Offered: Every other year.

COMM 344 - Public Relations Case Analysis

Analysis of classic and contemporary public relations cases in industry, labor, education, government, social welfare and trade associations.

Credits: 3

Prerequisite: COMM 222. Offered: Every semester.

COMM 345 - Broadcast Writing and Presentation

This course will help students develop their broadcast journalism skills with an emphasis on scriptwriting/producing and on-camera presentation. Students will learn to write for broadcast news and also how to do stand-ups, report and anchor for newscasts

Credits: 3

Prerequisite: COMM 230 and COMM 231. Offered: Every Fall semester.

COMM 346 - Editing and Design

This course emphasizes editing skills, including copy editing, content editing, and page design. Students will learn to use professional-level software to create publications (both print and online) from scratch, developing photo editing, graphics creation, and design skills as well as line editing.

Credits: 3

Offered: Every year.

COMM 347 - Social Media Practicum

This course emphasizes effective use of social media, particularly in journalistic arenas. Students create and design their own content and use social media to engage an audience. Students will learn social media concepts and study analytics, applying them to their work in the class

Credits: 3

Offered: Every year.

COMM 351 - Audio Production II

Refining skills and techniques acquired in COMM 251; more emphasis on announcing and interviewing; understanding the ethical and legal perspectives of audio material; introduction to the design, scripting, production and promotion of audio content for any application (e.g. radio, TV, film, web).

Credits: 3

Prerequisite: COMM 251. Offered: Every semester.

COMM 358 - Television News

Electronic news gathering and studio news techniques in the context of a weekly news program. Legal and ethical issues in news gathering.

Credits: 4

Prerequisite: (COMM 255 and COMM 254) or COMM 354. Offered: Every year.

COMM 359 - Special Topics in Communication

A 300-level course focusing on a topic not covered in the existing curriculum. Topic(s) announced in online Course Offerings each semester.

Credits: 1-3

Offered: Offered on occasion.

COMM 361 - Screenwriting

This course is designed to teach students the skills and techniques of writing for the screen; also known as screenplays. The basics of dramatic storytelling, screenplay structure and format, scene setting, character development, and dialogue, allows students to understand and develop the skill set for writing screenplays. Students' work culminates in a final script that will be put forward for optioning by the Fiction Capstone class.

Credits: 3

Prerequisite: COMM 254. Offered: Every year.

COMM 362 - Nonverbal Communication

This course explores the ways we communicate without using words, including our gestures, facial expressions, posture, and even our physical appearance. We will especially focus on how to read nonverbal cues from others

and how to become more aware of what you are really saying with your own nonverbal cues. These skills are applicable anywhere from the job interview and work environment to interpersonal relationships.

Credits: 3

Prerequisite: COMM 101. Offered: Every other year.

COMM 365 - Communication and Leadership

Communication and Leadership examines the relationship between communication and effective leadership in professional, organizational, and community settings. The course introduces students to leadership perspectives, professional interactions, and how communication shapes influence, collaboration, and decision-making. Students explore how leaders build relationships, motivate others, manage conflict, and guide teams toward shared goals. Through analysis and applied activities, students develop practical leadership communication skills while reflecting on their own leadership styles and strengths. The course encourages students to think critically about how communication practices support ethical leadership, effective teamwork, and responsible leadership in contemporary organizations and communities.

Credits: 3

Prerequisite: COMM 105 or LEAD 201. Offered: Every year.

COMM 366 - Postproduction

A balance between editing concepts such as continuity, pacing, dramatic focus, etc. and editing skills such as SMPTE code, signal monitoring, and digitized non-linear techniques. Students will learn the rules and methods by which an editor constructs fiction or a representation of actual events. Applicable to video or digital film. Weekly editing assignments. Lab required.

Credits: 3

Prerequisite: COMM 254. Offered: Every year.

COMM 368 - Video Camera and Lighting Techniques

A course that covers knowledge, methods and techniques essential to the work of a director of photography. Covers concepts of directing the camera, visual techniques, compositional methods and technical aspects of videography and lighting.

Credits: 3

Prerequisite: COMM 254 or COMM 354. Offered: Every year.

COMM 373 - Gender and Communication

Using a variety of theoretical models and critical approaches, students examine everyday communication practices to identify how gender, communication and culture create a complex and dynamic web of meaning with significant implications for individuals and society.

Credits: 3

Prerequisite: COMM 101. Offered: Offered on occasion.

COMM 374 - Communication Perspectives in Everyday Life

This course introduces foundational perspectives in communication and examines how they shape interpersonal, organizational, and public interactions. Emphasis is placed on applying communication frameworks to everyday, professional, and mediated contexts to understand communication behaviors and strategies better. Students will learn to connect these perspectives with real-world practice, preparing them to craft effective messages and make informed decisions across diverse audiences.

Credits: 3

Prerequisite: COMM 101 or COMM 105. Offered: Every other year.

COMM 379 - Persuasion

Examination of a wide body of humanistic, and social scientific literature concerning persuasion and persuasive techniques. Emphasizes evaluation and potential application of persuasion theory in communicative transactions.

Credits: 3

Prerequisite: COMM 101. Offered: Every year.

COMM 385 - International Media

An introduction to the study of international and domestic media systems around the world. Students will understand and appreciate how different countries and cultures use the media in unique ways and learn of different systems of ownership, financing, regulation, and programming. Key international media issues will also be discussed. Media examples (primarily films) will be used to show how cultures are portrayed by their media.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

COMM 386 - International Films

Students will view, discuss, and critique a variety of contemporary films from a variety of countries. Emphasis will be placed on examining how contemporary cultures are portrayed through film. Films will be compared and contrasted.

Credits: 3

Offered: Every year.

COMM 395 - Radio News and Podcasting

Theory and practice of radio journalism including writing and reporting news and journalism law and ethics. Students produce weekly radio newscasts during the second half of the semester.

Credits: 4

Prerequisite: COMM 101 or COMM 102. Offered: Every other year.

COMM 401 - Television Studio Production II

This course is designed to advance student skills beyond basics in television studio production. The class will attempt to convey the excitement -- and the reality -- of the community networking movement through productions specifically designed for broadcast on the FSU campus closed circuit channel, as well as on the village of Fredonia cable access television channel. It will convey a semester-long, realistic simulation of a working production house. The types of programming will be determined through collaboration between the students and the instructor. All projects will require students to work as a team to produce their own programs.

Credits: 4

Prerequisite: COMM 307*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

COMM 420 - Communication Law and Ethics

Assessment of the regulatory framework and major legal issues of the mass media. Examination of ethical issues in the media as well as principles and concepts of ethical theory.

Credits: 3

Prerequisite: COMM 101. Offered: Every semester.

COMM 422 - Public Relations Campaigns

This capstone experience focuses on strategic public relations management. Students will develop a campaign for a real client, with an emphasis on formative research, objectives, strategy, tactics, and evaluation, as well as engage in a news conference and client presentation.

Credits: 3

Prerequisite: COMM 322 and COMM 344 and (COMM 295 or COMM 323). Offered: Every year.

COMM 424 - International Public Relations

This course provides a structured and practical framework for understanding the complexities of international public relations. In an increasingly multinational and multicultural economy, the course will guide students through the challenges of communication and problem solving across a range of organizations in cross-cultural settings. General course principles will include foundational theories to draw upon when considering public relations in a global context, strategies for effective intercultural communication in reaching diverse publics, and trends affecting the public relations profession throughout the world. The course will make extensive use of international public relations cases and utilize the international community of Fredonia to allow for direct exploration of the values and interests of diverse publics. This course also highlights the different approaches professionals must consider in specific global PR contexts.

Credits: 3

Prerequisite: COMM 222. Offered: Every year.

COMM 430 - Communication Theory

Provides a comprehensive investigation into various theoretical and metatheoretical perspectives which currently direct theory building and research in communication. Emphasis on critical thinking as literature in the field is investigated and evaluated in light of accepted scientific criteria.

Credits: 3

Prerequisite: COMM 105 and COMM 101 and (COMM 295 or COMM 323) or (COMM 295* or COMM 323*). Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

COMM 440 - Journalism Convergence Capstone

The capstone experience will encourage students to put together everything they have learned in the journalism major and to do it across media. Students will prepare a project for their portfolio emphasizing the media track and the subject areas of emphasis they have chosen, but will work with other students to integrate their work across print, broadcast and Internet platforms. The work will also be posted on a departmental web site, where the resulting work will be available to the general public.

Credits: 3

Prerequisite: (COMM 346 and COMM 347) or (COMM 345 and COMM 395). Offered: Every year.

COMM 441 - Multitrack Radio Production

Examination and practice of advanced sound design, production with ancillary equipment, and multitrack recording techniques for broadcast applications.

Credits: 3

Prerequisite: COMM 351. Offered: Offered on occasion.

COMM 451 - Audio Documentaries/Soundscapes

Exploration and execution of steps involved in writing and producing a documentary: preliminary research, program concept, aesthetic and ethical issues, target audience,

outline, research, interviews, treatment, script, and production.

Credits: 4

Prerequisite: COMM 351. Offered: Every other year.

COMM 454 - Fiction I

A production course focused on fiction from script analysis to production of videos representing several genres from traditional to post modern. Units on directing, script breakdowns, pre-production and production of several short fiction video programs.

Credits: 4

Prerequisite: COMM 251 and COMM 361 and COMM 366. Offered: Every Fall semester.

COMM 456 - Radio Programming/Production

Theory and practice of programming and promoting a radio station: formats, sources, techniques; and development and production of a weekly radio series.

Credits: 4

Prerequisite: COMM 351. Offered: Every other year.

COMM 457 - Television Apprenticeship

Provides a variety of experience in both studio and field production. Simulation of actual work situation with weekly assignments. Requires commitment to responsibilities and substantial production skills.

Credits: 1-3

Prerequisite: COMM 255. Offered: Every semester.

COMM 459 - Special Topics in Communication

A 400-level course focusing on a topic not covered in the existing curriculum.

Credits: 1-3

Offered: Offered on occasion.

COMM 460 - Organizational Communication

An advanced study of communication patterns in social organizations. In particular, communication environments within business and industry are analyzed. Application of procedures commonly used to evaluate and improve communication in organizations.

Credits: 3

Prerequisite: COMM 101. Offered: Every year.

COMM 464 - Fiction II

A course on fiction videos including pre-production, production, post-production and distribution of longer fiction videos. Emphasis on single camera, multiple take methods. Students all execute one or more production roles for a complex digital video with high production values. Must be taken immediately after COMM 454.

Credits: 4

Prerequisite: COMM 454. Offered: Every Spring Semester.

COMM 465 - Intercultural Communication

The course focuses on assisting students in interacting effectively and appropriately with people from various cultural backgrounds and on understanding dimensions of intercultural communication related to domestic and international contexts. Students will explore the formation of their own cultural identity and examine the complex relationship between culture, communication, context and power in intercultural communication.

Credits: 3

Offered: Every year.

COMM 466 - Sound Design

Students will engage in the work of sound design, understood here as deliberate assembly of audible elements for the purpose of conveying meaning. This course will focus on sound design for audio-only soundscapes and synchronized video projects. Instructional units will include: audio and video field production techniques including boom operation and ambience recording; sound effect production techniques including Foley and Walla; dialog recording and rerecording techniques including Automated Dialog Replacement/Looping; post production techniques using digital audio workstations; and the creation of a professional sound designer reel, resume, and internet presence.

Credits: 4

Prerequisite: COMM 251. Offered: Every year.

COMM 470 - Fredonia Radio Systems/WNYF/Leader Practicum

The practicum is for students interested in gaining practical journalism experience working at various campus news outlets. With a focus on convergence, students will work news editorial positions, producing product for either the Fredonia Radio Systems, WNYF-TV or The Leader campus newspaper. Teamwork and management skills are emphasized. Students are expected to write a paper highlighting their experience and present a portfolio of practical work at the end of the practicum.

Credits: 3

Prerequisite: COMM 230. Offered: Every semester.

COMM 475 - Communication/Studio Supervision

Advanced students are given opportunities to demonstrate knowledge of and practice application of skills in educational setting or specific subjects.

Credits: 1-3

Offered: Every semester.

COMM 480 - Communication Internship

Participation in off-campus professional, subject-related experience. Requires a Learning Contract proposal prepared in consultation with agency representative and with faculty sponsor describing experience, its relationship to course of study, and how it will be monitored and evaluated. Internships are graded using a letter grade. Proposal must be approved in advance by internship coordinator in communication department. Appropriate courses in specialization are required.

Credits: 1-15

Offered: Every semester.

COMM 490 - Independent Study

Approved study of particular aspect of communication, or participation in approved project not otherwise available through course work. A lab fee may be assessed if project is using department equipment.

Credits: 1-15

Offered: Every semester.

COMM 590 - Independent Study

Approved study of particular aspect of communication, or participation in approved project not otherwise available through course work. A lab fee may be assessed if project is using department equipment.

Credits: 1-6

Offered: Offered on occasion.

COMM 1SA - 100 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

COMM 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

COMM 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

CRMJ - Criminal Justice

CRMJ 100 - Introduction to Criminal Justice

An introduction to the organization and activities of the U.S. criminal justice system. Topics include: criminal law, policing, courts, and corrections.

Credits: 3

Offered: Every semester.

CRMJ 230 - Criminal Law

The course will consist of a general approach to legal principles of statutory interpretation of Criminal Law applicable in all United States jurisdictions. Students will learn the elements of criminal offenses including mens rea, actus reus, concurrence, causation and proximity. Students will study statutory definitions of crimes, (e.g. murder, sexual assault, burglary, and robbery). Inchoate crimes and defenses will also be considered.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 240 - Policing

An examination of the structure and functioning of police and police organizations in the United States. Topics covered include patrol, police discretion, ethics, police community relations and police accountability.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every semester.

CRMJ 250 - Transnational Crime

This course will examine the topic of transnational crime in our globalized world. Students will be introduced to various types of transnational crimes including drug trafficking, stolen property, counterfeiting, human trafficking, fraud and cyber-crime, commercial vices, extortion and racketeering, money laundering and corruption, and international terrorism.

Credits: 3

Offered: Every other year.

CRMJ 325 - Vigilantes and Community Crime Prevention

This course focuses on community crime prevention and vigilantism, in America and abroad. The class relies on academic historical, sociological, and criminological research in addition to media depictions of various forms of citizens 'taking the law into their own hands.' Students will learn about a variety of different community crime prevention and vigilante groups, and apply historical, sociological, and criminological theories to explain these movements.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 331 - Criminal Procedure

The course studies the criminal law processes necessary for successful criminal investigation including physical and testimonial evidence gathering, arrest, and presentation of an accused to court for trail proceedings. Students are required to apply contemporary U.S. Supreme Court decisions relevant to such topics as arrest, search and seizure, and interrogations.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 332 - Homeland Security

The course involves the study of homeland security, mission and composition. Students will examine the various methods and institutions implicated in the quest to increase security and defend against terrorism. Consideration of the methods and practices for border security in the United States will be included.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 333 - Criminal Investigations

This course involves the study of crime scene investigations. The course will not involve students in actual investigations (and therefore does not require a science background) but rather the procedural structure and strategic steps to be taken in securing the crime scene in developing a checklist of factors to be considered in a comprehensive investigation.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 340 - Introduction to Corrections

A study of societal reactions to crime from an historical, socio-political, social psychological and economic perspective. The functions of retribution, rehabilitation, incapacitation and deterrence are examined.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every semester.

CRMJ 350 - Special Topics

Special topics in Criminal Justice not covered in detail by regular courses.

Credits: 3

Offered: Offered on occasion.

CRMJ 355 - Organized Crime

This course will explore the evolution of and theories behind organized crime. We will look at different organized crime groups such as Colombian drug cartels, Mexican drug trafficking organizations, the Russian Mafia, the Italian-American Mafia, Yakuza, Triads, Tongs, Motorcycle Gangs as well as Hispanic and African-American Gangs. At the conclusion we will also look into legislative responses to organized crime and how intelligence may help in combating organized crime groups.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every other year.

CRMJ 360 - Criminal Justice Ethics

The course will consider ethics as it relates to the criminal law. The definition of justice and the application of the definition will be discussed. Honor, integrity, and individual responsibility will be considered as these concepts relate to policy formulation and application of laws in the criminal justice system.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every other year.

CRMJ 361 - Capital Punishment

This course provides an introduction to the theory and practice of capital punishment (aka the death penalty) in the United States. More specifically the course will look at the history of the death penalty in the United States, punishment philosophies behind the use of this form of punishment, methods of execution, and legal issues regarding capital punishment in general.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every other year.

CRMJ 362 - Sociology of Terrorism

This course will explore sociological (and other related social-scientific) approaches to various aspects of terrorism and counter-terrorism, including topics such as the social construction of terrorism, why terrorism arises, why individuals choose to become terrorists, the effects of terrorism on society, and the effects of different counter-terrorism policies. The course focuses on analyzing and evaluating empirical studies of terrorism and counterterrorism, including the development of proposals for research that would improve upon previous studies.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 370 - Criminology

The course will examine the types of criminal behavior and crime patterns, the social and organizational context of crime, statistical information about crime and various theories of crime.

Credits: 3

Prerequisite: CRMJ 100 and SOC 116. Offered: Every semester.

CRMJ 375 - Serial and Mass Murder in the U.S.

This course will examine the topic of serial and mass murder in the United States. It will cover some history of the phenomenon but its main focus will be on contemporary events. Serial murder will be distinguished from other forms of multiple homicides. Various forms of serial and mass murder will be described utilizing specific instances of serial and mass murder. Problems associated with addressing the problems of serial and mass murder, beginning with their definitions, will be recognized. Other topics that will be covered include female serial murderers, killing cults, health care professionals and serial murder, and serial murderers in foreign countries.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every other year.

CRMJ 385 - Social Media in Criminal Justice

This course focuses on criminal justice agenciesâ€™ social media presences and the messages they transmit online. The class includes an initial focus on the social science research concerning criminal justice social media and ends with students creating a fictional criminal justice departmentâ€™s social media account.

Credits: 3

Prerequisite: CRMJ 100. Offered: Every year.

CRMJ 400 - Senior Seminar

A capstone course in which students will do readings, discussions, and analysis of current topics of interest in the field of criminal justice. Using primary sources, students will prepare and present in-depth examinations of specific issues. Senior standing in the major is required. This course will be taught using a blended course format. Instruction for one third of this course will be delivered online.

Credits: 3

Prerequisite: SOC 300 and (CRMJ 370 or CRMJ 320). Offered: Every semester.

CRMJ 440 - Corrections Administration

Course examines the organization and administration of correctional institutions and programs. Management concepts and elements of the administration process are presented. Attention is given to the problems of staffing and personnel management and development, implementing correctional policy and ideology, and responding to client needs during their incarceration.

Credits: 3

Prerequisite: CRMJ 100 and CRMJ 340. Offered: Every other year.

CRMJ 441 - Police Administration

This course familiarizes students with the principle issues facing contemporary American police administration. Students will gain an appreciation of the complex responsibilities associated with administering a police organization in a free society.

Credits: 3

Prerequisite: CRMJ 100 and CRMJ 240. Offered: Every other year.

CRMJ 450 - Mentored Research

This course allows students in the Criminal Justice major to conduct a research project, with the mentorship and supervision of a faculty member. Students will engage in the entirety of the research process, including reviewing the academic research on their chosen topic, designing a research project, applying for human-subjects review approval, carrying out their approved project, and constructing a journal-article style manuscript. This course may be taken multiple times for credit.

Credits: 3

Prerequisite: (SOC 200 or BUAD 200 or ECON 200 or POLI 200 or STAT 200) and SOC 300. Offered: Every semester.

CRMJ 470 - Criminal Justice Internship

Supervised placement in legal and/or criminal justice work setting. On a limited basis, opportunity to observe and engage in various facets of criminal justice system. Permission of department.

Credits: 1-15

Offered: Every semester.

CRMJ 472 - Independent Study

In-depth exploration of a criminal justice topic under the direction of a criminal justice department faculty member, who is willing to sponsor the student. Students should have specific topics in mind before approaching an instructor and are expected to complete a research project and present his or her findings to the professor on the agreed upon topic. Once an Independent Study has been arranged and prior to the semester beginning, the student must complete the Independent Study Contract with the sponsoring faculty member.

Credits: 1-4

Offered: Every semester.

CSIT Computer Info Sciences

CSIT 100 - Freshman Seminar

Introduction to computing environments available on campus; e-mail, Internet access and web; campus

computing policies; computing and information technology ethics; other campus resources and their effective use; building a support network with faculty, staff and peers; improving study skills inside and outside the classroom. Freshmen only.

Credits: 1

Offered: Every year.

CSIT 101 - Programming with 3-D Graphics and Multimedia

Introductory programming course using a high-level, object -oriented language, such as ALICE. The course covers object-oriented and event driven programming concepts, in addition to algorithms and elementary programming techniques that are needed to develop elementary graphics and multimedia applications. Prerequisite: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Every year.

CSIT 102 - Introduction to Programming with Python

Understanding algorithmic thinking and problem-solving, fundamentals of computer and programming concepts, introduction to Python programming language, basic input/output statements, expressions, conditional statements, loops, variables, lists, functions, classes, and objects.

Credits: 3

Offered: Every semester.

CSIT 104 - Introduction to Microcomputer Software

Introduction to microcomputers; elementary concepts and operations of spreadsheets and database management systems; analysis of a variety of problems, their design, and implementation of solutions using commercially available window-based software. Three units of high school mathematics required.

Credits: 3

Offered: Every semester.

CSIT 105 - Visual BASIC I

This is a Fredonia Foundations lab-based course that fulfills 3-credit hour mathematics and quantitative reasoning requirement. This is an introductory course in high level programming language, Visual Basic (VB), which introduces elementary ideas of object-oriented and event-driven programming, concepts using VB.

Credits: 3

Offered: Every Fall semester.

CSIT 106 - Scientific Programming Using C/C++

Scientific problem solving; structured program development: simple algorithm design, arithmetic operations, data types and their declarations; control statements, loops, input and output including text files; arrays, functions, mathematical functions and round off error estimation. Applications to engineering, sciences and mathematics. Credit will not be given for both CSIT 106 and 121. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Prerequisite: MATH 120 or MATH 122. Offered: Offered on occasion.

CSIT 107 - Web Programming I

An introductory course in client-side web technologies: HTML, cascading style sheets and JavaScript; designing and publishing a web site. Other topics include history of the Internet and World Wide Web, HTML editors, and graphics.

Credits: 3

Offered: Every semester.

CSIT 120 - Computer Science Overview

A comprehensive overview of the scope and dynamics of computer science. Survey of the field of computer science. Topics include: history of computing, computer organization and components, operating systems, programming languages, introduction to programming and program development, data structures, problem solving, software engineering, computer ethics, and computer applications. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Every semester.

CSIT 121 - Computer Science I

An introductory course to computer procedural (structural) programming. Topics included: review of algorithms and flowcharts, input/output operations, arithmetic operations and expressions, logic and logic expressions, decision and repetition structures, arrays, matrices, basic text file operations, simple random number generation, built-in and user-defined functions, and parameter passing types. Simple recursive functions, searching, and sorting algorithms are discussed. The bug and debugging concepts are explained, and using debugging tools is practiced.

Credits: 3

Offered: Every semester.

CSIT 143 - Discrete Mathematics

This course provides an introduction to fundamental concepts in discrete mathematics, essential for computer science and related fields. Topics include number systems, basic number theory, and modular arithmetic, followed by an exploration of sets, relations, and functions. Students will study sequences, series, and partial sums, as well as key proof techniques such as induction and contradiction. The course also covers recurrence relations, counting principles, and basic combinatorics, culminating in an introduction to graph theory. Through theoretical discussions and problem-solving exercises, students will develop a strong foundation in discrete structures and mathematical reasoning.

Credits: 3

Offered: Every year.

CSIT 151 - Introduction to Information Systems

The course introduces information technology used in day-to-day business operations. It covers business applications software for office management, communication, project management, relational databases, eCommerce, web development, data transmission and networks, etc. The course also covers such basic information systems concepts as querying simple databases, data analysis and database design. Laboratory instruction is used to complement the course with hands-on experience with a set of above applications. The course is designed for students who will work as end-users, user-managers, leaders, or information systems professionals.

Credits: 3

Offered: Every semester.

CSIT 201 - Computer Security and Ethics

Introduces desktop, internet, and network security issues and how they interact with the ethical values of individuals, organizations, and society. Includes methods of avoiding, detecting, and analyzing network intrusions as well as the ethics related to computer security and privacy. Background assumed: N.Y.S. Integrated Algebra and Geometry, or Math A, or equivalent.

Credits: 3

Offered: Every semester.

CSIT 202 - Programming with Python for All

Understanding algorithmic thinking and problem-solving, fundamentals of computer and programming concepts, introduction to Python programming language, basic input/output statements, expressions, conditional statements, loops, variables, lists, functions, classes, and objects.

Credits: 3

Offered: Every Fall semester.

CSIT 203 - Multimedia Systems

The course introduces multimedia systems from a theoretical and practical perspective. Topics covered include: computer manipulation of images, music, animation, and video, including theoretical aspects of lighting, color, elementary acoustics principles, motion, perspective, graphical and sound file formats, and network transmission. Various software packages will be introduced: for raster and vector graphics; for 2-D- and 3-D-modeling and animation; for sound recording and editing. Using these software packages and applying the principles learned in the course, students will practice creating, processing, and modifying graphics and sound. Students will gain practical hands-on experience through the course work and understand the operating principles of multimedia systems. No programming background is assumed.

Credits: 3

Offered: Offered on occasion.

CSIT 205 - Visual BASIC II

Advanced visual Basic programming techniques with graphical user interface and Active X controls. Topics include: multiple forms and other GUI elements, database concepts and interacting with databases, server side web programming, dynamic and static data types, arrays, files, lists, stacks and queues, concept of classes and related notions, designing Windows API calls and Windows registry functions and advanced event-driven business applications. The course provides a computer laboratory component to ensure practice with the above concepts.

Credits: 3

Prerequisite: CSIT 105 or CSIT 121. Offered: Every year.

CSIT 207 - Introduction to Full Stack Web Development

This course provides a comprehensive introduction to full-stack web development, covering both front-end and back-end technologies. The course will cover design, building, and deployment of dynamic web applications using modern tools and frameworks. Topics include responsive web design, front-end frameworks, server-side programming, databases, and API integration.

Credits: 3

Prerequisite: CSIT 107 or CSIT 121 or CSIT 202. Offered: Every year.

CSIT 221 - Computer Science II

In continuation of Computer Science I, advanced topics including matrices, file operations, random number generation, sorting, and recursion are discussed. Moreover, user-defined data types, object-oriented programming, and

related concepts such as abstraction, encapsulation, inheritance, polymorphism, and abstract data types are practiced. Advanced programming topics, including pointers, dynamic memory allocation, templates, and exception handling, are also discussed. Depending on the chosen language, Standard Template Libraries are discussed and practiced.

Credits: 3

Prerequisite: CSIT 121. Offered: Every semester.

CSIT 225 - Java Programming

Basic programming constructs: primitive types, expressions, and statements; class hierarchies; elementary predefined classes such as String and Math; object-oriented programming; packages and interfaces; exception handling; I/O and file access; graphics; applets; studio processing and other applications.

Credits: 3

Prerequisite: CSIT 221. Offered: Offered on occasion.

CSIT 231 - Systems Programming

UNIX commands, shells, utilities, editors; file types and modes; shell scripts; make-files; memory and storage management; C programming tools; processes, IPC (signals, sockets, pipes); development tools; streams; networking; UNIX internals, system administration and other topics as time permits.

Credits: 3

Prerequisite: CSIT 221. Offered: Every Spring Semester.

CSIT 232 - Introduction to Robotics

Students will study the history of robots, understand the differences in types of robots, explore artificial intelligence through readings and lab work with the Raspberry Pi microcomputer and python programming language, work with sensors, where necessary work with servos and motors, demonstrate understanding of electrical components involved in physical computing, design and attempt construction of programmable and autonomous robots using the Raspberry Pi as a foundation. Working in teams, the students will demonstrate their successes and describe and demonstrate their efforts in a final project.

Credits: 3

Offered: Every year.

CSIT 242 - Discrete Mathematics for Computer Science II

A continuation of CSIT 143. Topics include combinatorics, digraphs, and trees; recurrence relations; automata, grammars and languages; other topics as time permits.

Credits: 3

Prerequisite: CSIT 221 and CSIT 143. Offered: Every year.

CSIT 251 - Information Systems Structures

Overview of information systems (IS) for operational, tactical and strategic functions of business organizations; IS practices and challenges for business competitiveness; data, information and knowledge processing; information systems theory and quality decision, systems analysis and design, database management, network and network management; electronic commerce and social and ethical issues; IS and IT planning and implementation.

Credits: 3

Prerequisite: CSIT 151 or BUAD 161 or CSIT 104. Offered: Every semester.

CSIT 291 - Special Topics

Selected topics in computer and information sciences based on instructor or student interest requiring basic understanding of computer information systems operations.

Credits: 1-3

Offered: Offered on occasion.

CSIT 300 - Internship

Participation in an approved professional experience in the area of computer science. Students must submit a proposal describing the work experience, its relationship to subject matter in computer science, and how it will be monitored and evaluated. Permission of the department required.

Credits: 1-12

Offered: Every semester.

CSIT 305 - Computer Laboratory Assistantship

Non-credit course for students interested in performing computer-related services for the Computer and Information Sciences program. Duties include: proctoring in computing laboratories; assisting with the labs in CSIT 121 or CSIT 221; helping the faculty director and/or systems manager with basic laboratory maintenance. Grading is on an S/U basis. Permission of the department required.

Credits: 0

Offered: Every semester.

CSIT 307 - Web and Mobile App Design

An introduction to cross platform and hybrid mobile application aesthetic design. This course emphasizes prototyping mobile applications and powering their functionality through iterative development. The course includes a comprehensive project including the design and implementation of a web-based software product based on predefined specifications

Credits: 3

Prerequisite: CSIT 107 and CSIT 207. Offered: Offered on occasion.

CSIT 308 - Computer Game Design and Implementation

This course will provide an introduction to current and future techniques for computer game design and implementation. Topics will cover graphics game engines, motion generation, behavioral control for autonomous characters, layered game architecture, interaction structure, and interface issues of multi-user play. The course will emphasize a practical approach to the development of games. A variety of game development technologies will be considered. Programming background is expected.

Credits: 3

Prerequisite: CSIT 203 or CSIT 221. Offered: Every Spring Semester.

CSIT 311 - Assembly and Microprocessor Programming

This course introduces the principles of low-level programming and microprocessor architecture. Students will learn to write programs in assembly language and understand how software interacts directly with hardware. Topics include instruction sets, memory addressing, registers, input/output operations, and interrupt handling. The course emphasizes hands-on programming with microprocessors to develop a deep understanding of system-level operations and performance optimization.

Credits: 3

Prerequisite: CSIT 143 and CSIT 221. Offered: Offered on occasion.

CSIT 312 - Computer Structures

Introduction to basic concepts of computer system and architecture; internal and external memories, I/O and operating system support; instruction execution; computer structure, organization and function; digital arithmetic; memory structure and addressing methods; cache; secondary memory structure and organization; system software structure; purpose and functions of system programs; file systems; process and resource management. For Computer Information Systems majors; Computer Science majors may not count this course to meet major requirements.

Credits: 3

Prerequisite: CSIT 105 or CSIT 121. Offered: Every semester.

CSIT 314 - Visual Programming

This course introduces students to visual programming fundamentals using languages like C#, Java, or Visual C++. It covers GUI development with an event-driven approach, emphasizing design principles and essential components such as buttons, labels, and menus. Students will explore key object-oriented programming concepts, including encapsulation, inheritance, and polymorphism, while learning to create modular and maintainable code. The course also addresses abstract classes, exception handling, database integration with DataGridView controls, and graphics manipulation.

Credits: 3

Prerequisite: CSIT 221 or CSIT 205. Offered: Every year.

CSIT 316 - Introduction to Human-Computer Interaction

The course introduces techniques, ideas, and models involved in designing, implementing, and evaluating interactive technologies for human use. It explores principles of design and usability, with an emphasis on the human-side of interaction. Accordingly, in addition to human and computing factors, the role of task (goals) and context are highlighted as key to understanding interaction phenomena at the individual, group, organizational, and societal levels. These include issues related to internationalization, such as cultural, ethical, and social aspects of interaction. Students will learn how to gather requirements, to design usable interfaces, and both implementation and evaluation processes. They will gain hands-on experience with contemporary interaction design techniques, and will have the opportunity to analyze and critique various computing interfaces including web sites, computer systems, video games, mobile devices, and more.

Credits: 3

Prerequisite: CSIT 121 or CSIT 151. Offered: Offered on occasion.

CSIT 321 - Paradigms of Programming Languages

Brief history of programming languages; language design issues; syntax and translation; data types; sequence control; the procedural paradigm; the object-oriented paradigm; the functional paradigm; the logical paradigm.

Credits: 3

Prerequisite: CSIT 205 or CSIT 221. Offered: Every Spring Semester.

CSIT 324 - Object Oriented Programming

Object-oriented design methodologies; object-oriented programming; class concepts, encapsulation; operator overloading, polymorphism, inheritance; virtual, constant and friend functions; constructors and destructors; dynamic and delayed binding; abstract classes and interfaces; function overloading; and exception handling; advanced OO programming and applications.

Credits: 3

Prerequisite: CSIT 221. Offered: Every Fall semester.

CSIT 333 - Mobile Applications Development

This course introduces system development for the Android, iPhone or Windows mobile operating systems from both the practical software implementation and the theoretical software design perspectives. Topics covered include: Overview of mobile systems development, scope of mobile software, mobile development environments, user interface design, receivers/alerts and services coordination, hardware interaction, multimedia integration, and networking/location-based services utilization.

Credits: 3

Prerequisite: CSIT 205 or CSIT 221. Offered: Every Spring Semester.

CSIT 341 - Data Structures

This course covers a review of fundamental data structures and an analysis of algorithmic, time, and space complexities. Topics include bitwise operations, pointers, dynamic memory allocation, arrays, matrices, and memory management. Students will study lists (single and doubly linked), stacks, queues, binary trees, and binary search trees. The course also explores recursion, tree traversals, balanced binary trees, expression trees, and advanced hierarchical structures such as n-ary trees, heaps, and priority queues. Additional topics include hashing, basic graph algorithms, and their applications.

Credits: 3

Prerequisite: CSIT 205 or CSIT 221. Offered: Every Fall semester.

CSIT 351 - Business Systems Development

Review of business programming language principles and techniques; interfacing with computing environment; sorting, table handling, indexing and searching; preparation and handling of data; file organization, and file update; business system analysis, design and implementation; introduction to business information systems.

Credits: 3

Prerequisite: CSIT 205 or CSIT 251. Offered: Every year.

CSIT 390 - Directed Study

An intensive project-oriented course utilizing emerging technologies. Departmental approval is required.

Credits: 1-3

Offered: Offered on occasion.

CSIT 391 - Special Topics

This course is designed to introduce and explore new subjects in Computer and Information Sciences at 300-level based on faculty and student interest. Topics will vary and may include: New Programming Languages, Advanced Web Development topics, Project Management Controlling, Risk Management, Project Teams, Communication and Documentation, Organizational Structures, Introduction to MS Project, or other relevant topics as they arise.

Credits: 3

Prerequisite: CSIT 221. Offered: Offered on occasion.

CSIT 400 - Directed Independent Study

Independent study of a selected list of readings approved by a faculty advisor. Permission of the department required.

Credits: 1-3

Offered: Offered on occasion.

CSIT 411 - Programming for Embedded Microcontrollers

Programming and development for embedded microcontrollers. Embedded architecture, programming considerations related to embedded systems development. Memory utilization, I/O, synchronous and asynchronous serial communication. Utilization of timers, and interrupts. Development considerations for comparators, A/D converters, USARTs and other on-board peripheral devices. Debugging, and utilization of test equipment such as multimeters and oscilloscopes. Students will build a series of embedded projects of increasing complexity. Some very basic electronic design principles are also included.

Credits: 3

Prerequisite: CSIT 221. Offered: Every other year.

CSIT 425 - Software Engineering

Basic concepts and major issues of software engineering; current tools and techniques providing a basis for analysis, design, development, maintenance, and evaluation of software systems; structured walkthrough and software testing; verification and validation; technical, managerial, administrative, and operating issues; privacy, security, and legal issues; developing a team project using software engineering principles.

Credits: 3

Prerequisite: CSIT 221 or CSIT 205 or CSIT 314. Offered: Every year.

CSIT 431 - Introduction to Operating Systems

System software organization, purpose and functions of computer operating systems, batch processing systems: translation, loading and execution; serial and parallel I/O processing; spooling; interrupt facilities; memory protection and management; file systems; multi-access and special-purpose systems; process scheduling; accounting

procedures and resource management; classical and popular operating systems.

Credits: 3

Prerequisite: CSIT 313 and CSIT 341. Offered: Every year.

CSIT 433 - Compiler Construction

Finite automata; languages and grammars; review of language structure, translation, linking, loading, execution; run-time storage organization; compilation of simple structures; compiler design principles, organization and implementation; lexical analysis; symbol tables; parsers and semantic analysis; code generation and optimization; error diagnostics.

Credits: 3

Prerequisite: (CSIT 311 or CSIT 312) and CSIT 341. Offered: Every other year.

CSIT 435 - Computer Networks

Introduction to Computer Networks, OSI model and network layers; protocols design; analog and digital communication; analog and digital modulation techniques; multiplexing; framing; error detection and correction; flow control and access control at the link layer; IP addressing; routing and routing protocols; tcp; congestion control and flow control; udp; application layer protocols and socket programming; wireless networks including Wi-Fi, Bluetooth and mobile networks; network management and emerging topics in networking such as software defined networking and machine learning for networking. Some programming assignments and practical work may be assigned.

Credits: 3

Prerequisite: CSIT 202 and CSIT 221. Offered: Every Fall semester.

CSIT 436 - Advanced Network Programming

Designing client-server applications with sockets; traffic analysis; building concurrent and multi-service servers; designing network protocols; measuring and analyzing performance of protocols. Students will complete a number of programming and network analysis experiments during the semester.

Credits: 3

Prerequisite: CSIT 435. Offered: Offered on occasion.

CSIT 437 - Advanced Operating Systems

Review of contemporary operating systems, OS design principles and strategies; examination of communication and synchronization protocols; concurrent processes and process scheduling including their statistical analysis; distributed operating systems; client-server computing model; distributed resource management; multiprocessor OS; failure recovery and fault tolerance; data security; applications.

Credits: 3

Prerequisite: CSIT 431. Offered: Every year.

CSIT 441 - Analysis and Design of Algorithms

Introduction to design and analysis of algorithms: time and space complexity, verification of correctness; advanced algorithm design strategies: iterative, divide and conquer, greedy method, dynamic programming, branch and bound, etc.; specific examples drawn from sorting, searching, string searching, graph problems, matrices, polynomial arithmetic, cryptography; hard problems and approximation algorithms: Knapsack, bin packing, and graph coloring problems, etc.

Credits: 3

Prerequisite: CSIT 143 and CSIT 341. Offered: Every Spring Semester.

CSIT 443 - Theory of Computation

Regular expressions and finite automata; context-free grammars and pushdown automata; pumping arguments; closure properties; decision algorithm; Turing machines; computability and decidability; halting problem; and elementary complexity theory.

Credits: 3

Prerequisite: CSIT 143 and CSIT 221. Offered: Offered on occasion.

CSIT 451 - Introduction to Files and Databases

Large scale information organization; basic concepts and terminologies of file management techniques; storage hierarchies, external storage devices; mass storage systems; common file structures and organization methods; physical file organization; list, inverted, and tree structured file organization methods; file systems; concepts of data modeling; data languages; search, retrieval and processing methods; introduction to relational databases and database management systems.

Credits: 3

Prerequisite: CSIT 341. Offered: Offered on occasion.

CSIT 455 - Relational and Object Databases

Review of data modeling and databases (DB); entity/relationship and relational models; relational algebra; relational databases; database architecture; data integrity; SQL design; SQL and QBE languages; functional dependencies; normalization; data protection and SQL concurrency; data and database security; object-oriented databases; distributed and client/server systems; introduction to DB administration.

Credits: 3

Prerequisite: CSIT 121. Offered: Every semester.

CSIT 456 - Information and Decision Support Systems

Information and computer information systems; information hierarchy; decisions and decision-making; functional components of a decision support system; intelligent/knowledge-based decision-making and knowledge management; architecture of decision systems; distributive and group decision-making; executive information systems; expert and fuzzy systems; reasoning and explanation; knowledge elicitation and representation; logistics and long-term decision-making.

Credits: 3

Prerequisite: CSIT 341 or CSIT 351. Offered: Every Fall semester.

CSIT 457 - Cloud Computing

An introduction to cloud computing will be provided. Topics include history and motivation for cloud, elastic computing, types of clouds, data center infrastructure, virtual machines, containers, virtual networks, virtual storage, automation and orchestration, cloud service models, DevOps, and related topics will be covered. Students may be provided with opportunities to work on hands-on activities utilizing free-tier on public clouds and local computers.

Credits: 3

Prerequisite: CSIT 121 or CSIT 202. Offered: Every year.

CSIT 458 - Lab Supervision in Computer and Information Sciences

A supervisory experience working in the Computer and Information Sciences department's laboratories under the guidance of a faculty member. Student experiences may include preparing and handling lab materials, help students needing guidance in completing assignments, and demonstrating procedures and techniques to students. Student must have Junior/Senior Standing and Departmental Approval is needed.

Credits: 1

Offered: Every semester.

CSIT 461 - Artificial Intelligence

Overview of artificial intelligence tools and techniques; searching methods; applications of AI: game playing, expert systems and knowledge-based systems; components of a knowledge-based system; knowledge acquisition, representation, and formalization; numerical and symbolic processing; information theoretic and decision theoretic algorithms; inference engine; reasoning and explanation; current tools and techniques for analysis, design, development of the knowledge based systems; applications in robotics, medical diagnosis, smart decision systems, etc.

Credits: 3

Prerequisite: CSIT 143 and CSIT 341. Offered: Offered on occasion.

CSIT 462 - Computer Graphics

Introduction to computer graphics; graphics hardware, systems and APIs; raster and vector graphics; basic 2D primitives; points, lines, arcs, polygons and poly-lines; basic 3D shapes; raster algorithms for drawing 2-D primitives; 2D and 3-D geometrical transformations; projections; rendering, lighting, and animation; representation of curves and surfaces; solids modeling; applications of the above concepts.

Credits: 3

Prerequisite: CSIT 221 or CSIT 205. Offered: Every other year.

CSIT 463 - Introduction to Digital Image Processing and Computer Vision

Introduction to digital image and signal processing, computer vision and pattern recognition; image acquisition, registry and display; elementary image processing algorithms: sampling, preprocessing, smoothing, segmentation, and sharpening; transformations; filtering; image coding and restoration; analog and digital images and image processing systems; feature extraction and selection; elementary pattern classification and vision systems; robotics; machine learning.

Credits: 3

Prerequisite: CSIT 205 or CSIT 221. Offered: Every Fall semester.

CSIT 471 - Information Systems Management

Overview of information systems (IS) for business organizations; IS systems management; strategic uses of IT, and I-commerce; IS planning, using and managing essential technologies: databases, distributed systems, telecommunications, information resources; managing IS operations; managing systems development; systems for supporting knowledge-based work; practices and challenges for business competitiveness; information systems theory and quality decision theory; electronic and mobile commerce; social and ethical issues; IS and IT implementation.

Credits: 3

Prerequisite: CSIT 205 or CSIT 221. Offered: Every Fall semester.

CSIT 473 - Data Warehousing and Mining

Overview of data and information sharing; principles of information sharing; information security; data mining, data warehousing, and data marts; data modeling; data collection, problems, quality, and integrity; databases and

content management; business intelligence; online analytical processing; data visualization, multidimensionality, and real-time analytics; examples of data warehousing and data mining - geographic information systems, web intelligence, resource management, multimedia-based databases, knowledge bases, etc. CSIT 121 is a prerequisite. CSIT 221 is recommended but not required.

Credits: 3

Prerequisite: CSIT 121. Offered: Every other year.

CSIT 475 - Electronic Commerce

Topics include Internet technology for business advantage, managing e-commerce funds transfers, business opportunities in e-commerce, Website development, social, political and ethical issues associated with e-commerce, and business plans for technology ventures. The purpose of the course is to educate the students about the technology required of e-commerce. Lab instruction in Internet application development complements the course.

Credits: 3

Prerequisite: (CSIT 205 or CSIT 221) and CSIT 207. Offered: Every Spring Semester.

CSIT 490 - Seminar on Selected Topics

Studies, discussions, workshops and seminars on selected topics in computer science. Written reports and a formal presentation are required.

Credits: 1-3

Offered: Offered on occasion.

CSIT 496 - Special Topics

A variable-topics course in computer and information sciences. Topics normally not covered in the Computer Science or Computer Information Systems degree programs, but suitable to explore at length at the senior level. Project and a formal presentation are required.

Credits: 1-3

Offered: Every Spring Semester.

CSIT 497 - Thesis

Faculty-supervised research on a computer and information sciences topic of interest to the faculty member and the student. Minimum of 80 hours of productive work required. A thesis documenting problem statement, approach, methodology, and results will be submitted upon completion.

Credits: 3

Prerequisite: CSIT 341 or CSIT 351. Offered: Offered on occasion.

CSIT 499 - Senior Project

Faculty-directed work on a computer and information sciences project of interest to the faculty member and student. Minimum of 80 clock hours of productive work required. A report of presentation discussing approach, methodology, and results will be submitted upon completion.

Credits: 3

Prerequisite: CSIT 341 or CSIT 351. Offered: Offered on occasion.

CSIT 501 - Network Management and System Administration

Introduction to Computer Networks will be provided. Activities involved in deploying, configuring, administering, operating and managing networks will be a part of this course. Topics such as Fault Management, Configuration Management, Performance Management, Security Management and Account Management will be discussed in addition to System Administration. The course will include study of protocols involved and hands-on lab exercises to understanding working of the protocols and other concepts related to Network Management and System Administration. An introduction to Software Defined Networks will be a part of this course including hands-on exercises.

Credits: 3

Offered: Every semester.

CSIT 502 - Enterprise Security Operations

Security control types, Need to know and least privilege, Access control models, Identification and authentication, User account provisioning, Access control methods, Biometrics, Multi-factor techniques, SSO technologies, Security operations, Change and configuration management, Privilege management, Incident response and investigation, Backup and Recovery operations, Application Security testing, client-server app vulnerabilities, secure SDLC, Database security.

Credits: 3

Offered: Every semester.

CSIT 503 - Network Security

Introduction to Network Security. Network attacks. Secure network architecture. VLANs. NAT. VPNs. Firewalls. Packet inspection. Ingress/Egress filtering. Intrusion detection. Intrusion prevention. Network encryption.

Credits: 3

Prerequisite: CSIT 501*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every semester.

CSIT 504 - Applied Cryptography

Probability theory, Symmetric and asymmetric cryptography, Common cryptographic algorithms, Steganography, Hashing and Message Digests, Key Management, Public Key Infrastructure and certificate management, Cryptanalysis and Cryptographic attacks, Standard cryptographic tools.

Credits: 3

Prerequisite: CSIT 502. Offered: Every semester.

CSIT 505 - Regulations in Security

Quality Assurance, Maturity models, Change management, Asset management, Security policies, Security management, Threat profiling and risk analysis, Risk management techniques, Business continuity planning, Disaster recovery, Regulatory compliance, HIPAA and PCI requirements, legal issues, Computer crime and criminal investigations, Privacy and Ethics.

Credits: 3

Prerequisite: CSIT 502. Offered: Every semester.

CSIT 506 - Penetration Testing and Exploit Development

Introduction to penetration testing, Penetration testing methodology, reconnaissance, Google hacking, email harvesting, Open source intelligence and social media, enumeration, DNS enumeration, Port scanning, Vulnerability assessments, exploits and exploit development, bypassing antivirus, Post-exploitation techniques, Privilege escalation, Password retrieval and cracking, Pivoting, Web application hacking, SQL Injection, Cross-site scripting, Cross-site request forgery, Local and remote file inclusion.

Credits: 3

Prerequisite: CSIT 503. Offered: Every semester.

CSIT 536 - Advanced Network Programming

Designing client-server application with sockets; traffic analysis; building concurrent and multi-service servers; designing network protocols; measuring and analyzing performance of protocols. Students will complete a number of programming and network analysis experiments during the semester. Background assumed: Data Communication and Networks II or equivalent.

Credits: 3

Offered: Offered on occasion.

CSIT 537 - Advanced Operating Systems

Review of contemporary operating systems (OS), OS design principles and strategies; examination of communication and synchronization protocols; concurrent processes and process scheduling including their statistical analysis; distributed operating systems; client-server computing model; distributed resource management; multiprocessor OS; failure, recovery and fault tolerance; data security; applications. Background assumed: Introduction to Operating Systems or equivalent.

Credits: 3

Offered: Offered on occasion.

CSIT 541 - Algorithms

Topics include: time and space complexity; verification of correctness; advanced algorithm design strategies (iterative, divide-and-conquer, greedy methods, dynamic programming, branch-and-bound, etc., with specific examples drawn from sorting, searching, graph theory, matrix and polynomial arithmetic, and cryptography); hard problems and approximation algorithms, with examples such as napsack, bin-packing, and graph coloring problems; introduction to parallel algorithms as time permits. Background assumed: Mathematical Structures and Proof and Data Structures.

Credits: 3

Offered: Offered on occasion.

CSIT 542 - Advanced Data Structures

Typical topics include: Red-Black trees; AVL trees; B trees; B+ trees; B* trees; tries; splay trees; spatial data structures; self-organizing lists; summation techniques; recurrence relations, including establishing bounds and expanding recurrences; hashing and other complex indices; complexity of searching on various structures. Background assumed: Data Structures.

Credits: 3

Offered: Offered on occasion.

CSIT 580 - Computational Biology

The course exposes students to a wide range of state-of-the-art research and techniques in the field of computational biology. This is a modern discipline dealing with the discovery and implementation of algorithms facilitating the understanding of biological processes. Various statistical, heuristic, and machine learning methods are used for this purpose, as well as graphical tools to visualize the objects. The course is intended to present some biological problems related to the human genome and the computational methods to resolve them. It will cover an introduction to computational biology, the use of computational methods to search for, classify, analyze, and model protein sequences, i.e. to convert the masses of information from biochemical experiments into useful information.

Credits: 3

Offered: Offered on occasion.

CSIT 591 - Selected Topics in Computer Science

A variable topics course in computer science. Topics normally not covered in Computer Science or Computer Information Systems undergraduate degree programs but suitable to explore at length at graduate and senior level. Project and a formal presentation are required. Prerequisite: CSIT 341 or equivalent background knowledge and permission of instructor.

Credits: 3

Offered: Offered on occasion.

CSIT 613 - VLSI Design

The course focuses on the design of CMOS VLSI (Very Large Scale Integrated) chips using integrated circuit cells as building blocks and employing hierarchical design methods. Focus will be on the design of digital systems. Design issues at layout, schematic, logic and RTL levels will be studied. Shareware and freely available design software will be used for laboratory exercises. An overview of VLSI computer-aided design (CAD) tools and theoretical concepts in VLSI architectures will also be discussed. Prerequisite: Completed at least one course in logic design or computer architecture at the undergraduate level.

Credits: 3

Offered: Offered on occasion.

CSIT 625 - Advanced Topics in Software Engineering

The course focuses on modern software project development techniques. Topics include Universal Modeling Language (Use Case, Sequence, and Class diagrams), code reusability, design patterns, component development and versioning software. Students will produce a significant, multifaceted software product.

Credits: 3

Prerequisite: CSIT 425. Offered: Offered on occasion.

CSIT 636 - Network Security

The course deals with the security aspect of information and data exchange on shared internetworks. The requirements of secure transfer include secrecy, integrity, authentication and non-repudiation. The mechanisms to fulfill these requirements are introduced including encryption algorithms that provide privacy, message authentication, and non-repudiation. Practical implementation of security on top of the three layers of the OSI reference model is highlighted. The various forms of attacks including intrusions, worms, viruses, Trojan horses and distributed attacks are discussed along with the defense mechanisms of firewalls and intrusion detection and prevention techniques. Background assumed: Data Communication and Networks II.

Credits: 3

Offered: Offered on occasion.

CSIT 639 - Special Topics: Systems Structures

The advances in computer science are rapid. The course is designed to cover current issues in computer systems structures. Current topics in one or more fields of computer architecture, system software, network, wireless computing, etc. will be covered in detail.

Credits: 3

Offered: Offered on occasion.

CSIT 649 - Selected Topics in Theory of Computation

The course is designed to cover current issues in theory of computations. Current topics of instructor's choice in the field of computer systems theory, computations and algoritms, will be selected. Background assumed: Theory of Computation

Credits: 3

Offered: Offered on occasion.

CSIT 665 - Pattern Recognition

Statistical pattern recognition; syntactic pattern recognition; neural networks; applications. Topics include: Bayesian classifiers; linear classifiers; nonlinear classifiers; context-dependent classification; system evaluation; feature selection; clustering. Background assumed: Probability and Statistics.

Credits: 3

Offered: Offered on occasion.

CSIT 669 - Selected Topics in Information Structures and Systems

Designed to cover current issues in information systems and structures. Current topics in one or more fields of computer architecture, computer information architecture, artificial intelligence and knowledge engineering, databases, systems and systems software, software engineering, data protection, concurrency and security, etc.

Credits: 3

Offered: Offered on occasion.

CSIT 670 - Data Compression for Multimedia Applications

Introductory course on data compression, which is an essential concept for communication and networking, with specific emphasis on multimedia. Topics include: information theory, source coding, dictionary and quantization techniques, image and sound compression.

Credits: 3

Prerequisite: CSIT 341. Offered: Offered on occasion.

CSIT 672 - Multimedia Systems

Topics may include: basic multimedia concepts; human perception; hardware requirements for multimedia applications; creating and processing images and sound by computer; multimedia and web; compression; main features of a graphical modeling language (e.g., VRML language); authoring tools, principles of working with an authoring system; creating an interactive multimedia application. Background assumed: Computer Graphics course or approval of instructor.

Credits: 3

Offered: Offered on occasion.

DANC - Dance

DANC 111 - Contemporary Technique I

This course explores various styles, genres, and theories of Contemporary Dance at the 100 level. Emphasis is placed on advanced modern, postmodern, and contemporary dance techniques and the application of movement principles essential to the training to make a professional dancer. Different styles of contemporary dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, rhythmic awareness and using dance as a form of expression. Students will observe dance on video and performance, read and write, from a scholarly perspective, about Contemporary Dance as well as discuss the genres and styles of individual ideals relating to the overall form.

Credits: 2

Offered: Every semester.

DANC 112 - Ballet I

This course will develop competence in classical/contemporary ballet technique at the 100 level and explain its Euro-centric origin. The student will broaden and refine their fundamental awareness in the art by applying proper technique and anatomical principles to support a healthy body and the application of movement principles essential to the training to make a professional dancer. Emphasis will be given to the proper alignment, placement, coordination and the quality of movements. The study of terminology, theory and history will deepen the understanding of this dance discipline and its relationship to other dance styles.

Credits: 2

Offered: Every semester.

DANC 113 - Jazz Dance I

This course examines which elements of jazz dance situate it outside the paradigms of ballet and modern/contemporary's value systems of form, function, musicality, and technique, and examines how African and Black Diasporic roots of jazz dance make it a distinct form, worthy of study without being qualified from a colonist perspective. The class will develop the dance student's understanding of these entry points at the 100 through movement and academic study. Class covers the fundamental elements of the Africanist and Black Diasporic roots and movement aesthetics of multiple jazz dance styles. Coursework will also incorporate the theory and pedagogy of Jazz Dance through readings, written assignments, and in-class and online discussions. All coursework is designed to improve a dance student's jazz technique, movement skills, understanding of musicality, theory, and history through participation and academic study, and the application of movement principles essential to the training to make a professional dancer.

Credits: 2

Offered: Every semester.

DANC 114 - Tap Dance I

Tap I will provide the student with a basic competence in Tap Dance and an awareness of its historical origin. It is an introductory course which does not require previous training, but demands a professional approach by the student. The practical part of this course will focus on the proper articulation of individual movements and steps as well as the recollection of short dance combinations (e.g. time steps, rhythms, and short routines). Together with the proper implementation and the proper use of the terminology, the student will study the fundamental technique of tap dance. The scholarly part of this course will cover the historical roots of tap dance and will introduce well-known masters of this performing art.

Credits: 2

Offered: Every Spring Semester.

DANC 161 - Dancer Wellness

Dancer Wellness is a foundational course designed to give students the tools to ensure their physical and mental wellbeing throughout their careers. Presented through a combination of lecture and experiential coursework, the class will cover topics such as injury prevention and supplemental training, mental health first aid, nutrition, sleep, and time management, as well as looking at wellness through the lenses of local and global communities.

Credits: 3

Offered: Every Fall semester.

DANC 211 - Contemporary Technique II

This course is a continuation of DANC 111 - Contemporary I, that explores the technique and the theories of Contemporary Dance at the 200 level. Emphasis is placed on advanced modern, postmodern, and contemporary dance techniques and the application of

movement principles essential to the training to make a professional dancer. Different styles of contemporary dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, rhythmic awareness and using dance as a form of expression. Students will observe dance on video and performance, read and write, from a scholarly perspective, about Contemporary Dance as well as discuss the genres and styles of individual ideals relating to the overall form.

Credits: 2

Prerequisite: DANC 111. Offered: Every semester.

DANC 212 - Ballet II

This course is a continuation of the classical/contemporary ballet technique offered in DANC 112 - Ballet I at the 200 level with continued attention to biomechanical principles of ballet, proper execution, and mastery of the classical/contemporary movement repertoire, and the application of movement principles essential to the training to make a professional dancer. In addition, students will broaden their learning about classical/contemporary ballet issues through assigned readings and through written work.

Credits: 2

Prerequisite: DANC 112. Offered: Every Spring Semester.

DANC 213 - Jazz Dance II

This course is a continuation of the content of DANC 113 - Jazz I, at the 200 level through movement and academic study. Class work examines what elements of jazz dance situate it outside the paradigms of ballet and modern/contemporary's value systems of form, function, musicality, and technique, and examines how African and Black Diasporic roots of jazz dance make it a distinct form, worthy of study without being qualified from a colonist perspective. Class covers the fundamental elements of the Africanist and Black Diasporic roots and movement aesthetics of multiple jazz dance styles. Coursework will also incorporate the theory and pedagogy of Jazz Dance through readings, written assignments, and in-class and online discussions. All coursework is designed to improve a dance student's jazz technique, movement skills, understanding of musicality, theory, and history through participation and academic study, and the application of movement principles essential to the training to make a professional dancer.

Credits: 2

Prerequisite: DANC 113. Offered: Every semester.

DANC 214 - Tap Dance II

DANC 214 - Tap Dance II is a continuation of DANC 114 - Tap Dance I. Tap Dance II will intensify and expand the technique of basic tap dance with a strong focus on the artistic execution of phrases and the recollection of dance combinations. "The student will continue to study the proper implementation of technique and correct use of terminology" The scholarly part of this course will cover contemporary issues in tap dance through assigned readings, research, and written work.

Credits: 2

Prerequisite: DANC 114. Offered: Every Fall semester.

DANC 241 - Dance Improvisation

This class students will devote the semester to an in-depth study and practice of improvisation. Students will question the practice, nature and place of compositional improvisation. Students will examine ways to play with and cultivate methods that are both spontaneous and immediate, and carefully crafted and considered methods, whichever method is needed in the moment. Students will be attentive to the form and consider the traditions that make them manifest in our movement language. Students will be asked to engage with possibilities for radical re-organization and re-assessment. The class builds upon solo and ensemble works through engagement in a wide array of practices. Students will be called upon to contribute as a soloist and collaborator to build shapely, coherent, short and long pieces using improvisational elements.

Credits: 2

Prerequisite: DANC 111. Offered: Every other year.

DANC 242 - Yoga: Physicality & Philosophy

An in-depth, experiential look at the many facets of yoga including (but not limited to) physical practice, focused breathing and meditation, history, language, and study of the philosophical tenets of yoga and how they can be applied to our daily lives.

Credits: 2

Prerequisite: DANC 161. Offered: Every year.

DANC 243 - Ballroom Dance

This course explores various styles of Ballroom Dance, covering technique, stylistic variations and vocabulary through participation and academic study/discussion.

Credits: 2

Prerequisite: DANC 111 or DANC 113. Offered: Every other year.

DANC 250 - Fall Chamber Concert

This course engages students with various physical and choreographic styles, professional rehearsal and performance practices, the experience with technical production, and the culture of a professional repertory dance ensemble/company/project. All coursework is designed to improve dance majors' understanding of dance performance as a professional career practice. Class culminates in a series of public performances in the

Merrins Dance Theatre in Rockefeller Arts Center. Co-requisites: This course must be taken with one of the following: DANC 111-113, 211-213, 311-313, 341.

Credits: 1-2

Offered: Every Fall semester.

DANC 251 - Fredonia Dance Ensemble

This course engages students with various physical and choreographic styles, professional rehearsal and performance practices, the experience with technical production, and the culture of a professional repertory dance ensemble/company/project. All coursework is designed to improve BFA dance majors' understanding of dance performance as a professional career practice. Class culminates in a series of public performances in the Marvel Theatre in Rockefeller Arts Center. Co-requisites: This course must be taken with one of the following: DANC 111-113, 211-213, 311-313, 341.

Credits: 1-2

Offered: Every Spring Semester.

DANC 260 - Dance Kinesiology

This class covers the basic anatomy and kinesthetic functions of the skeletal, muscular, and connective tissue systems of the body; scientific terminology of anatomy; and planes of motion as they relate to dance techniques, somatic awareness, and dance performance. All courswork is designed to improve student understanding of the systems of the body as they relate to dance movement and the ability to assess and implement healthy movement mechanics through participation and academic study. Written assignments, quizzes, and exams are required.

Credits: 3

Offered: Every Fall semester.

DANC 264 - Choreography I

In this course, students are introduced to the basic elements of the craft of choreography: space, time, effort/force and motivation. These are concepts that can be applied to any genre of dance when choreographing. Movement invention will be approached through improvisation, movement studies, readings, performance viewings, video viewings and written assignments. An emphasis will be placed upon discovering your own unique expressive movement vocabulary and deepening your powers of observation of self, others and the world around you. Dancers will learn how to investigate movement, probe and manipulate movement materials, and give and receive peer feedback. Concepts will be explored as soloists. In preparing for a final composition showing, dancers will investigate issues that are important and use their findings to create a final work, a solo, either set on themselves or someone else. Dancers will leave this class with different methods of how to generate movement for themselves, and how to describe their movement using language to others.

Credits: 3

Prerequisite: DANC 111 or DANC 112 or DANC 113. Offered: Every Fall semester.

DANC 282 - Independent Studies in Dance

An independent study that will provide a rigorous academic experience equivalent to that of any other undergraduate course. Independent study courses are ways to explore a subject in an in depth approach specific to the dance field or closely related subject of the student's academic interest. To do an independent study project, it is recommended that the request be made in the form of a written proposal prior to the end of the previous semester of when the intended Independent Study would start. Permission of instructor and department is required

Credits: .5-3

Offered: Every semester.

DANC 300 - Company Class

This class is a revolving master-class series that brings a wide range of mostly dance artists to the SUNY Fredonia campus. This experience offers students the opportunity to work with professionals, academics, scholars, teachers, and choreographers outside of the Department's regular faculty. The class offers an opportunity for students to experience other dance/field/art forms that are not offered as part of the formal curriculum. The class is a chance for students to ask questions about being a professional in the field and create exhilarating discussions around dance and art making.

Credits: .5

Offered: Every semester.

DANC 311 - Contemporary Technique III

This course is a continuation of DANC 211-Contemporary II that explores the technique and the theories of Contemporary Dance at the 300 level. Emphasis is placed on advanced modern, postmodern, and contemporary dance techniques and the application of movement principles essential to the training to make a professional dancer. In this course, different styles of contemporary dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, rhythmic awareness and using dance as a form of expression. In this class students will observe dance on video and performance, read and write, from a scholarly perspective, about Contemporary Dance as well as discuss the genres and styles of individual ideals relating to the overall form.

Credits: 2

Prerequisite: DANC 211. Offered: Every semester.

DANC 312 - Ballet III

This course is a continuation of the classical/contemporary ballet technique offered in DANC 212 - Ballet II at the 300 level with continued attention to biomechanical principles of ballet, proper execution, and mastery of the classical/contemporary movement repertoire, and the application of movement principles essential to the training to make a professional dancer. In addition, students will broaden their learning about classical/contemporary ballet issues through assigned readings and through written work.

Credits: 2

Prerequisite: DANC 212. Offered: Offered on occasion.

DANC 313 - Jazz Dance III

This course is a continuation of the content of DANC 213, Jazz II at the 300 level through movement and academic study. Class work examines what elements of jazz dance situate it outside the paradigms of ballet and modern/contemporary's value systems of form, function, musicality, and technique, and examines how African and Black Diasporic roots of jazz dance make it a distinct form, worthy of study without being qualified from a colonist perspective. Class covers the fundamental elements of the Africanist and Black Diasporic roots and movement aesthetics of multiple jazz dance styles. Coursework will also incorporate the theory and pedagogy of Jazz Dance through readings, written assignments, and in-class and online discussions. All coursework is designed to improve a dance student's jazz technique, movement skills, understanding of musicality, theory, and history through participation and academic study, and the application of movement principles essential to the training to make a professional dancer.

Credits: 2

Prerequisite: DANC 213. Offered: Every semester.

DANC 341 - Selected Topics in Dance

DANC 341 is a class reserved for a variety of dance-related topics outside the regular course offerings of the Department of Theatre and Dance. It accommodates special and diverse topics otherwise not available through the dance program.

Credits: .5-3

Offered: Offered on occasion.

DANC 353 - Contemporary Dance History

The objective of this course is to teach students to investigate what forces shaped who is celebrated and included, and who is marginalized or excluded in dance history. Coursework will engage students with material viewed through the multiple frameworks of how race, ethnicity, class, religion, cultural belief systems, gender, sexuality, and politics intersect to shape, develop, and evolve dance history. Students will learn how to learn and how to write speak about dance through in-class participation, written work, watching/analyzing dance on video, and in-class and online discussion of dance as an art form that goes beyond steps. Written assignments, classroom and verbal and online discussions are required. All coursework is designed to develop student's critical thinking capabilities to understand and articulate the fluid complexities of dance history through critical thinking, writing, verbalization, and research.

Credits: 3

Offered: Every Fall semester.

DANC 364 - Choreography II

This course builds upon the elements of the craft of choreography: space, time, effort/force and motivation from DANC 264 - Choreography I. The concepts learned can be applied to any genre of dance when choreographing. Movement invention will be approached through improvisation, movement studies, readings, performance viewings, video viewings and written assignments. An emphasis will be placed upon discovering your own unique expressive movement vocabulary and deepening your powers of observation of self, others and the world around you. Dancers will learn how to investigate movement and to probe and manipulate movement materials. Concepts will be explored as group dance composition. In preparing for a final composition showing, dancers will investigate issues that are important and use their findings to create a final work, a group work, either set on peers from class or people from outside the class. Dancers will leave this class with different methods of how to generate movement for themselves, and how to describe their movement using language to others.

Credits: 3

Prerequisite: DANC 264. Offered: Every Fall semester.

DANC 370 - Dance Studio Management

A course in Dance Studio Management will provide the student with a road map for the annual cycle of a dance studio as a sole proprietorship and other aspects of a community-oriented enterprise. The focus will be on the administrative portion of the operation as opposed to the artistic side. Etiquette, communication skills, procedures, financial and legal aspects of the dance studio business will be discussed in detail. Other applications such as drafting a business plan, developing policies, creating a competitive website, market research, completing tax forms and other hands-on exercises will be put into practice. The skills acquired in this course can be applied to other performing arts ventures. DANC 370 provides the student with transferable skills which reflect the University's mission to enrich the world through scholarship, artistic expression,

community engagement, and entrepreneurship. This course is not recommended for first-year students.

Credits: 3

Offered: Every other year.

DANC 375 - Dance Pedagogy

This lecture/movement lab practicum will focus on the fundamentals of teaching studio dance forms to age K-12. All coursework is designed to introduce students to teaching strategies which address the psychological, physical, and cognitive aspects of dance instruction. Practical instruction in multiple studio dance forms, academic investigation of theories of learning, and presentation of teaching methodologies are required.

Credits: 3

Offered: Every Fall semester.

DANC 453 - Forces and Figures in American Jazz Dance

This lecture course will inform students of the history of jazz dance as it relates to the African Diaspora and African American roots of jazz dance. Through lectures and media, students will gain familiarity with significant individuals and social forces that shaped the development of jazz dance. Students will learn to recognize and discuss the movement and rhythmic aesthetics of American Jazz Dance. Course topics include discussion of the culturally diverse social, vernacular and popular dances jazz dance draws upon. Classes will explore the influences of African American movement aesthetics present in social, studio, commercial and musical theater traditions of American Jazz Dance.

Credits: 3

Offered: Every Spring Semester.

DANC 460 - Senior Project

A capstone course for graduating dance majors. Students will propose to the faculty a senior project that will take place over a two-semester time period. Possible senior projects include performance or choreographic projects, research projects, dance videography projects, or other topics upon advisement. Students will take this course twice in subsequent semesters.

Credits: 1

Offered: Offered on occasion.

DANC 464 - Choreography III

This course builds upon the elements of the craft of choreography: space, time, effort/force and motivation from, DANC 364 - Choreography II. The concepts learned can be applied to any genre of dance when choreographing. Movement invention will be approached through improvisation, movement studies, readings, performance viewings, video viewings and written assignments. An emphasis will be placed upon discovering your own unique expressive movement vocabulary and deepening your powers of observation of self, others and the world around you. Dancers will learn how to investigate movement and to probe and manipulate movement materials. Concepts will be explored as soloists and group works. In preparing for a final composition showing, dancers will investigate issues that are important and use their findings to create a final work, a solo either set on themselves or someone else, or a group work. Dancers will leave this class with different methods of how to generate movement for themselves, and how to describe their movement using language to others.

Credits: 3

Prerequisite: DANC 264 and DANC 364. Offered: Every Spring Semester.

DANC 482 - Independent Studies in Dance

An independent study that will provide a rigorous academic experience equivalent to that of any other undergraduate course. Independent study courses are ways to explore a subject in an in depth approach specific to the dance field or closely related subject of the student's academic interest. To do an independent study project, it is recommended that the request be made in the form of a written proposal prior to the end of the previous semester of when the intended Independent Study would start. Permission of instructor and department is required.

Credits: .5-3

Offered: Every semester.

DANC 490 - Senior Project

The focus of the course will be to finish the research and creative process of the solo and group requirements, and produce a BFA Senior Project concert.

Credits: 1

Prerequisite: DANC 485. Offered: Every Spring Semester.

DANC 561 - Practicum in Dance

Internship in dance teaching for graduate dance students. By audition only. May be repeated.

Credits: 3

Offered: Offered on occasion.

DANC 562 - Practicum in Dance II

Internship in dance teaching for graduate dance students. By audition only. May be repeated.

Credits: 3

Offered: Offered on occasion.

ECON - Economics

ECON 101 - Introductory Economics

An introductory study of the workings of economic society. Provides an overview of the conditions and problems of the American and other economic systems. Encompasses both microeconomics (e.g., supply and demand, cost and profit, competition and monopoly) and macroeconomics (e.g., unemployment and inflation, fiscal and monetary policies). Emphasis is on basic economic concepts, institutions, and broad historical sweep.

Credits: 3

Offered: Offered on occasion.

ECON 102 - Current Economic Issues

An introduction to current economic problems and public policy issues and the techniques used by economists to address the issues. The topics covered in a semester may vary, but will include issues such as: environmental quality and pollution control; poverty and welfare reform; big business and government regulation; labor market discrimination; health care reform; taxation, government spending, and the national debt; international trade policy; inflation and unemployment.

Credits: 3

Offered: Offered on occasion.

ECON 200 - Fundamentals of Statistics for Business Administration and Economics

An introductory study of statistical methods as applied to business and economic problems. Topics covered include: frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, sampling distributions, estimation, statistical inference, and simple linear regression. Emphasis on the use and abuse of statistics. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.

Credits: 3

Offered: Every semester.

ECON 205 - Principles of Microeconomics

Study of the organization and functioning of the contemporary American economic system with emphasis on the problems of resource allocation. Topics covered include supply and demand, elasticity, price and output determination in various market situations, competition and public policy, income distribution, and alternative economic systems.

Credits: 3

Offered: Every semester.

ECON 208 - Economics of Alternative Energy

The sources and development of electric power generation and the demands for new sustainable and renewable sources are introduced. This includes the development of the regulatory environment for electric power and the changes resulting from the demands for new alternative sources. The environmental advantages and necessities of alternative energy are emphasized.

Credits: 3

Prerequisite: ECON 205. Offered: Every semester.

ECON 210 - Principles of Macroeconomics

Study of the organization and functioning of the contemporary American economic system. Topics covered include national income, aggregate demand, aggregate supply, unemployment, inflation, money and banking, monetary and fiscal policies, and international trade and finance

Credits: 3

Offered: Every semester.

ECON 250 - Fundamentals of Applied Mathematical Economics

This course covers the mathematical techniques necessary for solving micro and macroeconomic problems using economic optimization. Differential and integral calculus, total and partial differentiation, linear algebra, and differential equations are covered in this course.

Credits: 3

Prerequisite: MATH 120. Offered: Every year.

ECON 300 - Statistical Analysis

Continuation of ECON 200. A study of the techniques and tools used in analyzing business and economic data with equal emphasis on estimation techniques and interpretation of results. Topics covered include simple and multiple regression, time series analysis, non-parametric techniques, analysis of variance, and surveying. Use of computer software for statistical analysis is included

Credits: 3

Prerequisite: ECON 200 or BUAD 200 or EDU 200 or POLI 200 or SOC 200 or PSY 200 or STAT 200. Offered: Every semester.

ECON 305 - Intermediate Microeconomic Theory

Analysis of economic behavior of consumers, producers, and markets. Major topics include utility maximization and production theories, market structures (pure competition, monopoly, monopolistic competition, and oligopoly) and theories of factors of production, income distribution, resource allocation, and economic efficiency.

Credits: 3

Prerequisite: ECON 210 and ECON 205 and (MATH 120 or MATH 122). Offered: Every year.

ECON 310 - Intermediate Macroeconomic Theory

A theoretical analysis of the determinants of employment, income, consumption, investment, the general price level, wage rates and interest rates; the role of government, the impact of monetary and fiscal policies within the framework of various contemporary aggregate models of closed and open economies.

Credits: 3

Prerequisite: ECON 210 and ECON 205 and (MATH 120 or MATH 122). Offered: Every year.

ECON 312 - Women in the Economy

Exploration of the economic status of women, particularly in the United States. Emphasis is placed on women's labor market experiences and how the experiences are explained by economic theory. A major part of the course stresses current economic issues and policies specifically aimed at women including poverty, welfare, labor market mobility, and the status of the family.

Credits: 3

Offered: Offered on occasion.

ECON 315 - Money/Banking/Monetary Economics

Study of money and the financial system. In particular, the operation, functions, structure and regulations of the banking system, and organization and functions of central banking. Special emphasis given to the study of monetary theories, monetary management, and the effectiveness of monetary policy.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Every year.

ECON 320 - International Trade/Finance

Study of international economic relations and international finance - determination of trade patterns and competitiveness, tariff and non-tariff barriers, economic integration, multinational corporations, exchange rates, balance of payments problems and policies, and international monetary system.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Every year.

ECON 321 - Multinational Corporations

Economic analysis of the operations of multinational corporations and the implications of global production, resource allocation, and distribution of goods and services. Emphasis on capital and technology transfer, intercontinental flow of information, transaction costs, transfer pricing and tax policies.

Credits: 3

Prerequisite: ECON 210. Offered: Offered on occasion.

ECON 322 - Financial Economics

Introduction to the economic analysis of household and business investment decisions and financial markets. Topics include time value of money, equilibrium prices, interest rate structure, valuation of equities and options, portfolio theory, market efficiency, asset pricing models.

Credits: 3

Prerequisite: ECON 205 and ECON 250 and MATH 120. Offered: Every year.

ECON 325 - Labor and Employment

Applications of microeconomic theory to labor markets. Topics include labor supply and demand, investment in education and training, wage determination, working conditions, non-wage compensation, racial and gender discrimination, unions, and government regulation of wage-setting institutions.

Credits: 3

Prerequisite: ECON 202 or ECON 205. Offered: Every other year.

ECON 330 - Public Sector Economics

Analysis of governmental policies involving taxes and expenditures and how effectively these policies attain their objectives. Topics include externalities and public goods, income redistribution, health and unemployment insurance, and the impact of taxes on labor supply, savings and wealth.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Offered on occasion.

ECON 335 - Economic Development

Problems of economic growth and development of less developed countries with emphasis on economic and non-economic obstacles to growth and development, financing of development, strategy of development policy, development planning and project evaluation, industrial and agricultural development, and the role of international trade in growth and development.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Offered on occasion.

ECON 340 - Urban and Regional Economics

Study of the economics of urban and regional development. Emphasis on principles of regional analysis, location theories, population movements, urban base, problems of urban renewal, economics of poverty, transportation, pollution, and housing.

Credits: 3

Prerequisite: ECON 202 or ECON 205. Offered: Offered on occasion.

ECON 345 - Comparative Economic Systems

Comparative study of organization, operation and performance of some important economic systems. Emphasis on the socio-cultural and political environment, and on the institutional factors explaining the differences in the performance of various systems.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Every other year.

ECON 350 - Managerial Economics

Microeconomic analysis applicable to the problems of businesses with emphasis on the determination of prices, outputs and inputs. Other topics include demand and cost measurements, forecasting, and cash flow analysis. The course utilizes different constrained optimization and quantitative techniques.

Credits: 3

Prerequisite: (MATH 120 or MATH 122) and (BUAD 200 or ECON 200 or EDU 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200). Offered: Every other year.

ECON 360 - Health Care Economics

Application of economic analysis to the health care industry. Emphasis on the demand and supply of health care services, and private and group health insurance (HMO, PPO, Medical Care, Medicaid). Analysis of for-profit and non-profit production of health care services under different market structures. Other topics include problems of allocation of medical care resources and analysis of health care policies.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Offered on occasion.

ECON 363 - Game Theory

The course will use rational choice theory to analyze how individuals and groups make decisions in strategic and non-strategic situations. Strategic situations are the result of the interdependent decisions of several individuals, e.g., nuclear deterrence or business competition. Problems covered include how computers beat humans at chess to the evolution processes of society. How do group norms arise where individual competition is the usual course of action? A low level of mathematical background is required.

Credits: 3

Prerequisite: POLI 200 or BUAD 200 or ECON 200 or EDU 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200. Offered: Every other year.

ECON 370 - Evolution of Economic Thought

Study of the historical development of those ideas intended to provide a deeper understanding of present economic realities. Emphasis is placed on fundamental areas such as the economist's methodology, value and distribution theory, free trade, economic growth, and macroeconomics, and how the topics have been addressed by major thinkers in the field of economics.

Credits: 3

Prerequisite: ECON 210 and ECON 205. Offered: Offered on occasion.

ECON 380 - Environmental/Natural Resource Economics

Economic analysis of natural resource and environmental issues and policies. Social cost-benefit analysis, theories of externalities and intertemporal resource allocation and their application to renewable and exhaustible natural resources are emphasized. Topics include pollution control, efficient and equitable resource management, energy issues, ecological and environmental quality, and global sustainability.

Credits: 3

Prerequisite: ECON 202 or ECON 205. Offered: Every other year.

ECON 381 - Special Topics in Economics

Examination of topics in economic issues, problems, theory and policy not covered in any other course offered by the department.

Credits: 1-3

Offered: Offered on occasion.

ECON 383 - Applied Economics & Data Analytics

This course covers the mathematical foundations necessary for modern economic theory.

Credits: 3

Prerequisite: MATH 120 and ECON 300. Offered: Every year.

ECON 386 - Energy Economics

An introduction to the economic analysis of current and historical energy markets. Topics include supply and demand of renewable and nonrenewable energy sources, market structure and government regulation, energy efficiency, conservation and the environment.

Credits: 3

Prerequisite: ECON 205. Offered: Every Fall semester.

ECON 387 - Electricity Markets, Regulation and Policy

A comprehensive introduction to the economics and regulation of electricity markets, including power plant investment and operation, power supply dispatch and auctions, the power grid, evolving market structure and regulation, and integration of decentralized renewable electricity sources.

Credits: 3

Prerequisite: ECON 205. Offered: Every Spring Semester.

ECON 395 - Comparative Human Resources

Comparative study of labor market characteristics among U.S., Canada, Mexico, Japan, OECD countries and a selection of emerging market economies. Emphasis on those factors that enhance economic integration and influence human resource policies. Comparative policy analysis of medical care, immigration, education and employment training, minimum wages, work standards, unemployment insurance, retirement systems and collective bargaining.

Credits: 3

Prerequisite: ECON 210 or ECON 205. Offered: Offered on occasion.

ECON 400 - Econometrics and Business Applications

Analysis and application of regression covering topics on econometric problems and techniques of estimation (both single and multi-equation models). The science and art of econometric model building and forecasting with its wide application in finance, marketing, banking, and other fields in business and economics are discussed. Use of the computer is an integral part of the course.

Credits: 3

Prerequisite: BUAD 300 or ECON 300. Offered: Every other year.

ECON 405 - Industrial Organization

Study of the sources and consequences of market power in the U.S. economy. Deals with economic definitions, measures of market power and legal standards for monopoly and oligopoly; examines major court decisions that have shaped antitrust policy; also covers economic regulation as a response to market power.

Credits: 3

Prerequisite: ECON 305 or ECON 350. Offered: Offered on occasion.

ECON 410 - Mathematical Economics

Introduces students to mathematical techniques used in economic analysis, including optimization theory, consumer and producer problems and general equilibrium models.

Credits: 3

Prerequisite: ECON 305 or ECON 350 or MATH 223. Offered: Offered on occasion.

ECON 425 - Financial Markets/Institutions

Study of the operation of the capital and money markets, determinants and structure of interest rates. Broad analysis of financial intermediaries, and regulation of the financial systems.

Credits: 3

Prerequisite: ECON 315. Offered: Every other year.

ECON 430 - Independent Study

Individualized study under the supervision of a faculty member.

Credits: 1-3

Offered: Every semester.

ECON 450 - Senior Seminar

Application of research and writing skills to the critical analysis of selected broad current economic problems and issues, integrating several areas of study in economics and other disciplines.

Credits: 3

Prerequisite: ECON 305 or ECON 310. Offered: Every year.

ECON 480 - Internship

Provides students the opportunities to earn credits for professional experience gained through learning-by-doing techniques.

Credits: 1-6

Offered: Every semester.

ECON 481 - Internship

Provides students the opportunities to earn credits for professional experience gained through learning-by-doing techniques.

Credits: 1-6

Offered: Every semester.

EDU - Education

EDU 100 - Tutoring Theory Practice

The course is designed to lead practicing tutors into an examination, through readings and discussion of what tutoring is, why and how it works and what tutoring can and cannot accomplish in a college setting. Because the course is designed to run concurrently with practical tutoring, candidates need to apply to and be accepted by College Tutoring Services. Acceptance is based on transcript, faculty evaluation and interviews and takes place during the semester prior to that during which the course is taken. In order to earn 2 credit hours, students must attend a series of five workshops with planned activities and discussion designed to lead to greater cultural self-awareness and therefore awareness of other peoples' cultural selves.

Credits: 1-2

Offered: Every semester.

EDU 101 - First Field Experience

Adolescence Education majors are introduced to teaching by enrolling in a 25-hour observation participation experience.

Credits: 0

Offered: Offered on occasion.

EDU 102 - Reading Tutor Training I

EDU 102 is a one credit course designed to familiarize students with the educational setting of tutoring and with the requirements of being a reading tutor. This training program is designed to develop the range of skills needed to help children learn how to read at the independent level, to improve their reading skills, and to become confident in their reading abilities. The focus of the early training sessions will be on gaining knowledge of basic components of the reading process as well as specific reading strategies used by children at different ages, and activities tutors can use with elementary school children. Tutors will work with school children at least two hours a week. Eligible tutors may receive Work Study funding for their tutoring.

Credits: 1

Prerequisite: EDU 105. Offered: Every year.

EDU 103 - Reading Tutor Training II

EDU 103 is a one credit course designed to provide students with some advanced training as reading tutors. This advanced training reviews all aspects of being a tutor and reading tutor as presented in Training 1, and adds the component of systematic assessment for progress monitoring of reading development. The focus of the course will continue to be learning and selecting reading strategies for use by elementary school children at different ages and ability levels. Tutors will work with school children at least two hours a week. Eligible tutors may receive Work Study funding for their tutoring.

Credits: 1

Prerequisite: EDU 102. Offered: Every year.

EDU 105 - Introduction to Contemporary Inclusive Education

Introduction to childhood and early childhood education, its principles and practices. Organization of elementary schools, planning, teaching styles, classroom management, and instructional materials are among the topics considered. Direct teaching experiences with children are an integral part of the course.

Credits: 3

Corequisite: EDU 106. Offered: Every semester.

EDU 106 - Practicum in Inclusive Education I

Provides participants an opportunity to observe classroom operations, observe and describe the many roles of teachers, conduct focused observations and interviews, conduct two formal lessons with individuals, and small or large groups of children on a teaching learning project.

Credits: 1

Corequisite: EDU 105. Offered: Every semester.

EDU 110 - Education Literature/Composition

An integration of how one writes and how one can effectively teach writing to students. Using the writing workshop approach, the courses examines principles, teaching methodologies, and techniques pertaining to the writing process from both the perspective of writer and teacher.

Credits: 3

Offered: Offered on occasion.

EDU 200 - Statistics

Elements of probability theory; fundamental concepts and techniques of statistics with application. May not be repeated for credit. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.

Credits: 3

Offered: Offered on occasion.

EDU 214 - Introduction to Children's Literature

Designed to assist students in becoming widely acquainted with the great wealth of trade (library) books and media

available for today's children, preschool through middle school. Course content includes all literary types.

Credits: 3

Offered: Offered on occasion.

EDU 215 - Education in American Society

Foundations course in the study of education. Introduction to social, historical, and philosophical foundations of education and the relationship between school and society.

Credits: 3

Offered: Offered on occasion.

EDU 218 - Children's Literature in Literacy Instruction

This course is an introduction to Children's Literature in Reading and includes a study of genre as well as discussion of literacy acquisition, reading instruction and use of children's literature for evaluation and remediation of reading difficulties.

Credits: 3

Offered: Offered on occasion.

EDU 220 - Child Development

Development of the child from beginning of life: prenatal development through age 12. Study of physical, cognitive, social, emotional, and moral development of the child. Credit will not be given for both EDU 220 and EDU 225.

Credits: 3

Offered: Offered on occasion.

EDU 221 - Introduction to Early Childhood Education

The course examines early childhood care and education with particular emphasis on center-based settings for children Birth-5 years. Topics include theories of child development that inform best practices, characteristics of quality care and education ("educare"), developmentally appropriate curriculum (with an emphasis on how children learn through play in well-prepared environments), appropriate assessment for young children (with an emphasis on observation), and strategies to build strong family partnerships.

Credits: 3

Prerequisite: (EDU 105 and EDU 106) and (EDU 220 or EDU 225). Offered: Every year.

EDU 222 - Practicum in Early Childhood

The field experience explores early childhood care and education with particular emphasis on center-based settings for children Birth-5 years. Early Childhood and Early Childhood/Childhood majors will gain experience interacting with and guiding the youngest children in early learning settings. The primary purpose of the early field experience is to provide teacher candidates with a carefully mentored experience to help develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development. This experience is for two hours, twice a week, for eight weeks. The placements are in high quality educare settings.

Credits: 1

Corequisite: EDU 221. Offered: Every semester.

EDU 224 - Adolescent Development

Physical, mental, and emotional influences on adolescent development in terms of habits, interests and social adjustment. Factors in home and school that influence adolescent behavior and personality, and procedures for evaluating relevant research.

Credits: 3

Offered: Every semester.

EDU 225 - Child Development EC/CH

In this course, students explore the natural sequence of growth and development from birth through pre-adolescence, with emphasis on the physical, cognitive, emotional, and social dimensions. Students also investigate why and how we study children: research issues and themes, research designs and methodologies, and research evaluation and ethics in the social sciences.

Credits: 3

Offered: Every semester.

EDU 226 - The Earth As A System

In today's world, with increasing global population, shifting climate and a growing demand for raw materials and energy, a basic understanding of the earth as a system is more important than ever. Earth as a System aims to illustrate the interconnectedness and complexities of the planet's principal subsystems of hydrologic, atmospheric, biologic and geologic processes and their impact on shaping the planet and the lives of humans.

Credits: 3

Offered: Every semester.

EDU 227 - The Electronic Classroom

An introduction to computer managed instruction, computer based instruction, and the design and use of multimedia resources in the classroom.

Credits: 3

Offered: Offered on occasion.

EDU 250 - Introduction to the Exceptional Learner

Introductory survey of nature, needs, and education of children who are exceptional because of intelligence, behavioral disorders, and/or physical development.

Credits: 3

Prerequisite: (EDU 105 and EDU 106) or (MAED 105 and MAED 106) or (SCED 105 and SCED 106) or ENED 101 or ENGL 101. Corequisite: EDU 251. Offered: Every semester.

EDU 251 - Practicum in Inclusive Education II

Candidates work directly with pupils with learning difficulties in area schools and agencies.

Credits: 1

Corequisite: EDU 250. Offered: Every semester.

EDU 275 - Introduction to the Teaching of Reading in the Elementary School

Introduction to techniques, activities, and materials employed in teaching elementary school candidates how to read. Focuses on traditional texts and reading materials, as well as hands-on experience in applying microcomputers in the teaching of reading. The use of writing as a technique in the teaching of reading will also be employed. Specifically designed to prepare students for participation in elementary school classrooms.

Credits: 3

Offered: Offered on occasion.

EDU 276 - Literacy and Technology in Inclusive Educational Settings

Overview of the processes involved in literacy acquisition and the instructional approaches that acknowledge current thinking. Relationship of reading and writing, and aspects of writing development and writing process appropriate to each stage of reading development. Topics: models of reading and writing conceptual and methodological issues related to instruction and acquisition of reading, the role and use of technology in literacy instruction, assessment of candidates' reading and writing, diversity in reading acquisition - the role of technology in facilitating reading and writing for diverse learners.

Credits: 3

Offered: Every semester.

EDU 295 - Introduction to Educational Assessment

This Assessment Course is intended to introduce teacher candidates to concepts and vocabulary of assessment, as well as the assessment process from choice of assessment through to interpreting and reporting of results. The course is part of the undergraduate education sequence. It should be taken early in the education program, preferably the first semester of the sophomore year either prior to or at same time as EDU 250 or EDU 221. Later courses in the sequence contain more discipline-specific components of assessment: EDU 355 examines assessment for inclusive education, EDU 405 and 406 for literacy, and EDU 221 for early childhood.

Credits: 3

Prerequisite: EDU 105 and EDU 106. Offered: Every semester.

EDU 303 - Safe Schools/Healthy Students-DASA: Safety Education/Fire and Arson/School Violence

The course is designed to provide pre-service teachers (B-12) with an introduction to essential concepts in fire safety, school violence prevention, and the social patterns of harassment, bullying and discrimination. Students will develop their knowledge through Internet assignments, assigned readings, situational analysis, group discussion, video and lecture.

Credits: 1

Offered: Every year.

EDU 304 - Safe Schools & Healthy Students

The course provides mandated information and instruction regarding school violence prevention and intervention, regarding child abuse detection and reporting, child abduction prevention, and regarding alcohol, tobacco, drug abuse prevention at the local, state, and federal levels of education and the law. The course also examines the role of the classroom teacher in all such reporting and prevention efforts.

Credits: 1

Offered: Every semester.

EDU 305 - Cultural & Linguistic Diversity of Students and Families

An introduction to basic concepts, theories, and issues involving multicultural education, cultural diversity, and the educational system. Emphasis is on the development of a sound theoretical framework from which practical application to classroom situations will evolve. Candidates will teach, interact with, and/or observe children and youth from diverse cultural and linguistic backgrounds and employ a variety of teaching strategies.

Credits: 3

Prerequisite: EDU 250 and EDU 105. Corequisite: EDU 313. Offered: Every semester.

EDU 312 - Infant and Toddler Care and Education

The course examines learning environments for children ages Birth to 3 with particular emphasis on center based settings. Topics include a review of infant/toddler development, characteristics of quality education,

developmentally appropriate curriculum in developmental areas, guidance based on observation and family dynamics and relations affecting infant development and growth, and parenting/teaching strategies.

Credits: 3

Prerequisite: EDU 105. Offered: Offered on occasion.

EDU 313 - Practicum in Inclusive Education III

Required for students enrolled in EDU 305 Cultural and Linguistic Diversity. Students spend seven to eight weeks in elementary and secondary classrooms, in traditional and/or non-traditional settings. Students will be paired to enable peer coaching and peer assisted learning to occur. Students will develop an instructional unit, and teach sample lessons; for small groups or entire classes, and incorporate multicultural concepts, including culture awareness; tolerance and acceptance; cooperative learning; multiple intelligence theory; and multicultural literature, among others.

Credits: 1

Corequisite: EDU 305. Offered: Offered on occasion.

EDU 314 - Developmental Learning

The course is designed to familiarize the beginning teacher with various developmental and learning theories, instructional implications relating to each theory, and classroom application of relevant principles.

Credits: 3

Offered: Offered on occasion.

EDU 315 - Early Childhood Curriculum Development

A methods class designed to help candidates further their knowledge and skills to plan and implement developmentally appropriate learning activities for young children (birth - age 8). Emphasis on integrated curriculum planning to meet developmental needs of young learners.

Credits: 3

Prerequisite: EDU 221 or EDU 312. Offered: Every year.

EDU 321 - Teaching in the Middle School

Principles, materials, curriculum, and methods for teaching in the middle school. Required for certificate extension to middle school grades.

Credits: 3

Offered: Every year.

EDU 326 - Elements of Public School Law

Basic study of school law as applied to the organization of education from the federal and state perspective. Special attention is focused on the teacher and the law with respect to tort liability, due process, rights and responsibilities of teachers, students and parents. Impact of court decisions on the school.

Credits: 3

Offered: Offered on occasion.

EDU 349 - Educational Psychology

Areas of psychology utilized in the teaching and learning processes. Analyzing and interpreting scientific data related to individual differences, growth, learning, group processes, systematic assessment, measurement, and evaluation.

Credits: 3

Prerequisite: EDU 225 or EDU 224. Offered: Every semester.

EDU 351 - Classroom Management

This course will educate teacher candidates about learning processes, motivation, communication, and classroom management and will allow them to develop the necessary skill to apply those understandings. It will prepare individuals to address the range of behavioral differences observed in typical children and youth as well as the characteristics of learners with disabilities. Emphasis will be focused on classroom management techniques that will enhance both individual and group learning in a safe and well-organized environment. Special emphasis will be placed on managing behavior of students with disabilities and promoting development of positive social interaction skills through the teaching of school-based models to address behavior including positive behavior supports (PBS), Multi-tiered Systems of Support (MTSS), and response to intervention (RTI) programs as well as curricula and interventions to assist children and youth in developing social emotional competence, self-regulation and executive function skills. Candidates will review functional behavior assessments and behavior intervention plans. Course will also cover best practices in social emotional learning (SEL). Topics will include teaching students in P-12.

Credits: 3

Prerequisite: EDU 355 and EDU 360. Offered: Every Spring Semester.

EDU 355 - Assessment & Instruction of Students with Learning & Behavior Disorders in Inclusive Ed Settings

Critical examination of students with special needs in inclusive educational settings with an emphasis on the connections between core curriculum, ongoing assessment, and varied instructional strategies. Principles, procedures, and the application of various assessment techniques will be discussed. Organization, development, implementation, modification, and evaluation of instruction across the curriculum will be presented.

Credits: 3

Prerequisite: EDU 250 and EDU 295. Corequisite: EDU 356. Offered: Every Fall semester.

EDU 356 - Practicum in Inclusive Education IV

This course is required for students enrolled in EDU 355 Assessment Instruction of Students with Learning Behavior Disorders in Inclusive Ed Settings. Students spend seven to eight weeks in a special education setting. Students will develop a Functional Behavioral Assessment (FBA), Behavior Intervention Plan (BIP) and Individual Education Plan (IEP) for a pupil.

Credits: 1

Prerequisite: EDU 250 and EDU 295. Corequisite: EDU 355. Offered: Every Fall semester.

EDU 360 - Assessment & Intervention I - Low Incidence Disabilities

This course is designed to provide candidates with methods and strategies for assessment, diagnosis, evaluation, and intervention of/with students with low-incidence disabilities in educational and community settings. There will be a focus on developing comprehensive knowledge, understanding, and skills for teaching students with moderate, severe, and multiple disabilities. Emphasis will be placed on assessment and intervention procedures that incorporate high leverage practices to meet the unique needs of diverse learners who have significant learning needs. The curriculum and instruction portion of the course focuses on evidenced-based instructional practices, curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students exhibiting significant learning needs. Multidisciplinary teaming and planning, are also addressed. Teacher candidates will develop the knowledge, skills, and dispositions that classroom teachers will need to work effectively with students with significant learning needs in educational and community settings.

Credits: 3

Prerequisite: EDU 250 and EDU 251 and EDU 349. Corequisite: EDU 355 or EDU 356. Offered: Every Fall semester.

EDU 376 - Early Childhood Emergent Literacy

Designed to provide knowledge of emergent literacy (reading writing) development and some early language development in children from birth to 8 year olds. Course also teaches methods and strategies for teaching literacy to all birth to 8 year olds to increase school readiness. Course is open to all Fredonia students interested in helping young children develop literacy skills.

Credits: 3

Offered: Every year.

EDU 380 - Working with Children Outside the Classroom

In this service learning course, college students will serve as mentors for K-5 pupils outside the classroom (12-15 hours). Critical issues regarding working with youth, particularly in urban schools, will be addressed and explored through professional development sessions (3-6 hours).

Credits: 1

Offered: Every semester.

EDU 390 - Special Topics in Education: Curriculum and Instruction

Study of special areas in education not covered by existing courses, with special emphasis on Curriculum and Instruction. Content varies from semester to semester. Students should consult the appropriate online Course Offerings and department notices.

Credits: 0-3

Offered: Offered on occasion.

EDU 391 - Special Topics in Education: Language, Learning, and Leadership

Study of special areas in education not covered by existing courses, with special emphasis on Language, Literacy, and Leadership. Content varies from semester to semester. Students should consult the appropriate online Course Offerings and department notices.

Credits: 3

Offered: Offered on occasion.

EDU 395 - Belize Project Orientation

This 2 credit course is a pre-requisite for the Belize Service Learning Project (INED 499). It provides an orientation to the elementary schools, students and teachers in Belize and to Belizean culture in general. It prepares participants to work with cooperating teachers in Belizean schools. Participants design instructional activities and create educational materials that will be donated to cooperating schools and the Belizean Scouts Organization after INED 499. Open to all students in Early Childhood, Childhood, and Childhood Inclusive Education, Adolescence Education, Social Work, Communication Disorders, Music Education, Music Therapy, graduate students in the COE, and other interested students. (Students may take EDU 395 for their own enrichment without participating in the January trip to Belize.)

Credits: 2

Offered: Every year.

EDU 399 - Special Topics: Research

Undergraduate student participation in science education research under faculty supervision. Can be repeated for credit in multiple semesters, 1 credit per semester.

Credits: 1-3

Offered: Every year.

EDU 402 - Teaching Mathematics in Inclusive Educational Settings

Content, curriculum, materials, and procedures in teaching mathematics in the elementary school based on the National Council of Teachers of Mathematics (NCTM) recommendations and standards.

Credits: 3

Prerequisite: EDU 305 and EDU 313 and EDU 349 and (EDU 276 or MAED 276 or SCED 276). Corequisite: EDU 403. Offered: Every year.

EDU 403 - Teaching Science in Inclusive Educational Settings

Materials and procedures in a process-centered science curriculum. Investigation of new curricula illustrating guided discovery approach to teaching sciences.

Credits: 3

Prerequisite: EDU 305 and EDU 313 and EDU 349. Corequisite: EDU 404. Offered: Every year.

EDU 404 - Teaching Social Studies in Inclusive Educational Settings

Curriculum, materials, and procedures in teaching social studies in the elementary school.

Credits: 3

Prerequisite: EDU 305 and EDU 313 and EDU 349. Corequisite: EDU 405. Offered: Every year.

EDU 405 - Teaching Literacy in Inclusive Educational Settings

Candidates will explore and critique aspects of effective reading and writing programs for elementary and early childhood children who are in inclusive settings. Course content will enable candidates to review and select research-based materials, strategies, and assessments that promote learning to read and write and reading and writing to learn. Course connections to EDU 305 will enable candidates to reflect on and critique reading and writing curriculum practices that are culturally relevant and lead to successful literacy learning in balanced, comprehensive programs.

Credits: 3

Prerequisite: EDU 305* and (EDU 276 or SCED 276 or MAED 276). Corequisite: EDU 406. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

EDU 406 - Literacy and Assessment in Inclusive Educational Settings

Candidates will demonstrate their understanding of literacy assessment and instruction by critically exploring assessments, instructional practices, and programs for diverse learners and struggling readers and writers in elementary and early childhood inclusive settings. Using case study and assessment results, candidates will develop and recommend effective, balanced strategies and approaches to literacy instruction that are culturally responsive and meet the needs of all students.

Credits: 3

Prerequisite: EDU 305* and EDU 313* and EDU 349 and (EDU 276 or MAED 276 or SSED 276). Corequisite: EDU 402. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

EDU 412 - Integrated Methods for Early Childhood Education

Prepares students to teach in early childhood classrooms. Information on the national and state learning standards in science, social studies, and the creative arts. Topics include constructivist curriculum planning, preparing the teaching/learning environment, the anti-bias curriculum, project work, authentic assessment, and the role of play in the early childhood classroom.

Credits: 3

Prerequisite: EDU 315. Corequisite: EDU 432. Offered: Every year.

EDU 416 - Capstone Seminar - Advanced Study in Classroom Organization, Management, and Instruction

Focus on extending candidates' knowledge and skills in classroom management and organizational methods, as well as instructional strategies and content. The course also assists candidates in the successful completion of the applied teaching and learning project in their student teaching experiences.

Credits: 3

Offered: Every semester.

EDU 417 - Middle School (Grades 5-9) Methods in Mathematics

Principles, materials, and methods for teaching middle school (grades 5 to 9) mathematics. The course serves as the primary methods course for students pursuing initial certification in Middle Childhood Education - Mathematics Specialist.

Credits: 3

Offered: Every year.

EDU 419 - Secondary School (Adolescence) Methods

Principles, materials, and methods for teaching English, foreign languages, mathematics, science, or social studies in the secondary school. Assignment to sections according to subject matter. Note: must be taken before senior student teaching. Required for Adolescence Education.

Credits: 3

Offered: Every year.

EDU 420 - Student Teaching Grades 1-3

A field assignment to teach in Childhood Education. Assignments provided in grades 1 to 3; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Childhood Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Offered: Every semester.

EDU 421 - Student Teaching in Early Childhood Education - Pre-Kindergarten

A field assignment to teach in Early Childhood Education. Assignments in Pre-Kindergarten; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Early Childhood Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Offered: Every semester.

EDU 422 - Student Teaching Childhood: Grades 4-6

A field assignment to teach in Childhood Education. Assignments provided in grades 4 to 6; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Childhood Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the School of Education.

Credits: 6

Offered: Every semester.

EDU 423 - Student Teaching in Early Childhood Education - Kindergarten

A field assignment to teach in Early Childhood Education. Assignments in a kindergarten; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Early Childhood Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Offered: Every semester.

EDU 424 - Student Teaching in the Elementary School - Primary (Hamburg)

A field assignment to teach on the primary level in the elementary school. Open only to candidates accepted into the Fredonia-Hamburg Program. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 3

Offered: Offered on occasion.

EDU 425 - Student Teaching in Early Childhood Education - Grades 1 or 2

A field assignment to teach in Early Childhood Education. Assignments in a grade 1 or 2 classroom; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Early Childhood Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Offered: Every semester.

EDU 426 - Student Teaching in the Elementary School - Intermediate (Hamburg)

A field experience assignment to teach in the intermediate level in the elementary school. Open only to candidates accepted into the Fredonia-Hamburg Program. Prerequisites: Enrollment and satisfactory progress in professional courses; ongoing recommendation of the College of Education.

Credits: 3

Offered: Offered on occasion.

EDU 429 - Student Teaching in Middle Childhood Education - Mathematics Specialist

A field assignment to teach middle school mathematics. Assignments provided in grades 5 through 9; arrangements made by the Office of Field Experiences. Open only to students accepted into SUNY Fredonia's Middle Childhood Education - Mathematics Specialist Program.

Credits: 15

Prerequisite: EDU 417 or MAED 417. Offered: Every year.

EDU 430 - Student Teaching Grades 7-12

A field assignment to teach in secondary education. Assignments provided by subject area in grades 7 through 12; arrangements made by Office of Field Experiences. Open only to students accepted in Adolescence Education Certification.

Credits: 15

Prerequisite: EDU 419 or MAED 419 or SCED 419 or SSED 419. Offered: Every year.

EDU 432 - Sustaining Collaborative Relationships

Students in Special Education will likely assume leadership roles in their individual schools and/or their LEAs. The proposed course is designed to provide teacher candidates with the background, knowledge base, experience, and personal contact to work collaboratively with professionals and parents. Learning consultation and collaboration skills assures that the needs of individuals with Exceptional Learning Need (ELN) are addressed throughout their school career. It also enhances the view of Special Educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies. Students will learn about participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships. This course will examine the history of family involvement in education, discuss different models of involvement that are present in schools from early childhood through to secondary programming, and share strategies for involving parents both in and out of school. There will be a focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities who are culturally and linguistically diverse. Strategies will be explored for understanding, respecting, and working with all families in all communities. Students will also be taught to recognize the importance of productive relationships and interactions among the school, home, and community for enhancing student learning.

Credits: 3

Prerequisite: EDU 250 and EDU 349. Offered: Every Fall semester.

EDU 438 - Student Teaching: Birth-Grade 2

Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for State University of New York at Fredonia students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Credits: 6

Offered: Every semester.

EDU 439 - Student Teaching: Grades 3-6

Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for State University of New York at Fredonia students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Credits: 6

Offered: Every semester.

EDU 440 - Student Teaching Inclusive/Special Education: Grades 1-3

A field assignment to teach in Childhood Inclusive Education. Assignments provided in grades 1 - 3; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Childhood Inclusive Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Offered: Every semester.

EDU 441 - Student Teaching Inclusive/Special Education: Grades 4-6

A field assignment to teach in Childhood Inclusive Education. Assignments provided in grades 4 - 6; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Childhood Inclusive Education. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Offered: Every semester.

EDU 452 - Student Teaching Inclusive/Special Education: Grades 7-12

A field assignment to teach in Special Education with students who have special needs, Grades 7-12. Arrangements made by the Office of Field Experiences. Open only to candidates accepted in All Grades Students with Disabilities. Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.

Credits: 6

Corequisite: EDU 416. Offered: Every semester.

EDU 460 - Assessment & Intervention II-High Incidence Disabilities

This course is designed to provide candidates with methods and strategies for assessment, diagnosis, evaluation, and intervention of/with students with disabilities in educational and community settings. Emphasis will be placed on assessment procedures that incorporate high leverage practices to meet the unique needs of diverse learners. The curriculum and instruction portion of the course focuses on evidenced based instructional practices that align with the NYS learning standards. Candidates will learn to implement evidence-based practices in curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities. Students will develop the knowledge, skills, and dispositions that classroom teachers will need to work effectively with students with academic and behavioral challenges in inclusive educational settings. This will include managing behavior of students with disabilities and promoting development of positive social interaction skills. Principles, procedures, and applications of formal and informal assessment techniques for individuals with special needs will be discussed. The organization, implementation, modification, and evaluation of interventions for students with high incidence disabilities in particular will be stressed.

Credits: 3

Prerequisite: EDU 360. Offered: Every year.

EDU 480 - Internship - Curriculum and Instruction

Participation in a professional, subject related experience, with emphasis on Curriculum and Instruction. The student must submit a proposal stating what the experience is, how it relates to their course of study, and how it will be monitored and evaluated. The instructor will be responsible for the supervision of the intern. The proposal must be approved one month in advance by the advisor, instructor, and chairperson prior to registration.

Credits: 1-15

Offered: Every semester.

EDU 481 - Internship: Language, Learning, and Leadership

Participation in a professional, subject related experience, with emphasis on Language, Learning, and Leadership. The student must submit a proposal stating what the experience is, how it relates to their course of study, and how it will be monitored and evaluated. The instructor will be responsible for the supervision of the intern. The proposal must be approved one month in advance by the advisor, instructor, and chairperson prior to registration.

Credits: 1-15

Offered: Every semester.

EDU 490 - Independent Study: Curriculum and Instruction

Study of a particular problem in education, with emphasis on Curriculum and Instruction. Periodic meetings with instructor and the writing of a substantial paper.

Credits: 1-4

Offered: Every semester.

EDU 491 - Independent Study: Language, Learning, and Leadership

Study of a particular problem in education, with emphasis on Language, Learning, and Leadership. Periodic meetings with instructor and the writing of a substantial paper.

Credits: 1-15

Offered: Every semester.

EDU 501 - Child Development

In this course, students explore and analyze the natural sequence of growth and development from birth through pre-adolescence, with emphasis on the physical, cognitive, emotional, and social dimensions. Students also investigate why and how we study children, with students researching issues and themes, and learn about research designs and methodologies related to child development.

Credits: 3

Offered: Every semester.

EDU 502 - Psychology of Adolescence

Influence of physical, sexual, and social factors upon total personality during adolescence. Relationship to formation of attitudes toward self and others. Social, emotional, intellectual, and vocational adjustment demanded of youth in contemporary life.

Credits: 3

Offered: Offered on occasion.

EDU 503 - Evaluation in the Schools

Practical applications of evaluation theory in the schools: preparation and use of teacher-made tests; selection, administration, and interpretation of standardized tests; the use of assessment data in school-related decision-making.

Credits: 3

Offered: Offered on occasion.

EDU 504 - Intro to the Exceptional Learner

Introductory survey of nature, needs, and education of children who are exceptional because of intelligence, behavioral disorders, and/or physical development. Addresses practical considerations regarding placement

options, instructional adaptations, and effective use of support services. Candidates will apply this knowledge in the field.

Credits: 3

Corequisite: EDU 558. Offered: Every semester.

EDU 505 - The Process of Writing: K-12

Examination of the writing process with emphasis on the theoretical and practical issues in the teaching of composition. Details the importance and role of audience, voice, focus, prewriting, conferencing, peer editing, assessment, purpose, and mechanics. Participants write in several modes as part of observation and study of their own composing strategies, including an investigation of the stage or step model of writing.

Credits: 3

Offered: Offered on occasion.

EDU 506 - Introduction to Literacy Instruction

The course is designed to provide an overview of literacy (reading, writing, viewing, speaking, listening, thinking) as a developmental process. It includes models of literacy that support learning and instruction, as well as addressing issues concerning emergent literacy, planning and evaluation, and programs funded at the state and federal levels.

Credits: 3

Offered: Every year.

EDU 507 - Group Processes in Education

Implications of individual group relationships for teachers and administrators with respect to more effective teaching, higher student motivation, leadership identification and development, school climate and organizational development.

Credits: 3

Offered: Offered on occasion.

EDU 508 - Teaching Exceptional Learners in Inclusive Settings

Addresses evidence-based instructional approaches, curriculum adaptation, placement options, and effective use of support services for exceptional learners, with an emphasis on instructional approaches to support them in inclusive settings and in the general education curriculum.

Credits: 3

Offered: Offered on occasion.

EDU 509 - Teaching of Thinking

Study of an overall framework of teaching of and about thinking and teacher behaviors which create classroom conditions for thinking. Basic approaches to the teaching of thinking skills are explored through current programs, systems, and resources.

Credits: 3

Offered: Offered on occasion.

EDU 513 - Literacy in the Content Areas

The course explores reading and writing in discipline-specific areas including science, social studies, and mathematics. The course also places a strong emphasis on close reading of expository texts and analysis of test data as a tool for planning instruction. Specifically, this course teaches candidates proficiency in providing instruction and assessment in cooperation with other school staff, including but not limited to creating instructional environments and teaching key aspects of literacy acquisition. In EDU 513, instruction focuses on vocabulary skills, study strategies, and strategies for building comprehension, constructing meaning, and building literacy in the content areas.

Credits: 3

Offered: Every year.

EDU 514 - Assessment and Instruction of Diverse Learners I

Addresses proven formal and informal approaches to be used by educators and related services professionals in identifying and teaching exceptional learners, with an emphasis on measurement strategies that inform their effective instruction.

Credits: 3

Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Offered on occasion.

EDU 515 - Dramatic Experiences in Elementary School

The course will examine the history of dramatic experiences in the K-6 public school system, including oral and dramatic traditions in cultures around the world. Children's/adolescent literature titles will be the catalyst to develop projects that include storytelling and dramatic activities.

Credits: 3

Offered: Offered on occasion.

EDU 516 - Improving Educational Outcomes: Working with Children and Families from Poverty

This Linking Content to Pedagogy course provides an in-depth study of the culture of poverty (in contrast to middle class) using research-based frameworks. Candidates will explore characteristics of poverty and social class and relate these characteristics to academic readiness and success in order to develop classroom tools, interventions, and resources for use with P-12 children and their families.

Credits: 3

Offered: Offered on occasion.

EDU 517 - Types of English Language Learners

In this special topics course, participants will have the chance to learn about the various "types" of English language learners (ELLs). Often, people assume that ELLs are children who just need to learn the English language and are in K-12 school settings. While this definition can be true, it is limited in its scope for its lack of recognizing the various influences and contexts in which people are and can be classified as ELLs. Further, not all ELLs have had or are in K-12 settings. Therefore, this course is designed to introduce students to the various types of ELLs. This may include all or most of the following: (a) long-term ELLs; (b) (im)migrants; (c) adults; and (d) refugees, newcomers and students with interrupted formal education (SIFE). The goal of this course is to introduce anyone interested in learning about these various "types" of ELLs to the defining characteristics of each group, to rectify any myths and misunderstandings about who ELLs are while digging into the controversial group labeling that can exist, and to examine and discover pertinent influences which may impact language acquisition and ELLs' ability to be included as full members of society (whether in school or workplace environments).

Credits: 3

Offered: Every year.

EDU 518 - Second Language Acquisition and Development

This course will help teacher educators better understand second language acquisition (SLA) in order to help them with their lesson planning and delivery in instructing English language learners (ELLs). Students will become knowledgeable about the various social, psychological, and linguistic theories and approaches to SLA and be able to apply this knowledge to their teaching practices. This course will also explore first language acquisition, developmental stages of SLA, as well as present the various individual factors which help to explain differences between and within language learners. Since ELLs are diverse, and their language learning needs are specific to themselves, educators must understand the various means and ways in which languages are learned and acquired in order to be reflective, responsive practitioners.

Credits: 3

Offered: Every year.

EDU 519 - Curriculum Theory for the English as a New Language (ENL) Classroom

This course is an introduction to working with English Language Learners (ELLs) in preK-12 settings. ELLs represent a diverse body of students and this course will introduce ways of instruction for ELLs related to the four language skills of reading, writing, speaking, and listening, closely linking language and culture in said instruction. This course will present a foundational understanding in funds of knowledge, culturally responsive pedagogy, and culturally sustaining pedagogy, which candidates will be able to apply to their instruction, thus challenging and encouraging growth to the more traditional ways of teaching students. Candidates taking this course will learn about existing standards as applied to working with ELLs, New York State law and policy related to the schooling of ELLs, and strategies for an ELL classroom. The four skills of reading, writing, speaking, and listening for ELLs will be a focus, presented to ensure candidates are prepared to begin work with ELLs. Candidates will be able to create authentic, meaningful lessons which will help ELLs in their language acquisition. There is an early field experience component to this course, only for Option 2 (non-previously certified) students, which involves tutoring at least one ELL.This is the first of three early field experiences prior to student teaching for teacher candidates in the TESOL M.S.Ed. program.

Credits: 3

Offered: Every year.

EDU 520 - Curriculum Framework Theory/Development

Core graduate course for the Curriculum and Instruction master's degree specialization explores the people and changes impacting the history of curriculum in the U. S. Students will develop a usable curriculum/instructional framework following acceptable curriculum development practice.

Credits: 3

Offered: Every year.

EDU 521 - Practicum in TESOL I

This course is required for students enrolled in EDU 519 who do not already hold New York State teacher certification (Option 2 students). Students will complete the NYSED- mandated hours of early field experience in an elementary, secondary or adult classroom, in bilingual, traditional and/or non-traditional settings, to work closely with English language learners (ELLs) in some capacity.

Credits: 0

Corequisite: EDU 519. Offered: Every Fall semester.

EDU 525 - Curriculum Framework Integration/Innovation

Builds on EDU 520. Curriculum issues and development course, students analyze current developments in the field of curriculum and instruction. Students develop an innovative curriculum framework integrating many content frameworks and innovative techniques.

Credits: 3

Offered: Every year.

EDU 526 - Middle School Curriculum

Study of the philosophy, organization, and curriculum of the middle school. Emphasis on the role of the teacher in the middle school. Research and experimental models are examined.

Credits: 3

Offered: Offered on occasion.

EDU 528 - Technology in the Schools

The course is designed to introduce education personnel to the techniques and equipment involved in the use and development of computer-assisted instruction (CAI). A preliminary introduction to the microcomputer will be a part of the course. The role of both CAI and computer-managed instruction will be explored, including the possibilities of record management, analysis of student performance, and the development of original CAI materials. Emphasis will be placed on the use of "high level, user- friendly" languages such as PILOT and LOGO.

Credits: 3

Offered: Offered on occasion.

EDU 529 - Proactive Approaches to Classroom Management in Inclusive Settings

Focus on research-based positive approaches to the prevention of and intervention on academic and social challenges of P-12 students with disabilities. Principles of classroom structure and organization, classroom management, positive proactive behavior management, and school-wide discipline plans are emphasized, with a basis in current research.

Credits: 3

Offered: Offered on occasion.

EDU 530 - Assessment and Instruction of Diverse Learners II

Case study-based approach to issues of instructional planning, instructional delivery, analysis of student performance, and teacher reflection and response. Incorporates the "Planning, Instructing, Reflecting, Responding model" adopted by Fredonia's Professional Education Unit.

Credits: 3

Offered: Offered on occasion.

EDU 531 - Philosophy of Education

This course will provide candidates in a variety of content areas with the opportunity to explore the philosophical, historical, cultural and social foundations of educational thought relevant to their areas of pedagogical focus.

Credits: 3

Offered: Every other year.

EDU 535 - School and Society

Analysis of the school in relation to other socializing influences. Examines cultural change and its effect upon education; the school in relation to specific problems of changing American communities; and research on teaching as an occupation.

Credits: 3

Offered: Offered on occasion.

EDU 536 - Adolescent Literacies, Literature and Technology

The course provides an overview of multiple literacies associated with adolescents, including the theory and research base. It examines young adult literature from the perspectives of critical literacy and censorship, and it explores media literacy and technology, with a special emphasis on computers and writing. The course also develops means for assisting struggling adolescent readers, especially those from diverse cultural and linguistic backgrounds.

Credits: 3

Offered: Every year.

EDU 538 - Cultural Literature

The course takes a transcultural/global approach to the promotion of literacy. Focusing on juvenile and children's literature - as well as on literature applicable to adolescents - the course exposes course participants to world literature. Within an in-depth global exploration of culture and values, students will glean intercultural awareness, stretching literacy beyond U.S. national borders. Using sound instructional practice and theory, participants will read novels written by international child protagonists. Participants will generate annotated bibliographies that will enrich classroom libraries and promote literacy at the elementary, middle, and high school levels.

Credits: 3

Offered: Offered on occasion.

EDU 539 - Current Issues and Problems in Education

Addresses identification, definition, and analysis of problems and issues facing education today; current criticisms of public schools; responsibilities of the schools; questions of curriculum development; and how well schools are teaching basic skills.

Credits: 3

Offered: Offered on occasion.

EDU 540 - Content Area English as a New Language

EDU 540 explores sheltered English instruction, translanguaging, and other strategies and methods aimed at making content area instruction more comprehensible for English Language Learners (ELLs). Course participants will learn how to modify and create content area instructional materials and how to plan high quality, effective instruction for ELLs. The goal is for participants to become reflective practitioners by designing instruction to make content comprehensible for ELLs. This course is designed to integrate language and content learning, and ultimately to translate language instruction into meaningful learning. Emphasis will be placed on New York State Education Department (NYSED) policy and standards. There is an early field experience component to this course, only for Option 2 (non-previously certified) students, which involves tutoring at least one ELL.This is the second of three early field experiences prior to student teaching for teacher candidates in the TESOL M.S.Ed. program.

Credits: 3

Prerequisite: EDU 519. Offered: Every year.

EDU 541 - Practicum in TESOL II

This course is required for TESOL Option 2 students without NYS teacher certification and Advanced Certificate, Bilingual Extension (AC:BLE) students enrolled in EDU 540. Students will complete the NYSED-mandated hours of early field experience in an elementary, secondary or adult classroom, in bilingual, traditional and/or non-traditional settings, to work closely with English language learners (ELLs) in some capacity.

Credits: 0

Offered: Every year.

EDU 542 - Evidence-Based Practices for Inclusive Settings

Evidence-Based Practices for Inclusive Settings meets new legislative and legal mandates for educators to provide their students withscientifically-based" instructional practices for improving academic and behavioral performance. This course will help practitioners to link their respective academic "content" with"evidence-based" pedagogical practices."

Credits: 3

Offered: Every year.

EDU 543 - Education for Gifted and Talented Students

Focuses on development and implementation of educational programs for optimum growth of gifted/talented students, inclusive of curriculum content; organization of special schools and classes; teaching materials and methods; and the evaluation and administrative adjustments.

Credits: 3

Offered: Offered on occasion.

EDU 544 - Secondary School (Adolescence) Curriculum

Study of secondary curriculum, inclusive of new mandates; emerging practices; varied viewpoints; relevant research; programs; and the roles of classroom teacher and school administrator in curriculum development.

Credits: 3

Offered: Offered on occasion.

EDU 545 - History of American Education

Historical interpretation of American education. Characteristics of American colonial education and significant developments in American elementary, secondary, and higher education during the 19th and 20th centuries.

Credits: 3

Offered: Offered on occasion.

EDU 546 - Models of Classroom Management

Designed to expand traditional understanding of classroom management that focuses on discipline and behavioral problems. The course follows a comprehensive classroom management approach, focusing on areas of knowledge and skills that teachers need in order to be effective classroom managers.

Credits: 3

Offered: Offered on occasion.

EDU 548 - Practicum in International Teaching

The course provides an opportunity to expand and practice teaching skills in an international setting. Participants will gain information on an educational system different from their own, gain experiences with the traditions and cultural values of the host country, and participate in classrooms where they can observe, assist, and teach. On-site U.S. faculty will assign readings to complement the practical experiences and will lead discussion seminars on topics and themes associated with the international experience.

Credits: 3

Offered: Offered on occasion.

EDU 551 - Foundations of Teaching Indigenous Languages: Theory, History, Programs

Foundations of Teaching Indigenous Languages: Theory, History, Programs provides the basic history, theories, issues, and concepts related to teaching Indigenous languages. This course will cover varieties of language

reclamation models, history, policy and politics of Indigenous language, as well as issues in teaching and learning Indigenous languages. This course focuses both on international and national perspectives by providing examples of endangered and reclaimed languages from around the world. This course flows from the topic of language endangerment to language reclamation in the Americas to a local New York perspective on indigenous language endangerment/reclamation. Topics such as policies and politics, linguistic human rights, and new domains for Indigenous languages will be a focus of this course.

Credits: 3

Offered: Every year.

EDU 552 - Introduction to Literacy Assessment

The course investigates the nature and process of literacy assessment, with an eye to the diagnosis of literacy difficulties. The course requires Candidates to develop competence in using a wide variety of literacy assessments and analyzing data in order to identify reading and writing problems.

Credits: 3

Offered: Every year.

EDU 553 - Citizenship Education: Moral-Legal Education

Curriculum planning and revision, kindergarten through twelfth grade, as it relates to the moral-legal dilemmas facing teachers and students today. Elements include: (1) law-related education; (2) various theoretical positions regarding moral development; (3) moral dilemmas (case studies) drawn from schools; and (4) curricular implications and revisions needed.

Credits: 3

Offered: Offered on occasion.

EDU 555 - Methods of Bilingual Education

Reviews, discusses, and analyzes teaching methods and techniques used in core subject areas (mathematics, science, and social studies) in bilingual education classrooms in the United States. Assessment strategies as integral parts of teaching methodology are discussed (e.g., portfolios will develop and teach reading and/or writing lessons using strategies, peer groups and self-assessments). Emphasis is on methods and techniques using the language in which the bilingual extension is sought. The course includes suggestions for coordination with ESL content area instruction. Students produce and carry out lessons in the various subject areas. Required course for candidates pursuing a New York State Bilingual Education Extension; recommended for teachers working with English Language Learners.

Credits: 3

Offered: Every other year.

EDU 556 - Teaching Language Arts in Spanish

Focuses on teaching approaches and methodology used in the development of literacy skills by Spanish speaking students in the U.S. Emphasizes the understanding of the active interaction of reading, writing, listening, and speaking in the process of acquiring and mastering communication skills. Reviews and analyzes current technology and curricular materials used to teach the language arts. Students will develop and teach reading and/or writing lessons using course materials. Required for teachers pursuing a New York State Bilingual Education extension.

Credits: 3

Offered: Every other year.

EDU 557 - Methods of Instruction and Assessment for Teaching Indigenous Languages

Methods of Instruction for Teaching Indigenous Languages provides students with the opportunity to learn about the various methods and practices related to teaching Indigenous/endangered and less commonly taught languages. Participants will learn about program models and methods which have been used in successful language reclamation situations, as well as practices which are currently being used today for those languages which are considered endangered and in need of reclamation. Models discussed will include, but are not limited to, the following: immersion, intergenerational and Master-Apprentice models, bi/multilingual programs, summer institutes, and other school or community-based initiatives used by Indigenous People throughout the United States and the world.

Credits: 3

Offered: Every year.

EDU 558 - Practicum in Inclusive Education II

Candidates work directly with pupils with learning difficulties in area schools and agencies and apply this knowledge from the field into their academic coursework and lesson planning.

Credits: 1

Corequisite: EDU 504. Offered: Every semester.

EDU 559 - Educational Psychology

Areas of psychology utilized in the teaching and learning processes. Analyzing, researching, and interpreting scientific data related to individual differences, growth, learning, group processes, systematic assessment, measurement, and evaluation.

Credits: 3

Offered: Every semester.

EDU 561 - Contemporary Issues in Parent/Teacher Relationships

Focuses on building successful partnerships with families with diverse structures. Identifies models of family involvement in schools; strategies for increasing family involvement in classrooms; current educational mandates; implications for schools; and relevant research.

Credits: 3

Offered: Offered on occasion.

EDU 562 - Infant Development and Education

Focuses on nutritional and psychological influences on prenatal, infant, and toddler growth and development, inclusive of current research in infant development; childbirth; breastfeeding; infant simulation; intellectual development; attachment behavior; and infants in group care.

Credits: 3

Offered: Every other year.

EDU 563 - Cultural Perspectives

Explores cultural awareness and diversity-related issues both in classrooms and the workplace, with a social sciences approach. Uses ethnographic investigations, document-based analysis, and cultural instruments to explore the diverse reality of today's classrooms and schools. Explores constructivist, student-centered, and equitable learning formats.

Credits: 3

Offered: Every other year.

EDU 564 - Linguistics for ESL Educators

Educating English language learners (ELLs) is complex, and having a further understanding of linguistics will help teacher educators to enhance their lesson planning and delivery in instructing ELLs of various backgrounds. Educational professionals will most likely encounter situations where having familiarity with aspects of linguistics will better enable one to practice one's profession. This course presents the conceptual foundations of linguistics, examines structural/functional properties of language, and discusses the rules and principles which govern natural language (e.g., morphology, phonetics, phonology, syntax, semantics, and pragmatics). Other aspects of linguistics, such as language change, language processing (psycholinguistics) and elements of linguistics which impact language acquisition will also be explored. Further, the concept of Academic Language (AL) is discussed and the implications of AL on teaching practices is explored in relation to ELLs across the core content areas. Overall, this course will explore the core areas of linguistics, help educators "do linguistics" and make linguistics applicable to a language learning classroom via activities, exercises, and projects. Students will be able to apply this new linguistic knowledge to their teaching practices, particularly when working with ELLs.

Credits: 3

Offered: Every year.

EDU 565 - Language and Learning: Psycho- and Sociolinguistic Considerations for Educators of ELL Students

This course will help teacher educators in understanding how language is used and how language functions both within and outside of classroom walls. The course will investigate topics such as globalization and the relationship between language and social settings, including language and gender, identity, ethnicity, and culture. The course will study how language is used globally, in a variety of local/global situations (e.g., World English, language variation), and will examine language use critically (e.g., power, discourse, policy). A wide range of topics in this course will address many of the sociolinguistic phenomena described above, and may include the following: heritage language maintenance, language contact, investment, imagined communities, dialects and idiolects, discourse, language policy, digital literacies, and language socialization. This course will help future educators distinguish and form opinions on these key topics, and discover how sociopolitical, sociocultural, and sociolinguistic elements can affect language learning and language use in and outside of the classroom. Educators will come to understand the broad spectrum of English language in use, the complexities associated with the multiple varieties of English, and how this may impact their classroom in order to be reflective, responsive practitioners.

Credits: 3

Offered: Every other year.

EDU 567 - Practicum in TESOL III

This course is required for TESOL Option 2 students without NYS teacher certification and Advanced Certificate, Bilingual Extension (AC:BLE) students enrolled in EDU 540. Students will complete the NYSED-mandated hours of early field experience in an elementary, secondary or adult classroom, in bilingual, traditional and/or non-traditional settings, to work closely with English language learners (ELLs) in some capacity.

Credits: 0

Offered: Every Spring Semester.

EDU 568 - Foundations of Bilingual Education

This course provides the basic theories, issues, and concepts related to teaching in culturally diverse classrooms where students' first language is not English.

Focuses on U.S. bilingual education in terms of historical, theoretical, and practice/methods used in schools. This course explores bilingual education from the 1960s to the present, Federal legislation (Title VII, Title III), the No Child Left Behind Act, Supreme and lower court decisions, state legislation, Bilingual Special Education, and other legal aspects. Emphasis is placed on the design and effectiveness of a variety of bilingual education program models such as one-way and two-way immersion, indigenous language immersion, and other program models of bilingual education. Participants apply knowledge of the relevant federal and state standards documents pertaining to the education of culturally and linguistically diverse populations such as the NYS Bilingual Common Core Standards, and conduct independent field and library research.

Credits: 3

Offered: Every other year.

EDU 569 - Assessment and Evaluation of English Language Learners (ELLs)

This course allows participants to view current school-based assessments through psychometric and socio-cultural models of assessment focusing on how schools measure language and achievement for English Language Learners (ELLs). Through a unified theory of construct validity, participants will identify the purpose, instrument, method, and the use of assessments and evaluations most appropriate and valid for ELLs. This course explores relationships of assessment to instruction, data driven instruction (DDI), consequences of assessments, test score interpretation, state and federal assessment policies, and those assessments unique for ELLs. Teacher candidates learn how to develop assessment instruments aligned with current standards, as well as develop a conceptual understanding of basic psychometric concepts (grade level equivalent, percentile rank, cut-off scores, standard error of measurement) and how best to apply these concepts in schools with ELLs. There is an early field experience component to this course, only for Option 2 (non-previously certified) students, which involves tutoring at least one ELL.This is the third of three early field experiences prior to student teaching for teacher candidates in the TESOL M.S.Ed. program.

Credits: 3

Prerequisite: EDU 519. Offered: Every year.

EDU 570 - Using Educational Research to Improve Instruction

Assists educational practitioners to become knowledgeable consumers of research and evaluation reports by helping them critically analyze and evaluate research. It examines the nature of reasoning in educational research, the use of measurement procedures in quantifying traits, the role of design in testing hypotheses, the role of statistics in analyzing data, and the limitations inherent in generalizing the results of research studies. Should be taken in the first 9 hours of graduate study.

Credits: 3

Offered: Every semester.

EDU 574 - Multicultural Children's Literature & Technology

The course provides an overview of children's literature from the perspectives of genre, critical literacy, censorship, readability, instructional resource, and multiculturalism. The course also examines literature in non-print forms both for reading and as a product of student writing. The course emphasis is on using a variety of materials and multicultural texts to assist student readers and writers from diverse cultural and linguistic backgrounds

Credits: 3

Offered: Every year.

EDU 575 - Using Educational Research to Improve Instruction: Reading Comprehension

This is a qualitative research course with an emphasis on the latest trends in comprehension instruction for literacy specialists, and ways to design comprehension curriculum with a social justice focus. Students will utilize educational research to identify stages of comprehension development through developmental continuums and will study educational theory related to social action as curriculum and apply that theory to create their own unique comprehension unit.

Credits: 3

Offered: Every semester.

EDU 576 - Practicum in Literacy for All Students

The course is a field-based practicum taken at the same time as the Social Foundations of Literacy course. It provides Candidates with a minimum of 25 hours of practicum in intervention and coaching within formal educational settings wherein Candidates apply and practice what they learn in the co-requisite course about identifying ad assisting all types of diverse students.

Credits: 1

Prerequisite: EDU 552. Offered: Every year.

EDU 579 - Foundations of Literacy

The course presents knowledge about basic psychological and social foundations of reading, writing, spelling, speaking, listening, and viewing. It addresses linguistic, cognitive, psychological, and sociological components that are essential for Candidates to know in order to provide literacy instruction and intervention to the increasingly diverse group of learners in today's classrooms. Specifically, this course teaches candidates proficiency in

providing instruction and assessment in cooperation with other school staff, including but not limited to creating instructional environments and teaching key aspects of literacy acquisition. In EDU 579, instruction focuses on phonemic awareness, phonics skills, and word identification.

Credits: 3

Offered: Every year.

EDU 580 - Teaching Grades 7-12

Practical suggestions for teacher working in secondary school, with a focus on materials and teaching procedures for specific units of work such as: teaching as problem-solving, evaluation strategies, instructional techniques, and recent developments in educational thinking and practice that have affected the curriculum. Special attention to selected topics according to needs and interest of participants. Note: A selected area is to be designated: General, English, Mathematics, Foreign Languages, Science, or Social Studies.

Credits: 3

Offered: Offered on occasion.

EDU 583 - Literacy Interventionist Practicum I

The course is one of two practicum courses to train candidates as reading specialists who provide reading intervention through individualized, assessment-based and learner-oriented instruction. Candidates learn to administer literacy assessments, track results, and use the data to develop interventions, write lesson plans, and work with struggling readers.

Credits: 3

Prerequisite: EDU 552*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

EDU 585 - Adolescent Literature

The course provides an overview of critical issues on various types of young adult literature, including forms of media that represent literature. Candidates will examine historical and contemporary literature, both fiction and non-fiction. They will also identify and select appropriate reading materials, and teaching strategies to meet diverse needs of adolescent students, based on socio-cultural and academic backgrounds.

Credits: 1.5

Offered: Every year.

EDU 588 - Learning to Write: Pre K - Grade 6

Candidates engage interactively in various activities, discussions and readings about the development of writing skills and strategies in Pre K - 6. Current state standards, text types, appropriate teaching strategies for diverse learners, and assessment will be addressed.

Credits: 3

Offered: Offered on occasion.

EDU 589 - Writing in the Middle and Secondary Schools

Candidates engage interactively in various activities, discussions and readings about the development of writing skills and strategies in secondary schools. Current state standards, text types, appropriate teaching strategies for diverse learners, and assessment will be discussed.

Credits: 3

Offered: Offered on occasion.

EDU 591 - Special Topics: Curriculum and Instruction

In-depth exploration of selected topics in professional education, with emphasis on Curriculum and Instruction. Principal focus of the course varies.

Credits: 3

Offered: Every year.

EDU 592 - Special Topics: Language, Learning, and Leadership

In-depth exploration of selected topics in professional education, with emphasis on Language, Learning, and Leadership. Principal focus of the course varies.

Credits: 3

Offered: Every year.

EDU 598 - Special Education Considerations for Assessment of English Language Learners

This course presents current research in the identification of English Language Learners (ELLs) with special needs. The main focus of this course is the use of appropriate language development and disability. Participants will make appropriate intervention, referral, and placement decisions regarding ELLs. Participants will also be able to list key legal restraints on assessing ELLs for Special Education placements. A broad context of legal, historical, sociopolitical and out of school factors (OSFs) affecting the schooling of culturally and linguistically diverse students will be explored. All participants will develop a portfolio of assessment methods for the use in describing student performance in both content areas and language development before diagnosis.

Credits: 3

Offered: Every year.

EDU 599 - edTPA Development and Support

This variable credit course is offered as a support course for post-baccalaureate applicants who need to complete all or part of the Education Teacher Performance Assessment (edTPA) for Initial Teacher Certification in New York State. Enrollees will be provided with supports sanctioned by the Stanford Center for Assessment, Learning, and Equity (SCALE) in completing edTPA and submitting to Pearson for evaluation. Enrollees planning to submit an entire edTPA will enroll for three credits, whereas those who enroll to resubmit a single task for edTPA will enroll for one credit.

Credits: 1-3

Offered: Every semester.

EDU 601 - Issues, Trends, and Research in Autism

This course provides an overview of the needs and education of children diagnosed with Autism Spectrum Disorder (ASD). Among the areas explored in this course are: a review of the historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support. In addition the course will include current trends pertaining to Autism Spectrum Disorder.

Credits: 3

Offered: Every year.

EDU 603 - Issues, Trends, and Research in Elementary (Childhood) Science

Focuses on issues, trends, and research in teaching science in the elementary school. Emphasis on individual readings and seminar discussions, using primary and secondary sources of research.

Credits: 3

Offered: Every other year.

EDU 605 - Issues, Trends, and Research in Elementary (Childhood) Language

Focuses on the structure and organization of English language arts programs; examination of past and current research; and evaluation of current programs. Emphasis on individual readings and seminar discussions, using primary and secondary sources of research.

Credits: 3

Offered: Every year.

EDU 611 - Advanced Seminar in Elementary Education

Individual research on problems of special interest, under the guidance of one or more faculty members.

Credits: 3

Offered: Offered on occasion.

EDU 613 - Literacy Interventionist Practicum II

The course is the another of four practicum courses to train Candidates as reading specialists who provide reading intervention through individualized, assessment- based and learner-orientated instruction. Candidates move to mastery of interventionist skills as the course emphasizes impact on student learning. Candidates also practice their literacy coaching and leadership skills with classroom teachers and parents.

Credits: 3

Prerequisite: EDU 552 and EDU 583 and (EDU 623*) or (EDU 623). Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

EDU 616 - Supervision I: Theory/Practice

The course is designed to provide an introduction to the theory and practice of supervision. Course content will focus on developing the skills an effective supervisor uses in recruiting, selecting, observing, evaluating, and conferencing with teachers in order to improve instruction. In addition, students will explore models of effective teaching and critically review laws, policies, and administrative regulations regarding teacher supervision and evaluation.

Credits: 3

Offered: Offered on occasion.

EDU 617 - Supervision II: Supervision to Improve Instruction

The course provides an overview of the theory and practice of supervising instructional programs with an emphasis on reviewing data and revising curriculum to improve student outcomes. Course content focuses on developing the skills an effective supervisor uses in organizing and working with groups to improve instruction. The role of the school leader in building learning communities that support instructional improvement will be emphasized. The course content and activities will focus on the curriculum revision process with an emphasis on the role of standards, best practice, professional development and assessment. Students will review the history of curriculum in the United States. In addition the need for curriculum to be responsive to the special needs presented by students' background will be investigated.

Credits: 3

Offered: Every year.

EDU 620 - Public School Finance

The course focuses on the factors associated with the financial support of public education at the local, state and

national levels. The analysis and study of legislation, Commissioner's Decisions, Board of Cooperative Education (BOCES) and regulations as they pertain to the support of programs that lead to the development of local budgets as an educational objective of the school district, Board of Education and the community will be studied.

Credits: 3

Offered: Every year.

EDU 623 - Leadership and Advanced Literacy Assessment

EDU 623 is the second of two required assessment courses for graduate candidates in the Master of Science in Education, Literacy Birth to Grade 12 Program. This course investigates specific literacy assessments, especially norm referenced assessments for both group and individual evaluation. In this advanced assessment course, candidates will learn data analysis and the targeted instruction that emerges from it. They will study how assessment plays a distinct role in the evolution of their leadership roles in schools.

Credits: 3

Prerequisite: EDU 552. Offered: Every semester.

EDU 625 - Early Childhood Curriculum

Focuses on educational experiences for children; parent involvement; health, psychological, and social services; planning and adaptation of facilities; utilization of materials and equipment; and development of internal program evaluation.

Credits: 3

Offered: Offered on occasion.

EDU 628 - Reading Specialist Practicum

EDU 628 is a field-based practicum taken as a co-requisite with the EDU 579 Social Foundations of Literacy course. It provides Candidates in the Birth to Grade 12 Literacy Program with a minimum of 25 hours of practicum in intervention and coaching within formal educational settings wherein Candidates apply and practice what they learn in the co-requisite course about identifying and assisting all types of diverse students.

Credits: 1

Prerequisite: EDU 552 and EDU 579 and EDU 583. Offered: Every year.

EDU 629 - Issues, Trends, and Research in Early Childhood Education

Explores basic issues in early childhood education, current trends, and past and current research.

Credits: 3

Offered: Offered on occasion.

EDU 630 - Educational Administration Special Topics

Advanced course devoted to the analysis of one topic, which may be selected from the following: Creating Safe and Productive Schools, The Politics of Education, Studies in Administrative Leadership, School-Community Relations, Collective Negotiations, School Personnel Administration, Administering Innovation Programs, or Management Objectives.

Credits: 3

Offered: Every year.

EDU 635 - Curriculum Development in Social Studies Education

Investigates basic principles in curriculum development in elementary social studies. Examines current social studies curricula and materials. Students develop social studies curriculum projects of special interest.

Credits: 3

Offered: Offered on occasion.

EDU 636 - Issues, Trends, and Research in the Social Sciences

This course examines key issues, trends, and research in the social sciences, with a focus on their application to instruction and curriculum. Students use this research to inform teaching strategies and evaluate programs and classroom practices that enhance student engagement and learning outcomes.

Credits: 3

Offered: Every year.

EDU 637 - Psychological Foundations of Literacy

The course presents knowledge about basic psychological, cognitive foundations of reading, writing, spelling, and viewing. It addresses linguistic components that are essential for Candidates to know in order to provide literacy instruction and intervention to the increasingly diverse group of learners in today's classrooms. The course also prepares Candidates to take the New York State Content Specialty Test (CST) for Literacy.

Credits: 3

Offered: Every year.

EDU 640 - Issues, Trends, and Research in STEM

This course examines issues, trends and research in STEM education. Topics include: persistence in problem solving; the use and impact of AI in teaching and learning; and research-based instructional practices. The course focuses on content, instructional materials, procedures, and evaluation of current programs.

Credits: 3

Offered: Offered on occasion.

EDU 642 - Activity-Oriented Elementary Mathematics

Prepares teachers to teach elementary mathematics through laboratory and learner-oriented activities. Class members prepare laboratory materials, kits, and activity-type lessons for their own classrooms.

Credits: 3

Offered: Offered on occasion.

EDU 643 - Math Assessment in Support of All Learners

Investigation and interpretation of assessment strategies and evaluation methods in mathematics education. Includes the study of current state assessments in mathematics as well as the design and use of criteria to evaluate performance in mathematics and their application to understanding and diagnosing learning difficulties in mathematics. Examines the role of assessment in making instructional decisions. Current research on mathematics assessment is also examined.

Credits: 3

Offered: Offered on occasion.

EDU 651 - Research in Literacy: Writing Intervention

EDU 651 is a theoretical and research-based advanced graduate seminar course designed to enable candidates to write a qualitative case study that demonstrates their content knowledge in the field of writing instruction, exhibiting their reflective stance towards the existing body of literature on writing intervention, as well as their understanding of the research methodological perspectives studied during the course.

Credits: 3

Offered: Every year.

EDU 655 - Clinical Applications of Literacy Instruction

In the third clinical course, candidates apply multiple literacy and instructional techniques to enhance student's decoding, comprehension, and writing. The course addresses candidates in both elementary and secondary literacy programs.

Credits: 3

Prerequisite: EDU 583 and EDU 613. Offered: Offered on occasion.

EDU 659 - Capstone: Literacy Portfolio

The purpose of this course is to document growth of knowledge, reflection, and best practices throughout the Masterâ€™s Program in Literacy. The course includes the creation of a professional portfolio with artifacts selected and revised in alignment with the International Literacy Associationâ€™s Standards for the Preparation of Literacy Professionals.

Credits: 3

Prerequisite: EDU 513 and EDU 552 and EDU 574 and EDU 579 and EDU 623 and (EDU 651* or EDU 651) and (EDU 575 or EDU 570). Corequisite: EDU 613. Offered: Every semester.

EDU 660 - Conducting Educational Research

This course will help prepare TESOL educators understand the various functions, benefits of, and uses for educational research and is a part of the three-course sequence for the College of Education (COE) as defined by the COE's Master's Project Handbook. Completing this course will further help TESOL candidates better design research projects suitable to the field and are to be constructed and created at the high standard to which students are held accountable. The research projects developed in this course should help further the field of education, particularly as related to TESOL (both teaching and learning). This course will scaffold students who have learned how to synthesize research from EDU 570 through the stages of designing a research proposal, thus preparing them for the final stages of their degree wherein students successfully complete their own Master's project or thesis in EDU 690. This knowledge will help advance TESOL candidates into becoming scholarly teachers who are able to reflect on their core educational values, continually engage in their own learning process, and know how to approach issues, concerns or problems within their school community.

Credits: 3

Prerequisite: EDU 570. Offered: Every semester.

EDU 664 - Governance, Media and Crisis Management

The course is specifically developed for candidates interested in the School District Leadership Certificate. Candidates must have completed all sections of the School Building Leadership requirements. Emphasis on central office administration, coordination of other municipal entities, local, state and federal regulatory agencies will be studied. Board of education/central administration coordination and communication, evaluation and planning will be studied with emphasis on positive district communication, coordination and public/taxpayer relations. The study of and the implementation of district crisis plans and adherence will also be studied.

Credits: 3

Offered: Every year.

EDU 670 - Independent Study: Curriculum and Instruction

Provides advanced graduate students the opportunity to work individually on problems of special concern not otherwise available through regular course offerings under

the direction of a qualified faculty member. Emphasis on Curriculum and Instruction.

Credits: 1-12

Offered: Every semester.

EDU 671 - ESOL Practicum & Supervision

This course provides a supervised student teaching experience for graduate students who are already certified in an approved area of education and who are earning their initial certification in ESOL, all grades (Option 1 students and Advanced Certificate TESOL). To be recommended for this certification, students must be placed in an approved ESOL classroom at appropriate grade levels to ensure they have experience across the pre-K-12 levels. All efforts will be made to place those already holding an early childhood or childhood certificate in a middle school or secondary school (grades 5-12) and those students already holding a middle school or adolescent certificate in an elementary school setting (grades pre-K-6). The clinical experience shall require the candidate to complete the NYSED-mandated clock hours of student teaching. Classroom theory is applied to field practice. Students will be observed by a field supervisor a minimum of two times in this placement.

Credits: 3

Prerequisite: EDU 569. Offered: Every semester.

EDU 672 - Independent Study: Language, Learning, and Leadership

Provides advanced graduate students the opportunity to work individually on problems of special concern not otherwise available through regular course offerings under the direction of a qualified faculty member. Emphasis on Language, Learning, and Leadership.

Credits: 1-12

Offered: Every semester.

EDU 673 - ESOL Practicum & Supervision, Grades PreK-6 (40 Day)

This course provides a supervised student teaching experience for graduate students earning initial certification in ESOL pre-K-12. To be recommended for this certification, students must be placed in an approved ESOL classroom at appropriate grade levels to ensure they have experience across the pre-K-12 levels. This course will involve a field placement in the early childhood/childhood setting (preK-6). The field placement shall be for five days per week until placement requirements have been fulfilled. Classroom theory is applied to field practice. Students will be observed by a field supervisor a minimum of three times in this placement.

Credits: 1.5

Prerequisite: EDU 569. Offered: Every semester.

EDU 674 - Bilingual Education (BE) Practicum & Supervision- 20 Day

This course provides classroom instruction and field experience for educators of English language learners. It provides a supervised student teaching experience for graduate students who are already certified in an approved area of education (20 day placement) and for those graduate students who are earning their initial certificat ion in TESOL pre-K-12 (40 day placement). Students are placed in an approved ESL/BE classroom at a grade level appropriate to ensuring they have experience across the pre-K-12 levels. All effort will be made to place those students already holding an early childhood or childhood certificate in a middle school or secondary school (grades 5-12) and students already holding a middle school or adolescent certificate in an elementary school setting (grades K-6). The field placement shall be for five days per week until your placement requirements have been fulfilled. This means for those students with prior certification, a 20 day placement is required. For those with no prior teaching certification, a 40 day placement is required. Classroom theory is applied to field practice. Students will be observed by a field supervisor a minimum of two times for a 20 day placement and three times for a 40 day placement.

Credits: 3

Offered: Every semester.

EDU 675 - Teaching Indigenous Languages, preK-12, Practicum & Supervision- 20 Day

This course provides classroom instruction and field experience for candidates pursuing the CAS- Teaching Indigenous Language preK-12. It provides a supervised student teaching experience for graduate students who are already certified in an approved area of education (20 day placement). Students are placed in an approved Indigenous Language learning setting at a grade level appropriate to ensuring they have experience across the pre-K-12 levels. The field placement shall be for five days per week until your placement requirements have been fulfilled. This means for those students with prior certification, a 20 day placement is required. Classroom theory is applied to field practice. Students will be observed by a field supervisor a minimum of two times for a 20 day placement.

Credits: 3

Offered: Every year.

EDU 680 - Master's Comprehensive Examination

The comprehensive examination is one of the capstone options for candidates in the Curriculum and Instruction, Literacy Education: Birth-Grade 6, and Literacy Education: Grades 5-12 programs. It is a three-part, intensive written examination in the areas of education

research, foundational studies (psychology, sociology, exceptionality, and diversity), and content area pedagogy. Examinations are tentatively administered on the first Saturday of December, March, and August, but examination dates are subject to change. The course is graded S/U and may be repeated once if a grade of U is earned. Prerequisite: Enrollment in final semester of graduate study or approval of the Dean of the College of Education.

Credits: 0

Offered: Every semester.

EDU 683 - ESOL Practicum & Supervision Grades 7-12 (40 day)

This course provides a supervised student teaching experience for graduate students earning initial certification in ESOL pre-K-12. To be recommended for this certification, students must be placed in an approved ESOL classroom at appropriate grade levels to ensure they have experience across the pre-K-12 levels. This course will involve a field placement in the adolescent setting (grades 7-12). The field placement shall be for five days per week until placement requirements have been fulfilled. Classroom theory is applied to field practice. Students will be observed by a field supervisor a minimum of three times in this placement.

Credits: 1.5

Prerequisite: EDU 569. Offered: Every semester.

EDU 685 - Curriculum & Instruction Capstone Portfolio

The primary goal of this course is to enable candidates to develop and complete a Capstone Portfolio that reflects both their learnings in each course of the graduate program as well as their research-based knowledge beyond their coursework. With the support of the faculty instructor, candidates will design a high quality portfolio that includes resources and research connected to each of the seven (7) New York State Teaching Standards that addresses their ability to meet the criteria (Elements) of each Standard. Each candidate will submit electronic versions of their portfolios and present their portfolios orally before a panel of professional educators. Candidates must successfully complete both portions of this requirement (written and oral) to successfully complete the course

Credits: 3

Offered: Every semester.

EDU 690 - Master's Thesis/Project

Congratulations! You have reached the end of the research sequence courses as defined by SUNY Fredonia's College of Education (COE). Prerequisites for enrollment in this class include 30 credit hours in your program of study and a grade of B or better in EDU 660. TESOL students have unique requirements for this final capstone course as defined by the COE's Master's Project Handbook. Therefore, EDU 690 is offered primarily as a structured independent study where students, with guidance, complete their approved Master's Research Project independently. Students will make appointments with the professor as necessary. Students entering the class without an approved EDU 660 or Human Subjects Review (HSR) proposal must meet with the professor every week until your proposal is approved by the professor. The primary goal of this course is to enable TESOL candidates to develop and complete your capstone project/thesis while learning skills and being provided with resources and support. Students will design and complete a high quality project/thesis. Students will either continue their work in 660 or will develop an exhaustive literature review and a hypothesis/problem area/research question(s) to be examined, and design a methods section. Depending on which option (curriculum project/action research/master's thesis) will determine the remaining requirements, but students will be obliged to meet all expectations outlined in the COE Master's Project Handbook. You will be required to disseminate your findings/project to an approved conference (e.g., SUNY Fredonia's Research Expo is a great place to start).

Credits: 3-6

Prerequisite: EDU 660. Offered: Every semester.

EDU 691 - Master's Thesis/Project

Research involving the preparation of a project, essay, or thesis.

Credits: 3-6

Offered: Every semester.

EDU 695 - Capstone Continuation

Graduate students are required to remain continuously enrolled until completion of thesis/capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Every semester.

EDUL - Educational Leadership

EDUL 614 - Introduction to Educational Leadership

The Course provides an introduction to educational leadership: various theories and models of educational and school leadership and management; the strucure of education at the local, state, and national levels; and the New Your State Codes and Standards governing schools and school building leaders. This course also covers the foundational skills for leadership, the role and evaluation of the school principal; organizatinal structure of schools;

collaborative and reflective leadership; and all wrapped in the ethical blanket of mission, vision and core values.

Credits: 3

Offered: Every year.

EDUL 615 - Operation & Management Systems

This course focuses on the operation and management admisinstrative systems that promote the mission and vision of the school and support each student's learning needs. These systems include resource management of fiscal, physical and staff resources, time management, data management, support services, and budegeting. Candidates also consider how school building leaders can employ technology and software to impore the quality and efficiency of these systems and be responsible, ethical, and accountable stewards of them.

Credits: 3

Offered: Every year.

EDUL 616 - School Law

The course examines the law and the principles of law as they apply to the organization and administration of education at the local, state, and national levels. Special attention will be paid to the laws, rules, regulations, and court decisions that influence district employees, policy, administrative operations, and students; these include the Individuals with Disabilities Act, student freedoms, search and seizure, teacher freedoms, and school liability.

Credits: 3

Prerequisite: EDUL 614*. Offered: Every year.

EDUL 617 - Personnel Leadership

This course examines human resources management and the development of the professional capacity and practive of school personnel. Topics addressed include the professional capacity of school personnel, Professional Learning Communities (PLC), supervision and evaluation, Annual Professional Performance Review (APPR) and observation instruments, plus recruitment, hiring, and retention.

Credits: 3

Prerequisite: EDUL 614. Offered: Every year.

EDUL 618 - Instructional Leadership

This course examines coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student. Topics also include the capability to employ technically appropriate systems of assessment and data collection, management, analysis for use to monitor student progress and improve instruction.

Credits: 3

Prerequisite: EDUL 614*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

EDUL 619 - Problem Solving & School Improvement

This course explores the leadership competencies of problem solving and decision making as means for effective educational leaders to act as agents of continuous school improvement to promote each student's academic success and well-being and to achieve the vision, fulfill the mission, to promote the core values of the school, and to facilitate school improvement. This course also examines the application of these competencies to effective communication, engagement, partnership, advocacy, and improvement.

Credits: 3

Offered: Every year.

EDUL 620 - Culturally Responsive Leadership

This course explores how effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. The course assists candidates to learn to act with equity, cultural competence and responsiveness in their interactions, decision making, and practice to promote student learning and school improvement.

Credits: 3

Offered: Every year.

EDUL 630 - School District Leadership

This course focuses exclusively on educational leadership at the district level and deals with issues that are unique to that level and type of leadership.

Credits: 3

Prerequisite: EDUL 614 and EDUL 615 and EDUL 617*. Offered: Every year.

EDUL 640 - Internship I: School Level

A field-based experiential course, this internship is based at the school building level. Based on professional standards for the field of educational leadership and under the guidance of a building-level administrator and college supervisor, candidates design and lead projects giving them experiences at the school building level of leadership, management, and administration. Candidates participate in online discussions of their learning outcomes.

Credits: 3

Prerequisite: EDUL 614 and EDUL 615 and EDUL 616 and EDUL 617 and EDUL 618 and EDUL 619 and EDUL 620. Offered: Every year.

EDUL 641 - Internship II: School District Level

This is a field-based experiential course at the school district office level. Based on professional standards for the field of educational leadership and under the guidance of a district-level administrator and college supervisor, candidates formulate, participate in, and lead projects giving them experiences at the school district level of leadership, management, and administration. Candidates, in collaboration with their site supervisors, submit projects to the college supervisor for review, revision as needed, and approval. Candidates participate in online discussions of their learning outcomes.

Credits: 3

Prerequisite: EDUL 630*. Offered: Every year.

EDUL 695 - Capstone Continuation

Graduate students are required to remain continuously enrolled until completion of thesis/capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Every year.

ENED - English Education

ENED 101 - Introduction to English Adolescence Education

English Adolescence Education majors are introduced to teaching in this foundational course, which combines 10 field experience hours with reading, writing, and discussion about the principles and practices of English Adolescence Education. The course provides an introduction to current pedagogical theory and practices.

Credits: 1

Offered: Every year.

ENED 201 - Engaged Teaching in English Adolescence Education

English Adolescence Education majors extend their study of theories and techniques of engaged pedagogy through reading, writing, and discussion. Progressive pedagogies, new literacies, differentiated learning, and anchor standards are among the topics considered.

Credits: 1

Prerequisite: ENED 101. Offered: Every year.

ENED 255 - Adolescent Literature

Study of and written responses to a broad variety of texts written for, by, and about adolescents. Examination of the adolescent experience as it is depicted in this literature, with an emphasis on multicultural education, diversity, and the educational system. Students will discuss and prepare to teach adolescent literature to children from diverse cultural and linguistic backgrounds.

Credits: 3

Offered: Every year.

ENED 276 - Literacy and Technology

In this course, students explore literacy development and instructional approaches that support listening, speaking, reading, and writing skills for all students. Students will leave the course with a strong foundation in how to use technology to support student learning. They will also develop skills for evaluating and selecting technological tools for information acquisition, communication, and learning.

Credits: 3

Offered: Every year.

ENED 301 - Reflective Teaching in English Adolescence Education

Students participate in 25 hours of classroom observation in the secondary schools and then draw on the observations, readings, and program course work in exploring advanced issues in pedagogical theory and practices.

Credits: 1

Prerequisite: ENED 201. Offered: Every year.

ENED 352 - Teaching Writing in the Primary Grades

Examines the writing process as it applies to primary-grade students and offers developmentally-appropriate approaches for teaching drafting, revising, and editing.

Credits: 3

Offered: Every year.

ENED 353 - Reading and Writing Children's Literature

A study of children's picture storybooks and their use across the elementary school curriculum, combined with the craft of writing stories for children and the art of teaching story writing to them.

Credits: 3

Offered: Every other year.

ENED 354 - Literature for Intermediate Grades

The course presents a study of a range of texts written for, by and about children in the 8-12 year old range. Students will learn about the cognitive, social and psychological development typical of this time in children's lives and will consider these changes in relation to children's home, school and community experiences. Students will discuss and prepare to teach these texts in an inclusive manner to a

wide range of students through the use of a number of best practices" for literature instruction."

Credits: 3

Offered: Every year.

ENED 356 - Teaching Writing in the Secondary School

Study of and practice in strategies for teaching the process of writing: pre-writing, drafting, revision, editing, and publication. Includes methods of assessing and writing.

Credits: 3

Offered: Every year.

ENED 357 - Literacy/Language/Learning Theory

Study of philosophical, sociological, and psychological theories of language, linguistics, and learning theory used to explore the nature of the reading process, how people learn to read, how people make meaning from print and other media, and how teachers might help students become more capable readers.

Credits: 3

Offered: Every semester.

ENED 358 - Teaching Writing in the Intermediate Grades

Analysis of the writing process as it applies to elementary students. Approaches to teaching writing as a means of learning throughout the elementary-school curriculum.

Credits: 3

Offered: Every year.

ENED 359 - Teaching Poetry in Elementary and Middle School

Practical approaches for helping elementary and middle school students experience and enjoy many forms of poetry. Includes reading, writing and collecting poems.

Credits: 3

Offered: Offered on occasion.

ENED 360 - Multicultural English Education in Theory andPractice

This course will allow students to gain several constructive meanings of diversity issues that are associated with five major multicultural theories circulating mostly within the U.S. field of education. Additionally, through engaging in the processes of being analytical, critical, and self-reflexive, students will be challenged to grapple with the complexity and controversy of teaching diversity issues. Moreover, students will examine how gender, class, race, ethnicity and sexual orientation issues inform their instructional goals, curriculum planning/implementation, and practices in the teaching of literature, language, and composition in K-12 English Language Arts classrooms.

Credits: 3

Offered: Every other year.

ENED 399 - Special Topics in English Education

Variable-content course; topic announced in the online Course Offerings each semester that the course is offered.

Credits: 1-3

Offered: Offered on occasion.

ENED 413 - Teaching Shakespeare

As preservice teachers, you know that when you have your own classrooms, you will probably be teaching at least one Shakespeare play as part of the curriculum. The following question then arises: "How do I get my students interested in Shakespeare?" This class will focus on Shakespeare plays commonly found in the high school curriculum. As we work closely with the texts, we will explore a range of pedagogical strategies for engaging students in the plays. Drama in the classroom is one effective approach, so we will be learning various strategies that get students up on their feet. Because of the pedagogical focus, we will be concentrating on a few plays and then working with them in depth.

Credits: 3

Offered: Every other year.

ENED 435 - Undergraduate Research in English Education

Undergraduate Research is an opportunity to conduct research in the field of English Education. Students will join a research team with a specific focus and carry out the research tasks that will lead to submission of presentations or publications.

Credits: 1-3

Prerequisite: ENGL 213. Offered: Every semester.

ENED 450 - Seminar for Teachers of English

Workshop designed to immerse students in the processes of preparing high-school students to read literature. Emphasis on pre-reading activities, construction of discussion questions and classroom activities, development of units for teaching literature, and participation in activities. Students will complete their e-Portfolio in ENED 450. Permission of instructor.

Credits: 3

Corequisite: ENED 451. Offered: Every year.

ENED 451 - Methods for English Education

Principles, materials and methods for teaching English. Note: Must be taken before student teaching.

Credits: 3

Corequisite: ENED 450 or ENGL 401. Offered: Every year.

ENED 452 - Inquiries in Student Teaching

The course serves as a complement to student teaching experiences in English Adolescence Education and examines professional issues that arise in classrooms with emphasis on learner-initiated and shaped professional development.

Credits: 3

Corequisite: ENED 454 or ENED 455. Offered: Every year.

ENED 453 - Student Teaching in the Secondary School - English Grades 7-12

Student Teaching in the Secondary School - English Grades 7-12: A field assignment to teach in secondary education. Assignments provided by subject area in grades 7 through 12; arrangements made by Office of Field Experiences.

Credits: 12

Prerequisite: ENED 450 and ENED 451. Corequisite: ENED 452. Offered: Every year.

ENED 454 - Student Teaching in the Secondary School-English High School

Student Teaching in the Secondary School - English High School: A field assignment to teach in secondary education. Assignments provided by subject area in high school; arrangements made by Office of Field Experiences.

Credits: 6

Prerequisite: ENED 450 and ENED 451. Corequisite: ENED 452 or ENED 455. Offered: Every year.

ENED 455 - Student Teaching in the Secondary School-English Middle School

Student Teaching in the Secondary School - English Middle School: A field assignment to teach in secondary education. Assignments provided by subject area in middle school; arrangements made by Office of Field Experiences.

Credits: 6

Prerequisite: ENED 450 and ENED 451. Corequisite: ENED 452 or ENED 454. Offered: Every year.

ENED 465 - Undergraduate Methods Field Experience-English Education

Students complete 40 field experience hours in secondary English classrooms.

Credits: 1

Corequisite: ENED 451. Offered: Every semester.

ENED 502 - Directed Study

This is a 1.5 credit independent experience for the graduate students to work one-on-one with a faculty member on a topic related to the student's research focusing particularly on pedagogical issues. It is equivalent to the already existing ENGL 502, Directed Study, adding the option of the ENED prefix to indicate its pedagogical specificity, for students in the program leading to professional teaching certification.

Credits: 1.5

Prerequisite: ENGL 500. Offered: Every semester.

ENED 530 - Topics in Teaching Language

Study of various topics in language awareness in the classroom, including but not limited to the sociolinguistics and discourse analysis of classroom talk as well as ways to effectively teach grammar, style and vocabulary development. Review of recent research in the language of teaching and its applications for the classroom are also included.

Credits: 3

Offered: Every year.

ENED 535 - Topics in Teaching Diversity

Study of diversity in schools and classrooms. Topics may include identities and experiences that students and families bring to schools, explorations of teacher candidates' personal biases, and pedagogical approaches that work toward equity. Content will support students as they articulate individual positions and pedagogical plans designed to promote equity and awareness of diversity.

Credits: 3

Offered: Every year.

ENED 554 - Teaching Writing in the Secondary School

Study of and practice in approaches to teaching writing, with emphasis on whole language instruction. Survey of recent research in written composition and its applications in the secondary classroom.

Credits: 3

Offered: Every other year.

ENED 555 - Topics in Teaching Writing

Study of various topics in teaching writing, such as composition theory, pedagogical approaches to writing, assignment design, NYS secondary writing standards, and writing assessment. Content may also focus on the writing of various genres common to secondary ELA classrooms. Review of recent research in written composition and its applications for teaching is also included.

Credits: 3

Offered: Every year.

ENED 560 - Seminar in English Education-Theory & Practice

Workshop designed to immerse students in the processes of teaching in the secondary school, from learning outcomes in lessons to a philosophy of teaching

Credits: 3

Corequisite: ENED 561. Offered: Every year.

ENED 561 - Methods in English Education-Theory & Practice

Theoretical principles and practical methods for teaching English in the secondary school.

Credits: 3

Corequisite: ENED 560. Offered: Every year.

ENED 565 - Graduate Methods Field Experience-English Education

Students complete 40 field experience hours in secondary English classrooms.

Credits: 1

Corequisite: ENED 561. Offered: Every year.

ENED 575 - Studies in English Education

Study of components of English with emphasis chosen from linguistics, criticism, composition, media, and/or learning theories. Focus is on the implications for teaching English at the secondary level.

Credits: 1-3

Offered: Every semester.

ENED 601 - Structured Field Experience Completion

Required for all MA+Certification. candidates. Gives recognition and validation for the thoughtful completion of all parts of the required Structured Field Experience

Credits: 0

Offered: Every semester.

ENED 665 - Studies in English Education

Study of components of English with emphasis chosen from linguistics, criticism, composition, media, and/or learning theories. Focus is on the implications for teaching English at the secondary level.

Credits: 3

Offered: Every other year.

ENED 690 - Degree Project Research

This required supervised research course for graduate students in English provides an opportunity for working oneonone with a faculty mentor that will culminate in a final degree project subsequent to this class (thesis, action research thesis, professional development essay, comprehensive exam). Students will finish their project research, gain faculty feedback for proposals and drafts, finalize faculty committees and review professional opportunities in the field. Students conducting classroom research as part of their degree projects will also obtain necessary permissions from the Institutional Review Board and school authorities and carry out their research in preparation for writing their final reports. Students must have a minimum overall GPA of B in order to enroll in Degree Project Research. [NOTE: identical description for ENED 690, with prerequisites ENGL 500 and ENED 502]

Credits: 3

Prerequisite: ENGL 500 and ENGL 502. Offered: Every Fall semester.

ENED 696 - Degree Project Completion

The culminating project for all graduate students in English, taken together with the capstone course (ENGL 695), demonstrating successful completion of advanced research in the field of English studies. Students choose one of several different degree projects. A final grade in 696 of B or above indicates successful completion of the degree project, including all required written and oral portions and, in the case of thesis/action research thesis, submission to the AP for Graduate Studies and to Reed Library for electronic archiving.

Credits: 3

Prerequisite: ENED 690 or ENGL 690. Offered: Every semester.

ENED 697 - Student Teaching in the Secondary School-English High School

A field assignment to teach in secondary education. Assignments provided by subject area in high school; arrangements made by Office of Field Experiences

Credits: 6

Prerequisite: ENED 560 and ENED 561. Corequisite: ENED 452 or ENED 698. Offered: Every year.

ENED 698 - Student Teaching in the Secondary School-English Middle School

A field assignment to teach in secondary education. Assignments provided by subject area in high school; arrangements made by Office of Field Experiences

Credits: 6

Prerequisite: ENED 560 and ENED 561. Corequisite: ENED 452 or ENED 697. Offered: Every year.

ENGL - English

ENGL 100 - Craft of Writing

A student-centered writing-workshop course in which students understand and practice various stages of the writing process; compose essays using narration, description, persuasion, exposition, and explanation; and use writing and discussion as a means of situating themselves in a world of ideas. There is an emphasis, as well, on reading critically.

Credits: 3

Offered: Every semester.

ENGL 106 - Introduction to Literary Studies

ENGL 106 will provide students with a full semester overview of the major areas within and current approaches to literary studies. Students will gain insight into literary history, the process of and critical debates concerning canon formation, the fundamental skills and terms for effective analysis of poetry and prose, and the multiple functions and genres of literature and writing.

Credits: 3

Offered: Every year.

ENGL 124 - American Fictions

Students will explore, through literature, primary historical texts, and/or other genres and media, central U.S. myths and cultural narratives. Individual sections will examine particular themes chosen by the instructor.

Credits: 3

Offered: Every year.

ENGL 127 - Becoming Americans

Students will delve into historical and recent American literature, across multiple genres and in relation to multiple institutions and media, that relates to the experience of becoming Americans.""

Credits: 3

Offered: Every year.

ENGL 131 - Word and Image

This writing-intensive course explores how words and images work together to make meaning in an artistic form. Students will study important features of at least one specific artistic form (such as poetry, drama, graphic memoir, or fiction) and then will compose their own creative work in a genre.

Credits: 3

Offered: Every other year.

ENGL 132 - Word and Sound

This writing-intensive course examines how creative writers often manipulate sound patterns to capture our attention; through critical and creative assignments, it explores the rhetorical and emotional impact of the sounds of words, as well as other sounds found in and out of language. Students will study the play and purpose of sound in artistic texts and create original works utilizing sound for expressive and/or persuasive purposes. Examples may include song lyrics, spoken word, poems for page and/or performance, advertisements, musicals, oratory, and experimental traditions.

Credits: 3

Offered: Every other year.

ENGL 144 - Reading Humanity

Students will explore constructions of humanity and enduring questions about the human experience through inquiry into thematic readings of literature, film, and/or other genres and media.

Credits: 3

Offered: Every other year.

ENGL 167 - Border Crossings

Study of a range of world literature, across multiple genres, that relates to the experience of the process of Border Crossings.""

Credits: 3

Offered: Every other year.

ENGL 204 - Survey of English Literature

The study of major texts from origins to the present in British literature. Will include divergent approaches to texts, the historical development of the literatures, and the relationships between literature and other disciplines.

Credits: 3

Offered: Offered on occasion.

ENGL 205 - Epic and Romance

Readings in world literature from ancient to contemporary. Readings include epics from the oral and written traditions and romances from several traditions.

Credits: 3

Offered: Offered on occasion.

ENGL 206 - Survey of American Literature

The study of major texts from origins to the present in American literature. Will include divergent approaches to texts, the historical development of the literatures, and the relationships between literature and other disciplines.

Credits: 3

Offered: Every year.

ENGL 208 - American Popular and Mass Cultures

An introduction to the methodologies of studying American cultures, with a special focus on popular and mass cultures. Particular course emphasis will be determined by the individual instructor, but topics will stress the multiplicity of American cultures. While literary works will make up the majority of the class texts, the course will utilize an interdisciplinary approach integrating materials from fields such as history, anthropology, women's studies, ethnic studies, geography, sociology, music, and art.

Credits: 3

Offered: Every other year.

ENGL 209 - Novels and Tales

Readings in world literature from ancient to contemporary. The course teaches analysis of varying narrative styles and approaches and the relationship of narrative to culture.

Credits: 3

Offered: Offered on occasion.

ENGL 211 - World Poetry

Readings in world literature from ancient to contemporary. Students will develop skills in reading poems both as literary works and as cultural artifacts.

Credits: 3

Offered: Offered on occasion.

ENGL 213 - Texts and Contexts

Texts and Contexts is a writing-intensive course designed to introduce students to the process of research-based writing intended for a range of audiences and rhetorical situations. Students will undertake a series of writing projects that engage writing process elements, from completing pre-writing strategies; to locating, assessing, integrating, and properly citing research sources; to drafting, revising, and proofreading final copy. Through reading like a writer, students will learn to evaluate and construct logical arguments and to explore questions related to the contexts of writing, such as audience, genre, and historical or political moment. The course will culminate in a significant research-based writing project

Credits: 3

Offered: Every year.

ENGL 214 - American Fiction

Readings from among various fiction genres, intended to reflect the growth of and influences in American fiction from its beginnings to the present; specific focus is chosen by the instructor.

Credits: 3

Offered: Offered on occasion.

ENGL 215 - Detective Fiction

A survey of mystery writers from Edgar Allan Poe to P.D. James, exploring their techniques with the genre and the methods of their detectives.

Credits: 3

Offered: Offered on occasion.

ENGL 216 - Science Fiction

Historical and generic survey of science fiction through representative works and major authors; examination of its relationships with other types of literature.

Credits: 3

Offered: Offered on occasion.

ENGL 217 - Fantasy Fiction

Historical, comparative, and generic survey of fantasy fiction through representative works and major authors; examination of its relationships with other kinds of literature.

Credits: 3

Offered: Offered on occasion.

ENGL 221 - Great Books

In this course, students read a selection of foundational texts from within the Western tradition and its Others. They will learn how to identify, analyze, and evaluate the various claims and concepts elaborated from within it and about it. More specifically, they will gain insights into how the western tradition was formed, how this formation hinged on the inclusion and exclusion of certain (changing) "others," and how its legacy continues to inform the geocultural and geopolitical present. At the same time students will learn how to differentiate between the various linguistic and cultural singularities that make up the

umbrella term "Western Civilization," thus becoming aware of problems of transmission and translation as well as of the logic of generalization as such. The interdisciplinary focus of the course will moreover allow students to synthesize and integrate these questions within a more widely conceived framework than can be provided within their own respective majors.

Credits: 3

Offered: Offered on occasion.

ENGL 227 - Stage/Screen

Through drama or film, students will explore significant questions and issues related to being human.

Credits: 4

Offered: Every other year.

ENGL 240 - Introduction to African American Literature and Culture

An examination of major works by African American novelists, poets, dramatists, filmmakers, musicians, and essayists in terms of the intellectual and political concerns of their periods and locations. Cross-listed with ETHN 240.

Credits: 3

Offered: Offered on occasion.

ENGL 241 - Introduction to Latino/a Literature

Study of works by and about Latinos, including poetry, novels, film, drama, music, and essays. Focus on culture of people of Hispanic descent living in the United States, including Chicanos, Puerto Ricans, Dominican Americans, and Cuban Americans, with some consideration of the ongoing relations between U.S. Latinos and Latin America. Cross-listed as ETHN 241.

Credits: 3

Offered: Offered on occasion.

ENGL 242 - Native American Literature & Culture

Study of a variety of works, including literary and cultural texts (e.g., traditional tales, novels, poems, plays, memoirs, film, documentary and other media) by Native Americans from historical beginnings to the present.

Credits: 3

Offered: Every other year.

ENGL 274 - Social Justice & The Written Word

A study of the ways in which writers and others use the written word as a form of social critique and to effect social change.

Credits: 3

Offered: Every year.

ENGL 275 - Black Women Writers

Study of the literature written by and often about black women, including poetry, short and long fictions, novels, drama, biography, and autobiography from the 18th century to the present.

Credits: 3

Offered: Offered on occasion.

ENGL 280 - Introduction to Film

Study of ways to approach and understand film as a medium of art and communication. Emphasis on building a working vocabulary of basic film terms through screening, discussion, and analysis of feature and shorter films.

Credits: 4

Offered: Every other year.

ENGL 291 - The Bible as Literature

Examination of sections of Old and New Testaments as works of literature, history and religious thought. Emphasis on major themes, motifs, and critical techniques.

Credits: 3

Offered: Offered on occasion.

ENGL 296 - American Identities

An exploration of the historical construction of American gender, ethnicity/race, and class; their present status; and their literary and cultural representations. Focusing on intersections between these categories of identity, the course will utilize an interdisciplinary approach, integrating materials from fields such as literary studies, history, gender studies, ethnic studies, geography, sociology, music, and art.

Credits: 3

Offered: Every year.

ENGL 299 - Special Topics

Variable-content course; topic announced in the online Course Offerings each semester.

Credits: 1-4

Offered: Offered on occasion.

ENGL 300 - European Literary Landmarks

Offered on occasion. In-depth critical examination of selected "landmarks" from the literature of continental Europe. Focus on issues of interpretation, intertextuality, literary movements and periods, canon formation, and pedagogy.

Credits: 3

Offered: Offered on occasion.

ENGL 301 - American Literary Landmarks

In-depth critical examination of selected "landmarks" from the literary tradition of the United States. Focus on issues of interpretation, intertextuality, literary movements and periods, canon formation, and pedagogy.

Credits: 3

Offered: Offered on occasion.

ENGL 302 - British Literary Landmarks

In-depth critical examination of selected texts that represent crucial developments in British literature. Focus on issues of interpretation, cultural context, and changing definitions of what constitutes British literature and identity.

Credits: 3

Offered: Offered on occasion.

ENGL 303 - Global Literary Landmarks

In-depth critical and comparative examination of selected "landmarks" from global literary traditions. Focus on issues of interpretation, intertextuality, literary movements and periods, canon formation, and pedagogy.

Credits: 3

Offered: Offered on occasion.

ENGL 304 - Latina Literature and Cultural Studies

An examination of contemporary Latina literary productions in the context of representations of Latinas in mainstream U.S. society. The focus of the course is on women of Hispanic descent living and writing in the United States, including work by and about Chicanas, Puerto Ricans, Dominican Americans, and Cuban Americans. Previous course work in Latina/Latino literature not required, but some previous course work related to African American or other ethnic literature, women's literature/feminism, and/or film studies is strongly recommended.

Credits: 3

Offered: Offered on occasion.

ENGL 306 - Middle Eastern Literatures

This survey course will offer a study of Middle Eastern literatures from antiquity to the present. The central goal of the course is to introduce the students to the trends and genres in Middle Eastern literatures and to offer them an overview of the historical, literary, and cultural setting of some of the canonical literary texts. Particular emphasis will be given to a broad understanding of the interaction between religion, history, and literature in the Middle East. All readings will be in English translation.

Credits: 3

Offered: Every other year.

ENGL 312 - Renaissance Literature

Study of Renaissance texts, with a focus on English Renaissance literature.

Credits: 3

Offered: Offered on occasion.

ENGL 313 - Scribbling Women

This course focuses on the feminist project of literary recovery, bringing attention to 19th-century women writers whose work has been historically overlooked or undervalued. Students will read a variety of literature by authors often referred to as “Scribbling Women,” exploring how their writing engaged with and challenged the cultural norms of their time. The course will also engage students in feminist theoretical approaches and methods of recovering and assessing neglected traditions and perspectives from literary history.

Credits: 3

Offered: Offered on occasion.

ENGL 314 - Women Writers

An in-depth study of literature by women. The course explores questions regarding gender, language, perception, and experience through various genres.

Credits: 3

Offered: Offered on occasion.

ENGL 315 - The Gothic Novel

This course will explore the Gothic novel in its various geographic and temporal contexts, from classic texts to more non-traditional ones. Beginning with its eighteenth-century origins, we will examine the different changes that the genre has undergone and the different themes that the genre has addressed.

Credits: 3

Offered: Offered on occasion.

ENGL 318 - Studies in Poetry

Advanced-level course in analysis of poetry: introduction to various critical approaches; background study of poetic techniques; independent work on one poet.

Credits: 3

Offered: Offered on occasion.

ENGL 319 - Modern Drama

A study of modern dramatic literature from the late 19th century through the first half of the 20th century. Particular attention will be paid to the influence of realism on modern

drama. The course will explore meaning beyond the page by considering the textual ramifications of staging dramatic texts.

Credits: 3

Offered: Offered on occasion.

ENGL 321 - Contemporary Drama

A study of contemporary dramatic literature from the mid-20th century to the present focusing on understanding the dramatic form and its relation to society. Critical analysis of plays includes historical and cultural contexts as well as theatrical implications of staging the text.

Credits: 3

Offered: Offered on occasion.

ENGL 322 - The Romantic Age

Romantic movement in England, 1790 to 1835, as exemplified in writings of Blake, Wordsworth, Coleridge, Lamb, Byron, the Shelleys, Keats, Wollstonecraft, DeQuincey, Hazlitt, and others.

Credits: 3

Offered: Offered on occasion.

ENGL 324 - Myth and Symbol in Literature

Study of myth theory, mythology, and literary symbolism in world literature.

Credits: 3

Offered: Offered on occasion.

ENGL 326 - Victorian Literature

Introduction to later 19th century English poetry and prose; emphasis on relationship between social-intellectual history and literature. Topics include problems of rapid industrialization, impact of science and technology, pressures for increased democratization, impact of laissez-faire capitalism, and relationship of the literature to 19th century music, painting, and architecture.

Credits: 3

Offered: Offered on occasion.

ENGL 328 - Modern British Literature

Study of major British fiction, poetry, and drama, 1900 to the present. Topics include the Irish national movement, romantic/realistic attitudes toward war, the roots of modernism, the dissolution of Empire. Authors range from Yeats, Synge, Joyce, and Lawrence to Amis and Fowles. Approach is varied but tends to emphasize social-historical backgrounds.

Credits: 3

Offered: Offered on occasion.

ENGL 329 - Graphic Literature

Exploration of the evolution, subject matters, forms, and conventions of graphic texts with emphasis on their literary form.

Credits: 3

Offered: Every other year.

ENGL 331 - American Literary Roots

Study of American literary and cultural roots in the 17th and 18th centuries; special attention to the emergence of myths and realities concerning the American hero and the American dream, including specific issues such as the rise of slavery, the role of women, the treatment of the Indian, the power of the Puritans, and the rhetoric of the Revolution.

Credits: 3

Offered: Offered on occasion.

ENGL 332 - American Romanticism in Literature

Study of Romanticism in terms of influence, development, and characteristics within the context of American culture, including textual examples ranging from indigenous native sources to those of Europe and the East.

Credits: 3

Offered: Offered on occasion.

ENGL 333 - Environmental Literature

Survey of American nature writing, chiefly over the past half century. Focuses on the art of seeing natural places. Includes field trips, direct study of nature.

Credits: 3

Offered: Every other year.

ENGL 334 - Realism/Naturalism in American Literature

Study of Realism and Naturalism in terms of influence, development, and characteristics within the context of American culture, including influences from Europe and from the emerging voices of American women and African American slaves.

Credits: 3

Offered: Offered on occasion.

ENGL 335 - Modern American Poetry

Study of American poetry of the first half of the 20th century. Focuses on tradition and innovation, distinctive voices, the cultural and historical context.

Credits: 3

Offered: Every other year.

ENGL 336 - Modernism in American Literature

Study of modernism in terms of influence, development, and characteristics within the context of American culture; might include such figures as Faulkner and Hemingway, and such movements as the Harlem Renaissance.

Credits: 3

Offered: Offered on occasion.

ENGL 338 - Contemporary American Literature

Study of contemporary works, genres and movements with attention to literary form, historical contexts and other interdisciplinary concerns.

Credits: 3

Offered: Offered on occasion.

ENGL 341 - Harlem Renaissance

Study of the literature flourishing within the African American community between approximately 1919 and 1930. Focuses on the political, social, and literary activities of the era.

Credits: 3

Offered: Offered on occasion.

ENGL 342 - African American Autobiography

Study of major texts that contribute to the field of African American autobiography. Focuses on the literary and cultural trends exhibited in these texts, as well as on the individual significance of each text.

Credits: 3

Offered: Offered on occasion.

ENGL 343 - Queer Studies in Literature

This course offers students an introduction to literary and theoretical approaches to issues of sexuality and gender identity, as they pertain to gay, lesbian, bisexual, and transgender peoples. We investigate queerness both in terms of a range of identity issues, and as a set of approaches to reading texts. We will look at such representations through literature and film, from various historical, cultural and theoretical perspectives.

Credits: 3

Offered: Offered on occasion.

ENGL 344 - Contemporary Multiethnic American Literature

Study of a variety of genres of contemporary multiethnic American literature, featuring African American, Asian American, Latina/o, Native American and other ethnic American writers. The course explores whether and how these writers exhibit shared concerns; how racial and ethnic identities and differences are represented in their work; and how race and ethnicity intersect with gender, class, sexuality, and nationality.

Credits: 3

Offered: Every other year.

ENGL 345 - Literary Theory for Everyone

Focus on understanding, analyzing, evaluating, and working with different modes of reading the world and its texts. We will consider the strengths and weaknesses of a range of interpretive, contextualizing, and interventionist critical and theoretical strategies, their stakes and historical contexts, and their relations to social struggles for dignity, justice, and creativity.

Credits: 3

Prerequisite: ENGL 106. Offered: Offered on occasion.

ENGL 349 - Theories of Gender

A multidisciplinary approach grounded in the humanities and arts will be employed to account for the social, economic, political, historical and cultural ways that gender is constructed and represented in contemporary societies.

Credits: 3

Prerequisite: ENGL 100. Offered: Offered on occasion.

ENGL 351 - Language and Society

Overview of the ways language use both reflects and shapes social identities. Areas for consideration include gender, race, age, class, status, power, and nationality.

Credits: 3

Offered: Offered on occasion.

ENGL 352 - History of the English Language

Overview of the origins and changes of the English language, from Old English to present-day American English. Areas for consideration include the changing speech sounds, word and sentence structures of English; etymology and new word formation; and the interrelationships between English and the political and social history of its speakers.

Credits: 3

Offered: Every other year.

ENGL 373 - English Grammar for Everyone

Overview of basic grammatical concepts and structures, including punctuation and basic usage. Students will learn to recognize and correct grammatical errors in their writing and in everyday examples. They will also be able to explain why something is grammatically correct or incorrect, enabling them to impart their knowledge of grammar to others in their future professional workplace or

classroom. While the course is designed with everyone in mind, the needs of future teachers are taken into special consideration. Additional topics will vary with instructor but might include differing approaches to grammar and style depending upon audience, purpose, and genre; the power of dynamics implicit in choosing one grammar over another; and the art of grammar - how writers use and abuse grammar artfully for expressive purposes.

Credits: 3

Offered: Every year.

ENGL 380 - Film: Silence to Sound

A study of various film genres from the beginnings through 1945. Through screenings, lectures, discussions, assigned readings and analytical writing, students learn to interpret films from a variety of theoretical perspectives. Theoretical approaches include psychoanalytic, Marxist, gender theory, queer theory, race theory, historicism, and culture studies.

Credits: 4

Offered: Every other year.

ENGL 381 - Film: Post War to the Present

A study of various film genres from 1945 to the present. Through screenings, lectures, discussions, assigned readings and analytical writing, students learn to interpret films from a variety of theoretical perspectives. Theoretical approaches include postmodern, psychoanalytic, Marxist, gender theory, queer theory, race theory, auteur theory, historicism, and culture studies.

Credits: 4

Offered: Every other year.

ENGL 382 - Icelandic Noir: Crime Fiction and Film

The course offers an in-depth study of Icelandic Noir and offers two broad thematic approaches. The first is "Setting and Landscape" and the second theme is "Conflict between Modernity and Tradition" Among others, we will examine representations of angst about globalism and foreign-funded energy industry; human rights and immigration laws; ancestry and genetic research, etc. in Icelandic crime fiction and films. All texts are in English translation and films have English subtitles. No proficiency in Icelandic is required.

Credits: 3

Prerequisite: ENGL 100. Offered: Offered on occasion.

ENGL 386 - Women in Global Cinema

A study of films by and about women in global cinema. The course focuses on women filmmakers primarily, and their uses of documentary, experimental, and/or narrative forms.

Credits: 4

Offered: Offered on occasion.

ENGL 387 - American Film Directors

An in-depth study of the films of one or two significant American film directors as a body of work informed by a specific artistic vision. We examine this work within various critical frameworks, such as auteur theory, psychoanalytic criticism, culture studies, and American history. This course satisfies the authors" requirement in the English major and is an elective for the film minor."

Credits: 4

Offered: Every other year.

ENGL 389 - Greek and Roman Literature

Introduction to major literary genres of classical Greece and Rome; emphasis on characteristic forms and themes. Readings in Modern English translations.

Credits: 3

Offered: Offered on occasion.

ENGL 390 - Jewish Literature

A study of major Jewish writers from the Bible to the present. Emphasis will be on the literature and on the varieties of Jewish culture that it represents.

Credits: 3

Offered: Offered on occasion.

ENGL 391 - Romanticism in World Literature

An exploration of basic themes commonly associated with the concept of Romanticism as identified in literature from Eastern and Western cultures.

Credits: 3

Offered: Offered on occasion.

ENGL 396 - Russian Literature

Intensive reading of important works of Russian fiction to understand each writer's vision of the potentialities, complexities, and essential conditions of human nature, within the intellectual and cultural context perceived or created by the writer. Significant attention to political and cultural history of Russia.

Credits: 3

Offered: Offered on occasion.

ENGL 397 - Discourses of the Enlightenment

Study of the literary and philosophical transformations during the age of Enlightenment(s) (Aufklarung, Illuminismo, Lumieres, etc.). Focuses on the genre of satire and concepts such as liberty, discovery, rationality,

natural law, revolution, difference, belonging and the idea of Europe.

Credits: 3

Offered: Offered on occasion.

ENGL 399 - Special Topics

Variable-content course; topic announced in the online Course Offerings each semester that the course is offered.

Credits: 1-4

Offered: Offered on occasion.

ENGL 400 - Senior Seminar

In the capstone course, students will reflect back upon their English major, and will polish their skills in critical and close reading, research-based and other forms of writing, as well as oral explorations of literature.

Credits: 3

Prerequisite: ENGL 324 or ENGL 343 or ENGL 345 or ENGL 349 or ENGL 380 or ENGL 381 orENGL 440. Offered: Every semester.

ENGL 404 - Literary London

Variable topics course. Taught in London as a study abroad experience, the course examines its content using interdisciplinary approaches rooted in the resources of the city of London.

Credits: 3

Offered: Every year.

ENGL 405 - Page and Stage

This course will study drama as it is meant to be explored--on the page and on the stage. We begin our analysis of the drama with discussion on campus and then travel to see productions of the plays. In our post-production discussions and writing, we will consider the choices made in production and the impact of that on our reading of the plays. A frequent destination for the course will be New York City, but we may also travel to Stratford, Ontario, or other sites, for productions as well.

Credits: 1.5-6

Offered: Offered on occasion.

ENGL 408 - Arthurian Literature

Study of the many works about King Arthur and his knights of the Round Table, extending from the eighth century to the present.

Credits: 3

Offered: Offered on occasion.

ENGL 412 - Shakespeare: Romances and Comedies

Study of Shakespeare's romances and comedies.

Credits: 3

Offered: Every other year.

ENGL 414 - Shakespeare: Histories and Tragedies

Study of Shakespeare's histories and tragedies.

Credits: 3

Offered: Every year.

ENGL 427 - Major Writers

Study of the works of up to three major writers. A variable content course. May be taken more than once with departmental approval.

Credits: 3

Offered: Every year.

ENGL 435 - Undergraduate Research in English

Undergraduate Research is an opportunity to conduct research in the fields of English. Students will join a research team with a specific focus and carry out the research tasks that will lead to submission of presentations or publications.

Credits: 1-3

Prerequisite: ENGL 213. Offered: Every semester.

ENGL 446 - Contemporary Literary Theory

Advanced study aiming to enhance students' ability to understand, analyze, contextualize, evaluate, and work with one or more modes of literary theory.

Credits: 3

Prerequisite: ENGL 213. Offered: Offered on occasion.

ENGL 456 - ESL Tutoring

Focus on tutoring students whose first language is not English.

Credits: 1

Offered: Every year.

ENGL 465 - English Internships

English internships. Interns work 40 hours for 1 credit hour. Enrollment requires a completed Learning Contract and permission of the department.

Credits: 1-12

Offered: Every semester.

ENGL 490 - Independent Study

Study of a particular author, topic, or work. Periodic meetings with instructor and writing a substantial paper. Department approval.

Credits: 1-6

Offered: Every semester.

ENGL 499 - Special Topics

A variable-content course. Topics announced in online Course Offerings.

Credits: 3

Offered: Offered on occasion.

ENGL 500 - Introduction to Graduate Studies in English

ENGL 500 introduces new graduate students to contemporary issues, designs and methods in the field of English studies. Emphasis will be on scholarly methods and aims of research in literature, rhetoric, and pedagogy, showing points of intersection and connection across various aspects of the discipline. By the end of the course, students will develop tentative plans for pursuing their own research interests, providing them with a strong foundation for their individual program of advanced study.

Credits: 3

Offered: Every year.

ENGL 502 - Directed Study

Short-term independent study of particular texts, methodologies, pedagogies or theories, conducted by graduate students under the direction of a graduate faculty member in English. Students must take one directed study as part of their degree requirements; a second may be taken as part of elective credit, with a different faculty member.

Credits: 1.5

Prerequisite: ENGL 500. Offered: Every semester.

ENGL 510 - Major Writers

Study in-depth of one writer or up to three writers related on the basis of a unifying principle.

Credits: 3

Offered: Every year.

ENGL 512 - Historical Perspectives in Literature

Study of the development of important movements or concepts in literature.

Credits: 3

Offered: Every year.

ENGL 514 - Comparative Approaches to Literature

Study of literary works from different time periods, nations, or cultures.

Credits: 3

Offered: Every year.

ENGL 516 - Criticism and Theory I

Part one of the historical study of critical and theoretical approaches to literature and the teaching of literature, with concentration on authors pre 1900.

Credits: 3

Offered: Every other year.

ENGL 518 - Criticism and Theory II

Part two of the historical study of critical and theoretical approaches to literature and the teaching of literature, with concentration on authors post 1900.

Credits: 3

Offered: Every other year.

ENGL 520 - Graduate Seminar in Literature and Culture

A variable-content course, interdisciplinary in nature, featuring a contemporary topic central to the discipline.

Credits: 3

Offered: Every other year.

ENGL 521 - Ethics of Writing

This course will expose students to contemporary issues of ethics as they are encountered in the writing process. Such topics may include, but are not limited to, copyright and plagiarism issues; the question of how to write about others; maintaining integrity in marketing rhetoric; the ethical implications of new media for writers; and the status of truth within contemporary creative non-fiction.

Credits: 3

Offered: Offered on occasion.

ENGL 522 - Writing for Digital Media

Writing for Digital Media" will help prepare students to become informed and skilled citizens of an increasingly digital world. Students registered in this course will compose for digital spaces; relate these writing experiences to relevant theoretical frameworks; and reflect critically on the effects of digital communication."

Credits: 3

Offered: Offered on occasion.

ENGL 523 - Grant Writing

This course offers an overview of the grant writing process. In it, we will explore how to write a persuasive grant proposal and how to identify grant-making organizations best aligned with your project or need. We will also discuss the grant cycle so you can better appreciate not only how grants are reviewed, ranked, and awarded but also what is expected of you after a grant is secured.

Credits: 3

Offered: Offered on occasion.

ENGL 524 - Art of Grammar

Art of Grammar will help students learn the principles underlying internalized rules of English and the range of choices available to speakers and writers. The course will engage with debates around whether language is primarily cognitive or social in nature as well as language in use and on some fundamental principles of all languages--namely, variation and change.

Credits: 3

Offered: Offered on occasion.

ENGL 525 - Foundations of Editing

This skills-based course intended for multiple audiences provides a practical introduction to editorial practices. Students develop competence in basic procedures of copyediting; develop creativity through solving problems effectively; and come to expand their sense of the field of English and their possible roles within it.

Credits: 3

Offered: Every other year.

ENGL 580 - Studies in Literature

Study in literature or language in conjunction with a cross-listed undergraduate 400 level course. Graduate students are required to do graduate-level work beyond the course requirements for undergraduate students.

Credits: 3

Offered: Every semester.

ENGL 590 - Special Topics

A variable-content course on topics announced in the online Course Offerings each semester.

Credits: 1-6

Offered: Offered on occasion.

ENGL 605 - Independent Study

Independent study of a defined topic under the supervision of an instructor. No more than 6 credit hours of the course may be applied to degree requirements.

Credits: 1-4

Offered: Every semester.

ENGL 690 - Degree Project Research

This required supervised research course for graduate students in English provides an opportunity for working one-on-one with a faculty mentor that will culminate in a final degree project subsequent to this class (thesis, action research thesis, professional development essay, comprehensive exam). Students will finish their project research, gain faculty feedback for proposals and drafts, finalize faculty committees and review professional opportunities in the field. Students conducting classroom research as part of their degree projects will also obtain necessary permissions from the Institutional Review Board and school authorities and carry out their research in preparation for writing their final reports. Students must have a minimum overall GPA of B in order to enroll in Degree Project Research. [NOTE: identical description for ENED 690, with prerequisites ENGL 500 and ENED 502

Credits: 3

Prerequisite: ENGL 500 and ENGL 502. Offered: Every Fall semester.

ENGL 694 - English Graduate Internship

English internships at the graduate level. Interns work 40 hours for 1 credit hour. Enrollment requires a completed Learning Contract and permission of the department.

Credits: 1-3

Offered: Every semester.

ENGL 695 - Capstone in English Studies

Capstone course for the graduate program focusing on the current state of English studies. The course facilitates the transition from graduate student to scholar-teacher and helps candidates prepare to take their place in the profession.

Credits: 3

Prerequisite: ENGL 500 and (ENGL 502 or ENED 502) and (ENGL 690 or ENED 690). Offered: Every Spring Semester.

ENGL 696 - Degree Project Completion

The culminating project for all graduate students in English, taken together with the capstone course (ENGL 695), demonstrating successful completion of advanced research in the field of English studies. Students choose one of several different degree projects. A final grade in 696 of B or above indicates successful completion of the degree project, including all required written and oral portions and, in the case of thesis/action research thesis, submission to the AP for Graduate Studies and to Reed Library for electronic archiving.

Credits: 3

Prerequisite: ENGL 690 or ENED 690. Offered: Every semester.

ENGL 699 - Capstone Continuation

Graduate students are required to remain continuously enrolled until completion of their capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Offered on occasion.

ESCI - Environmental Sciences

ESCI 100 - Environmental Sciences First-Year Seminar

The course is designed for Freshman Environmental Sciences majors to assist them in their transition into a college environment, to introduce them more specifically to the Environmental Sciences program, to help them acquire the skills necessary to be successful in a science major, and as a first introduction into some of the most pressing contemporary environmental issues. Students will be introduced to the Environmental Sciences faculty, as well as other Environmental Sciences majors, with discussions focused upon campus resources, study skills and current environmental issues.

Credits: 1

Offered: Every year.

ESCI 105 - Global Environmental Issues

The course's objective is to increase student awareness of the environmental issues that affect different parts of the world and the planet as a whole. The course will explore the historical roots of the problems and how different societies deal with environmental degradation. Topics will include overpopulation, food production, water scarcity, pollution and global climate change, among others. The format of the course invites participation, discussion and critical thinking.

Credits: 3

Offered: Every year.

ESCI 226 - The Earth As A System

In today's world, with increasing global population, shifting climate and a growing demand for raw materials and energy, a basic understanding of the earth as a system is more important than ever. Earth as a System aims to illustrate the interconnectedness and complexities of the planet's principal subsystems of hydrologic, atmospheric, biologic and geologic processes and their impact on shaping the planet and the lives of humans.

Credits: 3

Offered: Every semester.

ESCI 290 - Environmental Science Practicum

Independent research, independent study, or internship under the direction of a participating faculty advisor.

Credits: 1-3

Offered: Offered on occasion.

ESCI 310 - Methods in Environmental Analysis

Methods common to environmental sciences emphasizing laboratory and field measurement techniques. In the laboratory, wet chemical and electrochemical techniques; methods of trace pollutant analysis; bioassays; BOD measurements, etc., will be studied. Field studies will include classical techniques such as dissolved oxygen and Secchi disk measurements, as well as more recent assessment methods such as terrain conductivity and macroinvertebrate studies. Combination lecture/laboratory.

Credits: 4

Prerequisite: STAT 250. Offered: Every year.

ESCI 410 - Environmental Assessment

Introduction to concepts involved in risk assessment and how they are applied to formulating a human or ecological risk assessment. Modern methods and models describing environmental risk assessment strategies will be emphasized. Topics will include regulatory agencies and their roles in assessment and remediation, fate and transport processes of pollutants in the environment, data evaluation, air and water quality, human health risk assessment, ecological risk assessment, and hazardous waste remediation. Case studies will be drawn from the contemporary literature and students will formulate a risk assessment as part of a team.

Credits: 3

Offered: Every other year.

ESCI 440 - Environmental Sciences Seminar

This course is designed for senior-level Environmental Sciences majors. In this first semester seminar course every student will present several short seminars as preparation for a full-length seminar on a current topic of environmental sciences research to be given in the second semester senior seminar course. Emphasis is given on detailed knowledge of the subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional presentation.

Credits: 1

Offered: Every year.

ESCI 441 - Environmental Sciences Senior Seminar

Each student will present a seminar on a current topic of environmental sciences research during the spring semester

of their senior year. Emphasis on detailed knowledge of the subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional seminar.

Credits: 1

Offered: Every year.

ESCI 450 - Directed Study

One to 3 credit hours of credit for individualized study under guidance of a member of the faculty. Permission of instructor.

Credits: 1-3

Offered: Offered on occasion.

ESCI 490 - Environmental Sciences Practicum

Independent research, independent study, or internship under the direction of a participating faculty advisor.

Credits: 1-3

Offered: Every semester.

ESCI 499 - Special Topics in Environmental Science

Special topics in environmental science not covered in detail by regular courses and not offered on a regular basis.

Credits: 1-3

Offered: Every semester.

ETHN - Ethnic Studies

ETHN 202 - Foundations of Social Justice

This course introduces students to foundational concepts in the study and practice of social justice in American society, historically and at present, and in comparative global perspective. The course can include social justice topics as related to: racism; classism; religious oppression; sexism; heterosexism; transgender oppression; ableism; ageism; and environmentalism. The course will also engage students in the process of putting thought into practice by introducing various research methodologies such as quantitative, qualitative, and cultural studies approaches. Students will explore the course concepts, coupled with research methodologies, to identify and analyze social problems and to use information to formulate and engage in problem-solving strategies for social change.

Credits: 3

Offered: Every year.

ETHN 205 - Native American Studies

Explains the origins and evolution of Native American Studies as a program, placing it within the historical, political, social and cultural context in which it developed. Students will learn why a multidisciplinary approach can be beneficial to the understanding of Native American experiences in North America. This course explores the different sets of knowledge produced by and about Native Americans and the complicated relationship between Native Americans and the United States government. By interrogating representations of American Indian identity, this course will engage students in discussions about the complexity of race, self-representation, and cultural politics.

Credits: 3

Offered: Every other year.

ETHN 206 - African American Studies

Study of the intellectual and social origins of the discipline known as African American Studies. Key concepts, themes, and theories of the discipline will be discussed in the class.

Credits: 3

Offered: Offered on occasion.

ETHN 225 - Introduction to Latine History and Culture

An interdisciplinary approach to historicizing the Latine experience in U.S. history. The course examines the political and cultural dynamics of Puerto Ricans, Mexicans, Cubans, and Dominicans within an historical context sensitive to changes and continuities in American history.

Credits: 3

Offered: Every year.

ETHN 234 - Music, Society, and Crisis

This course examines the interrelationship between people, social crisis, and musical practice. The course applies interdisciplinary methods to explore how music responds to the most prevailing social issues taking place in the world around usâ€"issues such as the needs of subdominant groups, the AIDS pandemic, democracy and social justice, and cultural liberty. This course encourages diverse perspectives related to other disciplines, such as cultural studies, women studies, history, and medical anthropology.

Credits: 3

Offered: Every year.

ETHN 240 - Introduction to African American Literature and Culture

An examination of major works by African American novelists, poets, dramatists, filmmakers, musicians, and essayists in terms of the intellectual and political concerns of their periods and locations. Cross-listed with ENGL 240.

Credits: 3

Offered: Every other year.

ETHN 241 - Introduction to Latino/a Literature

Study of works by and about Latinos, including poetry, novels, film, drama, music, and essays. Focus on culture of people of Hispanic descent living in the United States, including Chicanos, Puerto Ricans, Dominican Americans, and Cuban Americans, with some consideration of the ongoing relations between U.S. Latinos and Latin America. (Cross-listed as ENGL 241.)

Credits: 3

Offered: Offered on occasion.

ETHN 242 - Native American Literature & Culture

Study of a variety of works, including literary and cultural texts (e.g., traditional tales, novels, poems, plays, memoirs, film, documentary and other media) by Native Americans from historical beginnings to the present.

Credits: 3

Offered: Every other year.

ETHN 275 - Black Women Writers

Study of the literature written by and often about black women, including poetry, short and long fictions, novels, drama, biography, and autobiography from the 18th century to the present.

Credits: 3

Offered: Offered on occasion.

ETHN 282 - Pre-Columbian and Colonial Latin America

An introductory survey of the history of early Latin America, from antiquity to the European conquest to the wars for independence in the early 19th century. Special attention is given to indigenous and African influences in the shaping of society and culture. (Cross-listed with HIST 282.)

Credits: 3

Offered: Every other year.

ETHN 283 - Latin America: Revolution & Reform

An introductory survey of the history of modern Latin America, from the wars for independence in the early 19th century to nation-state building, reform movements, violent revolutions, and democratization in the 20th century. Special attention is given to Native American influences in the shaping of modern society. The contested role of the United States in Latin American domestic policy also is considered. (Cross-listed with HIST 283.)

Credits: 3

Offered: Every other year.

ETHN 299 - Special Topics in Ethnic Studies

Topics in Ethnic Studies not covered in detail by specific courses.

Credits: 1-3

Offered: Every semester.

ETHN 304 - Latina Literature and Cultural Studies

An examination of contemporary Latina literary productions in the context of representations of Latinas in mainstream U.S. society. The focus of the course is on women of Hispanic descent living and writing in the United States, including work by and about Chicanas, Puerto Ricans, Dominican Americans, and Cuban Americans. Previous course work in Latina/Latino literature not required, but some previous course work related to African American or other ethnic literature, women's literature/feminism, and/or film studies is strongly recommended.

Credits: 3

Offered: Every year.

ETHN 313 - Psychology of Prejudice and Discrimination

The purpose of this course is to provide an empirical overview of the psychological processes involved in prejudice and discrimination. Students will investigate the fundamentals of how prejudice is formed against individuals with a focus on stereotypes and interpersonal discrimination, and focus on ways to decrease prejudice with the goal of social justice for all people.

Credits: 3

Prerequisite: PSY 129 or ETHN 202 or WGST 202. Offered: Every year.

ETHN 333 - African American History to 1877

Survey of the historical forces, within the African American community and elsewhere, which have shaped the African American experience. The course explores the cultural, social, and political development of African Americans from their African origins through Reconstruction.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or HIST 106 or ETHN 206 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 233 or HIST 243. Offered: Every other year.

ETHN 334 - African American History since 1877

Survey of the historical forces, within the African American community and elsewhere, which have shaped the African American experience. The course explores the cultural, social, and political development of African Americans from Reconstruction to the present.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 105 or ETHN 206 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

ETHN 355 - Diversity, Oppression, and Human Rights

This course emphasizes the systematic nature of oppression and the responsibility of the social work profession to advance human rights and social, economic and environmental justice. Emerging professional social workersâ€™ self-awareness is integral to the capacity to engage diverse service participants, colleagues and constituents in practice. Students will explore their own personal values, beliefs, and behavior that may impede their ability to practice social work ethically with people of diverse backgrounds. Students should leave this course with a better understanding of themselves, of diverse groups they will be working with in practice, and the capacity to engage in practices that advance human rights via the promotion of social and economic justice.

Credits: 3

Prerequisite: SOC 218 or ETHN 202 or WGST 202. Offered: Every year.

ETHN 356 - Native American History

A survey of the history of North America from the perspective of Native Americans, covering topics from the period before contact through the present. Possible topics may include precontact history and societies, the challenges of contact and colonization, Indian Removal, and continuing questions of sovereignty and treaty rights.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or ETHN 205 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

ETHN 357 - Native Peoples & Europeans in Early America

Introduces the major topics and themes in the ethnohistory of early America from the earliest contacts between Native Americans and Europeans to the early 18th century through a comparative study of British, French, and Spanish interactions with indigenous peoples.

Credits: 3

Prerequisite: HIST 102 or HIST 105 or HIST 115 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

ETHN 358 - Contemporary Issues in Native American History

Native American peoples in the contemporary period. Emphasis on federal policy development, the growth of political pan-Native American movements, the Native American image in popular culture, and current issues raised in the writings of contemporary authors representing a diversity of Native American nations.

Credits: 3

Prerequisite: HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243 or ETHN 205. Offered: Every other year.

ETHN 359 - Ethnicity and Race

Interdisciplinary approach to race and ethnicity in the United States and other contemporary multiethnic/multiracial societies.

Credits: 3

Offered: Every year.

ETHN 370 - Cross-Cultural Psychology

An introduction to psychological theory and research from the perspective of other cultures. Investigates the origins of psychological thought and overviews the development of the discipline in various historical and political contexts. Focus will vary from semester to semester depending upon instructor.

Credits: 3

Prerequisite: PSY 129 or ETHN 202 or WGST 202. Offered: Every year.

ETHN 399 - Special Topics in Ethnic Studies

Topics in Ethnic Studies not covered in detail by specific courses.

Credits: 1-3

Offered: Every semester.

ETHN 400 - Independent Study

Intensive individual study of some aspect of multicultural studies involving a paper or project.

Credits: 1-3

Offered: Every other year.

ETHN 490 - Ethnic Studies Internship

Open only to African American Studies, American Indian Studies, Latino Studies, or Multiethnic Studies minors. An internship can serve as the student's capstone experience. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.

Credits: 1-6

Offered: Every other year.

ETHN 491 - Social Change Capstone

Capstone seminar in which students will investigate current and contemporary issues in the field of Ethnic and Gender Studies, engage in activism on campus, and complete a research-based paper or project under the guidance of a faculty mentor. Students will also compile an e-portfolio that reflects upon their experiences as Ethnic and Gender Studies students and for use in future professional development.

Credits: 3

Offered: Every year.

EXSC - Exercise Science

EXSC 250 - Introduction to Applied Human Physiology

This course examines significant and recent topics in exercise physiology, wellness, rehabilitation, biomechanics, motor learning, nutrition and health benefits associated with exercise. Emphasis will be placed on educational topics such as human physiology, medicine, rehabilitation, obesity, nutrition, advancements in cardiovascular health, hypokinetic diseases l and fitness testing. Discussions and presentations will integrate topics from a variety of disciplines and their impact on the broad topic of applied human physiology. Required for Exercise Science majors.

Credits: 1

Offered: Every Fall semester.

EXSC 300 - Exercise Physiology

The purpose of this course is to examine human physiology and the responses that occur during both acute and chronic exercise. An understanding of how the body responds to this stress is an imperative for the athletic trainer, health professional (Occupational Therapy, Physical Therapy, Doctor of Chiropractic) or exercise physiologist. Additionally, the course will examine environmental factors, and the effects of gender and age on the adaptive response to exercise. Emphasis is placed on bioenergetics as well as cardiovascular and respiratory responses. Also discussed are the effects of ergogenic aids on human physiology performance. The objective of this course is for students to gain an understanding and working knowledge of how the body responds to exercise so that they may apply this knowledge to their chosen field. Additionally, students will be introduced to current research in the field of exercise physiology, applied physiology and experimental physiology. Laboratory activities will focus on measuring cardiorespiratory, metabolic (aerobic and anaerobic) and perceived exertion responses to sub-maximal and maximal exercise. Three hours of lecture and two hours of lab per week.

Credits: 4

Prerequisite: BIOL 245 and BIOL 246. Offered: Every semester.

EXSC 302 - Exercise Prescription

The course is designed to introduce the student to theoretical and practical concepts of exercise assessment, exercise interpretation and exercise prescription. Course content includes the principles and practices of prescribing exercise to healthy individuals, and individuals with conditions such as cardiac disease, diabetes, physical disabilities and the aged.

Credits: 3

Offered: Every year.

EXSC 304 - Exercise Nutrition

Exercise nutrition integrates the sciences of nutrition, exercise physiology, and exercise metabolism. The first section of this course focuses on food and the macronutrients and micronutrients they provide, nutrient structure and characteristics, food digestion and nutrient absorption, and the conversion of food to energy. The second section of this course focuses on optimal nutrition for exercise, training, and health. The third and final section of the course provides information about the development and marketing of nutritional products and ergogenic (performance enhancing) aids.

Credits: 3

Prerequisite: PHED 200 and HLTH 303. Offered: Every year.

EXSC 305 - Economics of Sport

Course covers the principles of macro and micro economics related to the sport industry on a regional and national level, supply and demand, growth of the sport industry, venues and events, economic impact of facilities manufacture and television on intercollegiate and professional sport.

Credits: 3

Prerequisite: ECON 210 or ECON 205. Offered: Every year.

EXSC 306 - Biomechanics

The course stresses the quantitative nature of biomechanics that integrates anatomy, physics, mathematics, and physiology for the study of human movement. The course will cover the foundations of human movement, functional anatomy, and mechanical analysis of human motion.

Credits: 3

Prerequisite: (STAT 200 or PSY 200 or ECON 200 or SOC 200) and EXSC 350. Offered: Every year.

EXSC 315 - Prevention and Care of Athletic Injuries

Study of prevention and recognition of injuries commonly associated with athletic competition. Includes the study of anatomy and physiology involved in injuries. One of several courses designed to meet state mandate for interscholastic coaching.

Credits: 3

Prerequisite: HLTH 115 and BIOL 245. Offered: Every year.

EXSC 316 - Athletic Training Internship I

Develops the basic competencies of students interested in athletic training. Areas included in the internship will include preventive taping, injury prevention, the basics of rehabilitation, coverage of home events, and basic functioning of a training room. Athletic Trainer required.

Credits: 1-3

Offered: Every semester.

EXSC 317 - Athletic Training Internship II

The study of a particular topic related to physical education and recreation. Periodic meetings with an appropriate instructor will be scheduled. The topic may encompass individual research or a practical experience.

Credits: 1-4

Prerequisite: EXSC 316. Offered: Every semester.

EXSC 350 - Kinesiology

The purpose of the course is to acquaint the student with functional anatomy and the biomechanics of human movement and performance. The focus will be on the physiology of skeletal muscle, muscular arrangements around the major joints of the body, and the properties of muscular force production. There will also be an examination of the skeletal muscle adaptation to various forms of stimuli.

Credits: 3

Prerequisite: EXSC 300. Offered: Every semester.

EXSC 390 - Special Topics in Exercise Science

This special topics course emphasizes exercise science topics not covered in detail by regular courses and/or not offered on a regular basis. The course explores the field of exercise science and uses related literature to discuss current issues in exercise science. Students will pick topics, research them, critically analyze (interpret, explain) research related to a topic and present the research to the class. Guest lecturers will be used to present students with information on specialty areas in Exercise Science.

Credits: 1-4

Offered: Every year.

EXSC 401 - Senior Seminar in Exericse Science

This is the capstone course for exercise science and will bridge the gap between undergraduate and graduate Education and careers. Discussion items will provide a broad context for knowledge about the field of exercise science gained throughout the undergraduate years. Part of this process will involve exploring connections between both oneself and the educational/career opportunities the field of exercise science.

Credits: 3

Offered: Every year.

EXSC 420 - Advanced Exercise Physiology II

This course is designed to cover principles related to exercise circumstances which include analysis of the effect of exercise on human physiologic function. Special focus will be given to physiological responses of the nervous and endocrine systems to various forms of exercise.

Credits: 4

Prerequisite: EXSC 300. Offered: Every year.

EXSC 425 - Biomechanics

The course stresses the quantitative nature of biomechanics that integrates anatomy, physics, mathematics, and physiology for the study of human movement. The course will cover the foundations of human movement, functional anatomy, and mechanical analysis of human motion.

Credits: 3

Prerequisite: STAT 250 and EXSC 350. Offered: Every semester.

EXSC 450 - Advanced Exercise Physiology

The purpose of this course is to build and expand on the concepts covered in exercise physiology (EXSC 300). An emphasis will be placed physiological responses to environmental and terrestrial extremes (heat, cold, fluid restriction, altitude etc). Special topics will include the nature and origin of fatigue, dehydration, evolutionary

explanations for physiological responses and an examination of the concept of exercise as medicine.

Credits: 3

Prerequisite: EXSC 300. Offered: Every Spring Semester.

EXSC 491 - Senior Capstone - Research

Exercise Science students will perform a capstone experience in their senior year. The experience can take the form of research, an internship or course, and will provide significant learning experiences in problem solving and written and oral communication. Capstone Research: The student will fulfill expectations for capstone research via two semesters of UGR (3 credits/semester) during the senior year, or a 10 week summer research position during the summer before the senior year. The faculty mentor will bear responsibility for the evaluation of the learning and inquiry experience. A formal paper will be expected. Oral presentation will occur during a capstone UGR/internship symposium.

Credits: 1-3

Offered: Every semester.

EXSC 492 - Senior Capstone - Internship

Exercise Science students will perform a capstone experience in their senior year. The experience can take the form of research, an internship or course, and will provide significant learning experiences in problem solving and written and oral communication. Capstone Internship: The student will fulfill expectations for capstone internship via a 3 credit internship experience (120 hours). Acceptable experiences include job apprenticeships (not unlike the clinical internships of MT students) involving very active learning. Research projects performed off-campus (not including REUs) are also acceptable as capstone internship experiences. A site supervisor will provide evaluations to the faculty mentor; the faculty mentor will bear responsibility for the final evaluation of the learning experience. A formal paper will be expected. Oral presentation will occur during a capstone UGR/internship symposia.

Credits: 1-3

Offered: Every semester.

EXSC 493 - Senior Capstone - Course

Exercise Science students will perform a capstone experience in their senior year. The experience can take the form of research, an internship or course, and will provide significant learning experiences in problem solving and written and oral communication. We will offer capstone 'sections' of UL courses on a rotating basis. Some of these courses will be modifications of currently existing courses; others may be new courses. Examples include Muscles and Movement and Advanced Exercise Physiology. Courses will be designed to include significant inquiry based learning, problem solving, and written and oral presentation' enrollment will be limited and carefully controlled. Students will write a formal paper and offer a formal presentation.

Credits: 3

Offered: Every semester.

FILM - Film Studies

FILM 220 - Film Form

An introductory-level lecture course designed to introduce students to the formal issues involved in the production and perception of moving images. The course provides students with an understanding of aesthetic concepts that support the making of films, digital cinema, videos or video games. It reinforces the use of aesthetic vocabulary and demonstrates how audiences interact with, and are manipulated by, film language and syntax. Therefore, the course is useful for students who wish to enhance their skills in the making of films and videos as well as for students who wish to refine their ability to deconstruct motion pictures for critical and analytical purposes.

Credits: 3

Offered: Every year.

FILM 309 - Film Analysis

A study of contemporary filmmakers' work in feature length films. Particular focus on production elements that create aesthetic values and reflect our times and concerns.

Credits: 3

Prerequisite: COMM 155. Offered: Every year.

FILM 399 - Special Topics

A variable-content course. The topic will be announced in the online Course Offerings when the course is offered.

Credits: 1-4

Offered: Every other year.

FILM 401 - Independent Study

The course allows students to design and pursue independent, directed projects in film studies. As a rule, these studies will examine in greater depth or breadth topics that are explored in current course offerings or are not available in current offerings. Permission of the coordinator of Film Studies required.

Credits: 1-4

Offered: Every other year.

FILM 470 - Senior Film Seminar

The capstone experience for the Film Studies Minor, involving advanced study, usually concerned with critical

or historical issues in film. Content varies according to instructor and course title. Enrollment requires completion of 12 credits of film courses or permission of the instructor.

Credits: 3

Offered: Every year.

FILM 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

FILM 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

FRED - Fredonia Seminar

FRED 101 - First-Year Seminar

Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. This signature course will introduce students to these baccalaureate goals through an engaging and intellectually rigorous curriculum. Students will work with some of the finest faculty and professional staff at Fredonia in both digital and traditional formats.

Credits: 3

Offered: Every Fall semester.

FRED 150 - Undeclared First-Year Seminar

As part of the Academic Exploration Program, entering first year students who are undeclared and exploring their academic options are enrolled in the Undeclared First Year Seminar. This one-credit, graded course is taught by faculty and/or professional staff members and is designed to support students as they explore college majors, career options, campus resources, and their own interests, skills, values, and personality. Students are not expected to declare a major by the end of the semester; rather, the course emphasizes informed decision-making and intentional academic and career exploration. Through self-assessment, interaction with campus offices and organizations, and focused career research, students will gain a broad understanding of Fredoniaâ€™s resources and opportunities.

Credits: 1

Offered: Every Fall semester.

FREN - French

FREN 100 - Introduction to French

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language.

Credits: 2

Offered: Every semester.

FREN 110 - Essential French

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course FREN 100 at Fredonia.

Credits: 3

Prerequisite: FREN 100 or French Lang Placement Score of an 2 or better or French Lang Placement Score of an 3 or better. Offered: Every semester.

FREN 115 - Elementary French I

Designed for students with no previous preparation. Study of fundamental speech patterns. Initial emphasis on developing listening comprehension, speaking skills, including pronunciation, with progressive emphasis on reading and writing skills. Discussion of selected cultural aspects.

Credits: 3

Offered: Every semester.

FREN 116 - Elementary French II

Designed for students with one semester of college level French or equivalent. Further practice in pronunciation and fundamental speech patterns. Continued development of listening, speaking, reading and writing skills for communicative proficiency. Discussion of selected cultural aspects.

Credits: 3

Prerequisite: FREN 115 or NY Regents French Exam Score of an 80 or better. Offered: Every semester.

FREN 215 - Intermediate French I

The course Increases proficiency in listening, speaking, reading and writing skills in French. Further development of vocabulary and grammar. Selected cultural materials will provide cultural awareness and cross cultural proficiency to the students.

Credits: 3

Prerequisite: FREN 116 or NY Regents French Exam Score of an 85 or better or FREN 110 or French Lang Placement Score of an 4 or better. Offered: Every year.

FREN 216 - Intermediate French II

The course Increases proficiency in listening, speaking, reading and writing skills in French. Further development of vocabulary and grammar. Selected cultural materials will provide cultural awareness and cross cultural proficiency to the students.

Credits: 3

Prerequisite: FREN 215 or French Lang Placement Score of an 5 or better. Offered: Every year.

FREN 305 - French for the Professions

Designed to enhance student's language skills so as to permit them to use French meaningfully in the professional world. Study of commercial vocabulary, introduction to professional correspondence and practices.

Credits: 3

Prerequisite: FREN 216. Offered: Every year.

FREN 308 - Advanced French Phonetics and Diction

Detailed study of rules of pronunciation and transcription into International Phonetic Alphabet (IPA). Pronunciation drills, exercises in sound discrimination and intonation.

Credits: 3

Prerequisite: FREN 215 or FREN 216. Offered: Every year.

FREN 310 - The Literature/Culture of Quebec

An exploration of Quebec's cultural uniqueness through the literature that has played a central role in defining it. The historical and political events that have influenced the development of Quebec literature and culture will also be examined. Review of separatist movement included.

Credits: 3

Prerequisite: FREN 216. Offered: Offered on occasion.

FREN 315 - French Masterpieces

An introduction to the three literary genres: fiction, theatre, and poetry, with an emphasis on poetry and fiction. Selections are from a wide variety of authors and time periods, from the Renaissance to the 20th century. Primary focus is stylistic but considerable time will also be devoted to literary movements and to French history and culture. Different types of assessment will include oral presentations by the individual student and groups, papers, quizzes, discussions, and exams which will all be in French.

Credits: 3

Prerequisite: FREN 216. Offered: Every other year.

FREN 316 - French Plays and Prose

An introduction to the three literary genres: fiction, theatre, and poetry, with an emphasis on drama and fiction. Selections are from a wide variety of authors and time periods, from the Renaissance to the 20th century. Primary focus is stylistic but considerable time will also be devoted to literary movements and to French history and culture. Different types of assessment will include oral presentations by the individual student and groups, papers, quizzes, discussions, and exams which will all be in French.

Credits: 3

Prerequisite: FREN 216. Offered: Every other year.

FREN 317 - French Conversation

Exercises and activities designed to promote conversations about readings, films, and/or issues in France and the French-speaking world. Ample opportunities to practice understanding and speaking French in pair and small group settings.

Credits: 3

Prerequisite: FREN 216 or French Lang Placement Score of an 6 or better. Offered: Every year.

FREN 318 - French Composition

Syntactical patterns of French, vocabulary building, translation, and free composition. Useful techniques of composition, problems of translation and questions of style discussed.

Credits: 3

Prerequisite: FREN 216. Offered: Every year.

FREN 319 - Survey of French Literature I

History of principal movements and writers, from the beginning through the 17th century, studied in light of historical and social backgrounds. Discussion and lectures in French. Student reports.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Every year.

FREN 320 - Survey of French Literature II

History of principal movements and writers, from the 17th century to the present, studied in light of historical and social backgrounds. Discussion and lectures in French. Student reports.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Every year.

FREN 323 - France Today

France today is a country struggling with the tensions of social and economic modernization. The subject matter, therefore, will be actual and current in an effort to understand the broad sweep of social, economic, political, and cultural changes in post-war France.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 341 - Le Grand Siecle

Detailed study of 17th century French classicism, its formation, flowering. Student reports, discussions.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 351 - The Enlightenment

Major works of 18th century French literature; emphasis on Montesquieu, Voltaire, Diderot, Rousseau, Marivaux, and Beaumarchais. Class work in French.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 361 - Contemporary French Literature

Novel and theater since Proust. Emphasis on post-1940 trends: existentialism, the New Novel and Theatre of the Absurd.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 380 - French Drama in Practice

Seven-week course in which students will read, study, and stage an important dramatic work of French literature. The course will end with two public performances of the work(s) studied in class.

Credits: 3

Prerequisite: FREN 317 and (FREN 315 or FREN 316). Offered: Offered on occasion.

FREN 381 - Topics for French Conversation

Students engage in discussions and presentations on a variety of topics covering social, scientific, artistic, philosophical, psychological, religious, and political issues.

Credits: 2

Prerequisite: FREN 308 and FREN 317. Offered: Every other year.

FREN 400 - Special Topics in French

Special areas in French language, literature, or culture and civilization not covered by regular courses.

Credits: 1-3

Prerequisite: FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 410 - Directed Study

Individual directed study of a particular area or topic in French language or literature. Periodic meetings with instructor, writing of a substantial paper.

Credits: 1-3

Offered: Offered on occasion.

FREN 415 - Individual Oral Proficiency Development In French

Student will develop a list of weekly activities, such as watching movies, listening to music, reading of articles and books, etc. that will further enhance the student's oral proficiency in French. Student will meet once a week with instructor to discuss the activities. The course will end with retaking of Oral Proficiency Interview (OPI) exam. Student is responsible for the cost of the exam.

Credits: 1

Offered: Every year.

FREN 417 - Romanticism and Realism

Detailed study of literary movements and major writers of 19th century.

Credits: 3

Prerequisite: FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 419 - Studies in French Literature and Culture

Focus on a major theme, movement, author, or period in the literature and/or culture of France. The course can be repeated as its content changes.

Credits: 3

Prerequisite: FREN 318 and FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 420 - Studies in Francophone Literature and Culture

Focus on a major theme, movement, author or period of one or more French-speaking regions around the world. The course can be repeated as its content changes.

Credits: 3

Prerequisite: FREN 318 and FREN 315 or FREN 316. Offered: Offered on occasion.

FREN 422 - Advanced French Conversation

Intensive practice in spoken French and listening comprehension at an advanced level.

Credits: 3

Prerequisite: FREN 317 and FREN 308. Offered: Offered on occasion.

FREN 423 - Senior Seminar

In-depth study of a literary or cultural topic selected by the instructor. Major written paper and oral presentation required. All work to be done in French.

Credits: 3

Prerequisite: (FREN 318 and FREN 319) or FREN 320. Offered: Every year.

FREN 424 - Stylistics

To give feeling for French style, shades of meaning, and mastery of stylistic difficulties not taken up in more elementary courses. Study of classic French prose; translations and free composition.

Credits: 3

Prerequisite: FREN 318. Offered: Every year.

FREN 485 - Undergraduate Learning Assistantship for French

Students serve as undergraduate learning assistants to any of the intermediate and phonetic courses in French, to be decided in consultation with the instructor. Assistants help the instructor both in the classroom as well as outside the classroom monitoring class activities online and offering tutoring. Assistants are also responsible for developing and teaching lesson(s) on grammar and/or cultural topics as agreed upon with the instructor. Assistants learn and develop best practices in language teaching. Students in education certification programs preferred.

Credits: 3

Prerequisite: FREN 315 or FREN 316 and FREN 317 and FREN 318. Offered: Every semester.

FREN 500 - Special Topics in French

Special areas in French not covered by regular courses. Permission of department.

Credits: 1-3

Offered: Offered on occasion.

FREN 510 - Directed Study in French

Individual supervised study of particular area or topic in any of the department's French language or literature offerings. Periodic meetings with instructor and writing of a substantial paper. Permission of department.

Credits: 1-3

Offered: Offered on occasion.

GEO - Geology

GEO 101 - Geology of National Parks

The geology of many of America's most visited parks, including the geologic features, the processes which formed them, the chronology of events that led to the rocks, structures, and landscapes of the natural treasures, and the environmental problems that now threaten the parks. Lectures, videos, small-group discussions, use of the Internet, in-class quizzes and exams. Small-group preparation and presentation on a geologically significant national monument or park. Not open to students who have passed GEO 165 Planet Earth. Students may take GEO 169 General Geology Lab as a co-requisite to expand their knowledge of minerals, rocks, fossils, and topographic and geologic map reading and interpretation.

Credits: 3

Offered: Every semester.

GEO 102 - Freshman Seminar

This course will introduce students to the Geosciences program at SUNY Fredonia. Throughout the semester, students will meet other Geosciences majors and the department faculty, including an introduction to faculty areas of specialization and research. Students will learn about local geology through lecture and field trips, as well as what they will be exposed to over the next four years with regard to coursework, research possibilities, job prospects, and graduate school. The seminar will provide students with networking opportunities as they make their way through demanding program requirements.

Credits: 1

Offered: Every Fall semester.

GEO 121 - Landform Geography

An introduction to the field of geography, with particular emphasis on the driving physical forces and processes that shape the earth's surface. The impact on human activities and patterns will be examined. A spatial approach will be used to study the nature and character of physical space including measurements, relations, locations, and the distribution of phenomena. The course will meet twice a week in a traditional classroom setting and once a week in a laboratory setting, which will include occasional field trips to explore the local area in an effort to observe how landforms, vegetation and microclimate vary over short distances.

Credits: 3

Offered: Every year.

GEO 138 - Gems and Minerals

This course aims to introduce key contents in the field of gemology, including but not limited to the nature, geology, crystallography, chemistry and physical properties of key gems and minerals, along with its origin and production issue. These subjects will cover fundamental basics of physics, chemistry and geology that are used by gemmologist, along with in-depth content on the mineralogical aspects of gems and minerals. The goals of the course are to familiarize you with gemological principles and their applications, and strengthen your critical thinking and analytical skills.

Credits: 1

Offered: Every Spring Semester.

GEO 139 - Mass Extinctions

To gain insight into the extinctions happening today, we must examine their record in Earthâ€™s history. This course surveys the major and minor extinctions in the past to shed light on events unfolding today.

Credits: 1

Offered: Offered on occasion.

GEO 140 - Catastrophic Weather

Examines the development of severe and unusual weather phenomena including floods, tornadoes, thunderstorms, hurricanes and other tropical storms, blizzards, and electrical storms. The frequency and geographic occurrence of these events is considered in terms of current climatic models.

Credits: 1

Offered: Every semester.

GEO 141 - Age of Dinosaurs

The course centers on life in the Mesozoic era of geological time, when dinosaurs rule the earth. In addition to discussing the different types of dinosaurs and their ecological roles, the role of climatic and catastrophic extinction in shaping this unique time in geologic history is explored. Topics also include the evolution of dinosaurs and their relationship to modern birds, the controversy over "warm-blooded" versus "cold-blooded" metabolism, and the ultimate extinction of the dinosaurs leading to the age of mammals.

Credits: 1

Offered: Every semester.

GEO 142 - Drifting Continents

This course explores the origin and history of these charismatic creatures. Dinosaurs are used as an opportunity to explore topics such as evolution, extinction, geologic time, and fossilization. A central question in the course is â€˜how do we learn about the past?'.

Credits: 1

Offered: Every semester.

GEO 143 - Evolution of Life

The course is an introduction to basic principles relating to present understanding of biological evolution. Evolution is a major scientific paradigm that underlies both theoretical and practical research in the life sciences, and it has strong interdisciplinary support from biology and other branches of science. The course explores the development of evolutionary ideas from early concepts up to the modern synthesis. Topics include: origin of life, geologic record and geologic time, inheritance and Darwinian selection, patterns of evolution, macroevolution, and modern opposition to evolutionary science. Lecture format.

Credits: 1

Offered: Every semester.

GEO 145 - Geology of New York State

Much of earth history can be explored by the study of New York State geology. The course explores - among other things - the evolution of life in vast marine basins, the uplift of lofty mountains during the Appalachian Orogeny, followed by the more recent advance of Pleistocene ice sheets that covered the state until about 10,000 years ago. Students should come away with a better understanding and appreciation for the rich geological history of their home state.

Credits: 1

Offered: Every semester.

GEO 146 - Great Ice Age

One of the series of five-week introductory courses exploring topics in the geological sciences. The Great Ice Age topic explores the interesting history and effects of glacial periods on Earth, with parallels to current interest in, and observations on, global climate change.

Credits: 1

Offered: Every semester.

GEO 148 - Trembling Earth

A mini-course that examines earthquakes as an example of natural hazards. Topics include history of earthquake science, quake causes, prediction, risk assessment, engineering response, and response of culture such as artistic renderings of quakes.

Credits: 1

Offered: Every year.

GEO 149 - Volcanoes

The course deals with the science of volcanology. Topics include the types of magmas (molten rock) and rocks that produce the different kinds of volcanoes, physical and chemical controls on eruptions, and hazards and benefits of volcanoes. Scientific study and the effect of volcanism on human beings are discussed in the context of major historical eruptions.

Credits: 1

Offered: Every semester.

GEO 150 - Moons and Planets

Historical and scientific treatment of the solar system. Emphasis on the development of astronomical thought from ancient times to the flowering of modern concepts of planetary origins and evolution. Problem sets deal with analysis of classical and modern concepts, including mathematical solutions. High school math through Math III suggested, but not required.

Credits: 3

Offered: Every year.

GEO 152 - Evolution of Western Science

Examines the progression of scientific thought in the Western world from Paleolithic cultures, through Mesopotamia, Greek, and European civilizations. Emphasis on classic works of philosophers, mystics, and scientists and their contribution toward molding the nature and practice of modern-day science. Lecture format with formal group discussions, videos, and periodic question sets. One major research paper required.

Credits: 3

Offered: Every other year.

GEO 160 - Blue Planet

Planet Earth formed as a ball of fire, but now is 70% water. Where did all this water come from? How does it shape our world? This course dives into these questions. We consider the chemical and physical properties of sea water, and how these waters circulate. The oceans represent the heart of our Blue Planet and their effects - waves, tides, shoreline processes, marine biology, and economic impact - play a critical role in our future.

Credits: 3

Offered: Every year.

GEO 165 - Planet Earth

Explore the large and small scale processes that shape and reshape our dynamic planet Earth. This course introduces students to the many features and phenomena that help us understand Earth's geologic history and its future. From the integral role that minerals and rocks play to the wide range of internal and external processes operating on Earth, students gain a heightened awareness of natural resources, climate change and geologic hazards as society makes its way through the 21st century. Lectures and group discussion. High school background in earth sciences not required. Majors and minors in the Department of Geology and Environmental Sciences, including Childhood Education Science/Geoscience Concentration majors, should take GEO 169 Planet Earth Lab as a corequisite.

Credits: 3

Offered: Every semester.

GEO 169 - Planet Earth Lab

Laboratory introduction to topographic and geologic maps, and earth materials (minerals, rocks and fossils). Exercises include use of these tools to recognize and interpret geological processes, history and structure.

Credits: 1

Offered: Every semester.

GEO 175 - Thirsty Planet

The course investigates ancient and modern water supplies, studies surface and underground watersheds, evaluates risks to water quantity, quality and distribution systems, reviews water law and regulation, and reflects on the role of water resources in war and terror, food and transport, scenery and beauty.

Credits: 3

Offered: Every year.

GEO 180 - Weather and Climate

Introduction to the transitory and long-term physical, chemical, and dynamic states of the atmosphere, measurement of weather factors, weather forecasting, regional climates, climatic change, weather and climate modification, and practical aspects and applications of weather and climate.

Credits: 3

Offered: Every year.

GEO 201 - Introduction to Environmental Archaeology of North America

Over 14,000 years, Indigenous Native American cultures of North America successfully adapted to a variety of environmental settings and changing climates. To fully explore this history, this course adopts an Environmental Archaeology approach which examines various aspects of human-environment interaction through time. Different evidential sources from archaeology/anthropology, paleoenvironmental studies, geology, and ecology, are presented. This course also explores modern archaeological issues such as the role of stakeholders, ethical dilemmas, advocacy, among several others.

Credits: 3

Offered: Every year.

GEO 210 - Earth History

Since its formation 4.5 billion years ago, our dynamic planet has undergone enormous changes. It has survived a multitude of volcanic eruptions, ice ages and mass extinctions. Learn about the physical history of the earth and the evolution of life on our dynamic planet from its early formation through the present.

Credits: 3

Prerequisite: GEO 165. Offered: Every semester.

GEO 211 - Earth History Lab

This is a laboratory to accompany Geology 210. The laboratory provides practical experience in studying sedimentary rocks to interpret depositional processes and ancient environments, constructing stratigraphic sections, examining fossils and their use in age determinations, correlating rock units, interpreting geologic history from maps, and examining the regional geology of North America. These skills, introduced in the Geo 211 lab, are required in numerous upper-level courses including Field Geology. Three hours of laboratory per week are scheduled.

Credits: 1

Corequisite: GEO 210. Offered: Every year.

GEO 215 - Earth Materials

The course will cover theory, geological occurrence, and identification of the common earth materials, which includes subjects on minerals, rocks, and natural resources (e.g. fossil fuels and gemstones). Lecture and lab along with a field trip to an adjacent area. Laboratory assignments contain a brief introduction to the petrographic microscope and thin section identification, but mostly emphasize hand specimen identification. Students are required to write a paper on some aspect related to earth materials.

Credits: 4

Prerequisite: GEO 165* and CHEM 115. Offered: Every other year.

GEO 301 - Cartography

Comprehensive treatment of maps and map making. Includes the history of maps and their construction from ancient times to present, including affect on history and politics. Also entails essential elements of maps, their construction by manual and computer means, and how they are used to express information. Lecture and lab. Can be taken as Geographic Information Systems (GIS) elective.

Credits: 4

Offered: Every year.

GEO 311 - Global Climate

Introduction to short and long term physical, chemical and dynamic states of the atmosphere, measurement of meteorological parameters, weather systems and forecasting. Special emphasis is placed on regional climates, climatic change and potential societal economic effects of climatic change.

Credits: 3

Offered: Every year.

GEO 312 - Earth Materials I

The course will cover theory, geological occurrence, and identification of the common earth materials, which includes subjects on minerals, rocks, and natural resources (e.g. fossil fuels and gemstones). Lecture and lab along with a field trip to an adjacent area. Laboratory assignments contain a brief introduction to the petrographic microscope and thin section identification, but mostly emphasize hand specimen identification. A presentation on any aspects related to earth materials is required for students.

Credits: 4

Prerequisite: GEO 165 and GEO 169. Corequisite: CHEM 115. Offered: Every Fall semester.

GEO 329 - Regional Field Geology

Participants are exposed to issues of regional Historical Geology during a seven-day field trip (Summer Session I). Students observe the record of multiple mountain-building episodes and basin evolution through a series of roadcut, stream, and quarry exposures. Aspects of the geologic record including cross-cutting relationships, biostratigraphy and paleoenvironmental inference are used at stops to reconstruct the regional geology puzzle. Knowledge of structural geology is recommended but is not essential. The course applies principles learned in GEO 210, but it aLso supplements information in GEO 345, GEO 370, and GEO 400. Students attend several orientation classes during the spring semester in preparation for the field course. During the course, students keep notes and prepare a field diary containing information from field stops. The course grade is based on the notebook turned in upon completion of the course. Offered in years when GEO 461 is not offered.

Credits: 2

Prerequisite: GEO 210. Offered: Every other year.

GEO 330 - Geomorphology

Study of geomorphic processes, relating topographic features to underlying rocks and structures and to processes of erosion, deposition, and earth movements. Lectures and laboratory supplemented by short field trips

and field research. A day-long field trip over the weekend may be required.

Credits: 4

Prerequisite: GEO 165 and GEO 169. Offered: Every year.

GEO 331 - Restless Earth

The course links the many time frames and events of geodynamics ranging from continental drift to earthquake hazards. The subject is presented from several viewpoints, including the history of science, spatial and temporal distribution of hazards and resources, and impacts on culture. Learning activities include small group discussions, computer manipulation of spatial data, reading from historical writings of scholars such as Lyell and Darwin, and review of cultural impacts through paintings and films. Prerequisite: Any introductory science course.

Credits: 3

Prerequisite: GEO 165. Offered: Offered on occasion.

GEO 335 - Geophysics

Emphasis on how problems dealing with the shape, mass, structure, composition, and tectonic history of the Earth can be resolved using such methods of geophysics as gravity, magnetics, and seismology. Lectures, laboratory, and field work lead to several written papers.

Credits: 4

Prerequisite: GEO 165 and GEO 169. Offered: Every other year.

GEO 341 - Stars and Galaxies

An introduction to stellar astronomy with emphasis on what is currently known about the life history of stars, the structure of galaxies - with emphasis on our own Milky Way Galaxy - and nebulae, and black holes and quasars, and dark matter. Includes a historical overview of the study of stellar astronomy as well as considerations of the origin and ultimate fate of the universe, and the origin of life in the universe. Must have completed the Natural Sciences category of the College Core Curriculum.

Credits: 3

Offered: Offered on occasion.

GEO 343 - Geochemistry

Scope, literature, and history of geochemistry. Principles and applications of geochemistry, including the elements; isotope geology; thermodynamics; water chemistry; crystal chemistry; organic geochemistry; geochemistry of sedimentary, igneous and metamorphic rocks.

Credits: 3

Prerequisite: CHEM 116 and GEO 165. Offered: Every other year.

GEO 345 - Paleontology

This course, with a focus on invertebrate paleontology, focuses on the ways we can learn from fossils. Concepts covered include stratigraphy, evolution, and the basic taxonomy of common fossil forming groups. The lab will introduce students to the concepts in a hands-on manner.

Credits: 4

Prerequisite: GEO 210 or BIOL 131. Offered: Every other year.

GEO 359 - Vanishing Earth Resources

An interdisciplinary synthesis of perspectives on the Earth's resources. A broad range of resources will be discussed in the context of population growth, the global commons, resource management, sustainable development, and environmental policy. The course will focus on the measurement, analysis, and evaluation of resources such as minerals, vegetation, animals, soils and landforms, atmosphere and climate, and water.

Credits: 3

Prerequisite: GEO 121 or GEO 165. Offered: Every other year.

GEO 370 - Structural Geology

Theoretical aspects of stress and strain as applied to natural rock systems;description and origin of rock structures in Earth's crust. Laboratory work stresses structural interpretation of geologic maps. Field work supplements lectures and laboratory. Students are required to complete a paper on some aspect of structural geology; part of the revision processes will include peer review.

Credits: 4

Prerequisite: GEO 165 and GEO 169. Offered: Every year.

GEO 400 - Stratigraphy

This course reviews and expands knowledge of sedimentary rock formation and classification. Identification and interpretation of sedimentary environments is emphasized. Through learning to perform stratigraphic correlations and undertake basin analyses, students will apply these skills.

Credits: 4

Prerequisite: GEO 165 and GEO 169 and GEO 210. Offered: Every year.

GEO 410 - Directed Study

Independent study and research in areas beyond formal courses. Permission of department.

Credits: 1-4

Offered: Every semester.

GEO 411 - Mineralogy

An introduction to descriptive crystallography and to chemical, physical, determinative and descriptive mineralogy. Areas covered include: crystal symmetry, classification, morphology, crystal chemistry, physical properties, geologic occurrence, significance, and characteristic properties of minerals. Lectures and laboratory supplemented with one field trip.

Credits: 4

Prerequisite: CHEM 115* and GEO 165*. Offered: Every other year.

GEO 412 - Earth Materials II

The course prepares students to use concepts developed in Earth Materials I (GEO 312) to evaluate interpretations of geological processes drawn from rocks and minerals. Topics include mineralogical content on crystallography, the chemistry of crystal structures for individual minerals, a detailed and operational introduction to observation using analytical techniques, phase diagrams, and in-depth material on associated rocks minerals within the unifying theory of plate tectonics.

Credits: 4

Prerequisite: GEO 312 and CHEM 116. Offered: Every other year.

GEO 421 - Petrology

Lecture emphasis on problems and hypotheses involved with the origin of rocks. Laboratory stresses use of the petrographic microscope for identification, description, and analysis of rock materials. A well-written research paper, which may include computer, lab, and library research, is required. Course includes a weekend trip to study classic rock terrains in the Adirondack Mountains.

Credits: 4

Prerequisite: GEO 411. Offered: Every other year.

GEO 445 - Geosciences Internship

Approved work-training experience with state or federal agency, museum, or industrial firm. Permission of department.

Credits: 1-15

Offered: Every semester.

GEO 450 - Hydrogeology

Hydrologic problems are analyzed by organizing information into a water budget and then quantifying the variables in the water budget equation. Common hydrologic variables include precipitation, evaporation, transpiration, stream flow, infiltration and groundwater. Groundwater is emphasized. Lectures supplemented by field work, lab measurements, and computer modeling.

Credits: 4

Prerequisite: GEO 165 and GEO 330 and GEO 169. Offered: Every year.

GEO 452 - Museum Practicum

Museum Practicum provides hands-on experience in the care, maintenance, and interpretation of natural history collections. Students will participate directly in the daily operations of a traditional natural history museum, learning professional standards and practices for building, maintaining, and preserving biological, geological, and cultural specimens. Activities may include specimen preparation, cataloging, database management, collections curation, exhibit design, specimen restoration, and public education. Students will work under supervision on assigned projects tailored to their interests and level of experience. The course is designed to complement academic study in biology, geology, environmental science, anthropology, or museum studies by providing practical, experiential learning.

Credits: 1-3

Offered: Every semester.

GEO 455 - Laboratory Supervision in Geosciences

Students serve as laboratory assistants under supervision of faculty member. Four hours of work per week expected for each hour of credit elected; may be taken more than once. Does not count toward major requirements. Permission of the chairperson.

Credits: 1

Offered: Every semester.

GEO 459 - Seminar in Geosciences

Each student will present a seminar on a current topic of geological or earth science research during the spring semester of their senior year. Emphasis on detailed knowledge of the subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional seminar.

Credits: 1

Offered: Every year.

GEO 460 - Senior Seminar

Course Description: Each student will present a seminar on a current research topic during the spring semester of their senior year. Emphasis on detailed knowledge of the subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional seminar.

Credits: 1

Offered: Every year.

GEO 461 - Field Geology

Two-week geologic mapping course immediately following end of spring semester (Summer Session I). Held at Catskill, N.Y.

Credits: 3

Prerequisite: GEO 370. Offered: Every other year.

GEO 471 - Senior Thesis

Research leading to a comprehensive report reviewed and evaluated by faculty. Open to B.S. Geology majors in Honors Track only. Permission of department/enrollment in B.S. Geology Honors track.

Credits: 3

Offered: Every semester.

GEO 480 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 481 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 482 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 483 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 484 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 485 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 486 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 487 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 488 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses.

Credits: 1-4

Offered: Every semester.

GEO 489 - Special Topics in Geosciences

Special area of geosciences not covered by regular courses. Permission of the department.

Credits: 1-4

Offered: Every semester.

GEO 505 - Earth Science of Chautauqua County

This is a field based course. While it includes some classroom training as topics are introduced, the majority of instruction will occur at various sites across Chautauqua County. General areas of instruction will include geologic stratigraphy, rocks and minerals, water processes (fluvial and lacustrine), soils and groundwater, glacial geology, meteorology, and astronomy.

Credits: 3

Offered: Offered on occasion.

GEO 580 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 1-4

Offered: Offered on occasion.

GEO 581 - Special Topics in Advanced Geosciences

Special areas of problems in advanced goesciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 582 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 583 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 584 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 585 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 586 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 587 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 588 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 589 - Special Topics in Advanced Geosciences

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

Offered: Offered on occasion.

GEO 590 - Independent Study

Independent study of topics not covered in regular graduate course offerings and pertinent to student's program of study or future career.

Credits: 3

Offered: Offered on occasion.

GEO 610 - Independent Research

Independent research and study in current geoscientific problems based on laboratory and field research or current literature.

Credits: 3

Offered: Offered on occasion.

GEO 615 - Independent Research

Independent research and study in current geoscientific problems based on laboratory and field research or current literature.

Credits: 3

Offered: Offered on occasion.

GEO 690 - Thesis Research

Thesis research projects in an area of the geosciences.

Credits: 1-3

Offered: Offered on occasion.

GERM - German

GERM 100 - Introduction to German

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language.

Credits: 2

Offered: Every semester.

GERM 110 - Essential German

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course GERM 100 at Fredonia

Credits: 3

Prerequisite: GERM 100 or German Lang Placement Score of an 2 or better or German Lang Placement Score of an 3 or better. Offered: Every semester.

GERM 115 - Elementary German I

Designed for students with no previous preparation. Study of fundamental speech patterns. Initial emphasis on developing listening comprehension, speaking skills, including pronunciation, with progressive emphasis on

reading and writing skills. Discussion of selected cultural aspects.

Credits: 3

Offered: Every semester.

GERM 116 - Elementary German II

Designed for students with one semester of college level German or equivalent. Further practice in pronunciation and fundamental speech patterns. Continued development of listening, speaking, reading and writing skills for communicative proficiency. Discussion of selected cultural aspects.

Credits: 3

Prerequisite: GERM 115 or NY Regents German Exam Score of an 80 or better. Offered: Every semester.

GERM 215 - Intermediate German I

Increases proficiency in listening, speaking, reading and writing skills in German. Further development of vocabulary and grammar. Selected cultural and literary readings.

Credits: 3

Prerequisite: GERM 116 or NY Regents German Exam Score of an 85 or better or German Lang Placement Score of an 4 or better. Offered: Offered on occasion.

GERM 216 - Intermediate German II

Development of listening, speaking, reading and writing skills to attain proficiency required for upper level courses in German. Expansion of vocabulary and advanced grammar. Selected cultural and literary readings.

Credits: 3

Prerequisite: GERM 215 or German Lang Placement Score of an 5 or better. Offered: Offered on occasion.

GERM 317 - German Conversation

Conversational exercises: reports, discussions. Readings from newspapers and cultural texts stressing contemporary colloquial German. Emphasis on idioms.

Credits: 3

Prerequisite: GERM 215. Offered: Offered on occasion.

GERM 318 - German Composition

Practice in writing colloquial and formal German. Emphasis on idioms; style and structure in dialogue, descriptive and critical writing.

Credits: 3

Prerequisite: GERM 215. Offered: Offered on occasion.

GERM 323 - Germany Since 1918

Cultural aspects of the Weimar Republic, the Third Reich, and contemporary Germany. Guest lecturers, readings, and films. in English.

Credits: 3

Prerequisite: GERM 215. Offered: Offered on occasion.

GERM 400 - Special Topics in German

Special areas in German language, literature, or culture and civilization not covered by regular courses.

Credits: 1-3

Offered: Offered on occasion.

GERM 410 - Directed Study

Individual directed study of a particular area or topic in German language or literature. Periodic meetings with instructor, writing of a substantial paper.

Credits: 1-3

Offered: Offered on occasion.

GERM 413 - German Song Literature

A study of selected German vocal literature in its literary and musical context to acquaint singers and pianists with authors and their background from the viewpoint of intellectual history and literary movements.

Credits: 3

Prerequisite: MUS 137 and MUS 138 and MUS 139 and MUS 264. Offered: Every other year.

GIS - Geographic Info Systems

GIS 201 - Geographic Information Systems I

The essential theory, components, and applications of Geographic Information Systems, including data structures, database management, spatial analysis, and automated mapping technology. The lab work will introduce students to commercially available Geographic Information Systems software.

Credits: 3

Offered: Every year.

GIS 301 - Geographic Information Systems II

The expanded theory, components and applications of Geographic Information Systems. The course builds on topics presented in GIS 201 Geographic Information Systems I, and introduces students to additional commercially available Geographic Information Systems software.

Credits: 3

Prerequisite: GIS 201. Offered: Every year.

GIS 350 - Remote Sensing/Image Processing

Study of the conditions and/or state of remotely sensed objects and scenes. Application to many real world problems including harvest prediction, containment migration, forest mapping, resource delivery, and extraterrestrial exploration. Image processing, pattern recognition, and Geographic Information Systems (GIS).

Credits: 3

Prerequisite: GIS 201. Offered: Every other year.

GIS 360 - Mapping the Social World

Representation and analysis of the spatial structure of the social world using Geographic Information Systems (GIS). Exploration of how such technology is used to exploit and commercialize the social world in ways that serve the interests of those who control the technology and how it could provide opportunities to redraw boundaries and identify new social spaces.

Credits: 3

Offered: Every other year.

GIS 401 - Special Topics in Geographic Information Systems

In-depth examination of GIS topics introduced in GIS 201 or GIS 301. May be taken more than once as topics vary.

Credits: 3

Prerequisite: GIS 301. Offered: Offered on occasion.

GIS 450 - Directed Study

Participation in GIS-related faculty research.

Credits: 1-3

Prerequisite: GIS 201. Offered: Every semester.

GIS 460 - Teaching Assistant

Students have the opportunity to assist the instructor in the laboratory components of GIS 201 and GIS 301.

Credits: 1-3

Prerequisite: GIS 201. Offered: Every semester.

GIS 480 - Independent Study

Individualized study under the close supervision of a faculty member. Students should have specific topics or projects in mind before approaching an instructor.

Credits: 3

Prerequisite: GIS 201. Offered: Every semester.

GIS 490 - Internship

Provides opportunities for testing concepts and applications presented in the classroom. Interns have found opportunities in both the public and private sector.

Credits: 1-6

Prerequisite: GIS 201. Offered: Every semester.

GRAD - Graduate Studies

GRAD 695 - Capstone Continuation

Graduate students are required to remain continuously enrolled until completion of thesis/capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Offered on occasion.

HCA - Healthcare Administration

HCA 115 - Introduction to Healthcare

This is a survey course that provides the foundation upon which the rest of the Healthcare program is based. It introduces the student to what Healthcare Administration is, trends that have and will shape a rapidly changing highly technical and regulated field that comprises almost twenty percent of our nation’s economy, involves almost every academic institution in research, education, and service activities while impacting virtually every citizen. The course takes students through an overview of the history of healthcare, describes the various roles they can play working in healthcare administration, introduces them to the language of healthcare management, and then provides an overview of the major areas available for them to pursue.

Offered: Every semester.

HCA 401 - Healthcare Informatics

This course examines health information technology (HIT) and its impact on safety, cost, health policy, quality, and overall health of the population. An overview of the functionality of health informatics as it relates to the interprofessional practice team is included along with the concepts of safety and confidentiality. The student will focus on integrating HIT, data mining, and epidemiologic concepts into one or more of the following areas: clinical settings; aggregate populations; patient education; health promotion; collaborative partnerships with administration and information systems personnel that select and manage information systems designed to improve health-related outcomes.

Offered: Every other year .

HCA 403 - Leadership and Management in Healthcare

The role of the healthcare worker as manager and leader is the focus of this course. Traditional leadership and management perspectives are included, integrated with self-care and communication among the healthcare team. Management and leadership theories; organizational characteristics; management functions; legal, ethical, and cultural issues; organizational and personal vision, mission, and strategic goals; and managed care concepts are included. The difference between the healthcare leader and the healthcare manager will be analyzed, allowing students to experience both roles.

Offered: Every other year.

HCA 404 - Healthcare Policy

This course examines the development, implementation, and evaluation of healthcare policy at the organizational, local, state, national, and international levels. Emphasis is placed on understanding the legal, regulatory, economic, and political forces that shape healthcare systems and healthcare delivery. Students will analyze how policies affect healthcare access, quality, cost, equity, and organizational operations and develop the advocacy skills necessary to influence policy change at multiple levels. The course also introduces the regulatory and accreditation environment governing healthcare facilities and prepares students to understand compliance responsibilities expected of entry-level healthcare administrators. Additional areas of study include the importance of interprofessional collaboration in improving health outcomes through the policy process. The course introduces political astuteness and allows for personal assessment.

Offered: Every other year.

HCA 405 - Operational Analysis and Quality Improvement

Healthcare is based on standards with an aim of quality. This course addresses risk management in healthcare, accreditation processes and criteria, and the concept of continuous quality assessment and evaluation. Students will assess healthcare work environments and apply quality improvement knowledge, with emphasis on patient safety, ethical decision-making, and data-informed operational improvement.

Offered: Every other year.

HCA 490 - Internship

Approved healthcare-related experiences in academia, government, industry or other foundations. Requires the permission of the department and faculty sponsor.

Offered: Every semester.

HIST - History

HIST 100 - Decoding History

Introduction to the discipline of history, with special emphasis on developing the skills necessary to read, evaluate, and write different types of history. The course will focus on teaching students to identify authors' arguments, explain how authors build their arguments, and evaluate those arguments. Topics vary by instructor.

Credits: 3

Offered: Every semester.

HIST 101 - World History I

Survey of the human experience from the Neolithic Revolution to the linking of the world (3500 B.C.E. - 1500 C.E.).

Credits: 3

Offered: Every semester.

HIST 102 - World History II

Survey of the human experience from the linking of the world to the present (1500 C.E. - 2000 C.E.).

Credits: 3

Offered: Every semester.

HIST 105 - United States History I

Survey from colonial times to 1877 of political, economic, social, and cultural development of America, including examples from New York State.

Credits: 3

Offered: Every semester.

HIST 106 - United States History II

Survey from 1877 of political, economic, social, and cultural development of America, including examples from New York State.

Credits: 3

Offered: Every semester.

HIST 107 - Themes from American History

Exploration in-depth of single themes from the history of America. Specific themes vary from semester to semester.

Credits: 1-3

Offered: Offered on occasion.

HIST 115 - Western Civilization I

A survey of the major ideas, events, cultural trends, experiences, traditions and achievements of the West. The class will follow the ebb and flow of progress and failures that have framed the Western World from the birth of civilization to the Age of Exploration.

Credits: 3

Offered: Every semester.

HIST 116 - Western Civilization II

A survey of the major ideas, events, cultural trends, experiences, traditions and achievements of the West. The class will follow the ebb and flow of progress and failures that have framed the Western World from the rise of the nation state to the present day.

Credits: 3

Offered: Every semester.

HIST 118 - Themes from Western Civilization

Exploration in depth of single themes from history of the Western world and its antecedent civilizations. Specific themes, which vary from semester to semester.

Credits: 1-3

Offered: Offered on occasion.

HIST 150 - Global Pasts

Global Pasts is a critical examination of a narrative of Global History. Subjects and pedagogical methods of instruction will vary from semester to semester, but professors will help students develop an understanding of other world civilizations by analyzing sources and events from different perspectives in one or multiple non-Western societies. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 151 - Global Patterns

Global Patterns features history courses which focus on non-Western regions of the world. Subject matter will vary semester to semester, but this course will help students develop an understanding of other world civilizations using creative and innovative methods and assist them to develop creative thinking and innovation by studying patterns in the history of other world civilizations. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 152 - Global Perspectives

Global Perspectives focuses on the history of non-Western regions of the world. Subjects and pedagogical methods of instruction will vary from semester to semester, but professors will help students develop an understanding of other world civilizations by using a global and multicultural perspective, focusing on long-term processes and individual patterns via case studies drawn from Africa, the Americas, and Eurasia. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 160 - Western Pasts

Western Pasts features history courses which focus on Europe. The focus of the course will vary semester to semester, but this course will help students develop an understanding of Western Civilization by analyzing sources and events from different perspectives. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 161 - Western Patterns

Western Patterns features history courses which focus on Europe. Subjects will vary semester to semester, but professors will help students develop an understanding of western civilization using creative and innovative methods and assist them in developing creative thinking and innovation by studying patterns in the history of Western civilization. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 170 - American Pasts

American Pasts is a critical examination of a narrative of American History. The focus of the course will vary semester to semester, but this course will help students develop an understanding of American History by analyzing sources and events from different perspectives. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 171 - American Patterns

American Patterns is a creative examination of a narrative of American History. The focus of the course and the pedagogies used will vary semester to semester, but this course will help students develop an understanding of American History by exploring the creative production of history using primary and secondary sources written from multiple perspectives. Refer to the History Department website for specific topics/focus.

Credits: 3

Offered: Every semester.

HIST 180 - History of Black Europe

HIST 180 focuses on the experiences of Afropeans (Europeans of African descent) in the 20th and 21st centuries, with a brief overview of pre-20th century history. It examines systemic racism and its intersection with class and gender in European political, institutional, and cultural spheres, while centering Afropean responses. The course follows British photographer, writer, and broadcaster Johny Pitts' book Afropean, which describes his 2017 journey through Europe. We will discuss his observations and explore the underlying history of the things he encounters and conclusions he draws.

Credits: 3

Offered: Every year.

HIST 181 - U.S. Environmental Justice: A History of Activism

This class will explore issues of environmental racism, class and gender discrimination, the role of citizen science, pollution, and the politics of industrial waste through a set of case studies. Students will examine the history of environmental justice in America and will apply these lessons to explore the politics of contemporary environmental issues.

Credits: 3

Offered: Every year.

HIST 201 - Doing History

Format varies depending on instructor, but all sections include intensive instruction in methods of historical reading, research, analysis, and writing. About 20 to 30 pages of required written work each semester. History and Social Studies majors should take the course in the sophomore year. Sophomore standing required.

Credits: 3

Offered: Every semester.

HIST 203 - History Through Films

Examination of life, values, and beliefs of various cultures, countries, and epochs as exhibited in films. Film images compared with historical writing.

Credits: 1-3

Offered: Offered on occasion.

HIST 206 - Introduction to African American Studies

Study of the intellectual and social origins of the discipline known as African American Studies. Key concepts, themes, and theories of the discipline will be discussed in the class.

Credits: 3

Offered: Offered on occasion.

HIST 212 - History of the Holocaust

The Nazi murder of six million Jews and perhaps 10 million other people during World War II, for the sole purpose of eliminating undesirable people, may be the seminal event of the 20th century. The introductory, multimedia course surveys the Nazi programs of mass murder, explores their historical roots, and examines their consequences for our world today.

Credits: 3

Offered: Every year.

HIST 215 - Holidays and American Culture

The course will examine the invention, celebration, and meanings of American holidays from the colonial era to the present. Issues to be considered include the ways in which holidays have shaped cultural values and American identity and vice versa; the ways in which holidays have both reflected and shaped views of gender, race, class, and ethnicity; and the relationships between holidays and religious belief, nationalism, consumer culture and political ideology. The course will take a multicultural and interdisciplinary approach.

Credits: 3

Offered: Offered on occasion.

HIST 222 - Survey of Early U.S. History

Survey of U.S. history from colonial times to 1877. Emphases vary with instructor, but will engage students with complex questions about the United States's depiction of itself as a nation in which "all men are created equal." The course will challenge students to think about what was, and what wasn't, included in the U.S. history narrative they learned in high school.

Credits: 3

Offered: Every year.

HIST 223 - Survey of Modern U.S. History

This course offers a broad overview of modern U.S. history. Emphases vary with instructor, but will engage students with complex questions about the United States role as a global leader in an increasingly interconnected world. The course will challenge students to think about what was, and what wasn't, included in the U.S. history narrative they learned in high school.

Credits: 3

Offered: Every year.

HIST 232 - Survey of Pre-Modern European History

This course offers a broad narrative of European history from its origins through the sixteenth century. The course explores the development of various cultural and political traditions in the ancient Near East and Mediterranean, their intermingling during the Roman Era, and their transmission and transformation during the Medieval Era.

Credits: 3

Offered: Every year.

HIST 233 - Survey of Modern European History

The course offers a broad overview of Modern European History, focusing on the economic, social, political and cultural transformations from the fifteenth century to the present. Emphases vary with instructor, but the course will engage students with complex questions and ideas that shaped Europe's past and its connection to rest of the world.

Credits: 3

Offered: Every year.

HIST 243 - Pre-Modern Global History

This course examines the human pre-history and history 3500 BCE to the sixteenth century from a broad global perspective. Students will explore major themes such as the development of agriculture, the formation of cities and classical empires, the spread of universal and ethnic religions, and global integration and exchange.

Credits: 3

Offered: Every semester.

HIST 250 - Introduction to Russia, Eastern Europe & Eurasia, 1789-Present

Following the collapse of the Soviet Union the world looked forward expectantly to a new age of European and world integration; but while some countries from within the former Soviet sphere of influence have prospered and moved toward greater integration, others have slipped into poverty, isolation and authoritarianism. Russia hangs dangerously between authoritarian and democratic tendencies. HIST 250/INDS 250 explores the history of this complex region, and identifies the traditions and influences that its constituent countries and ethnic groups hold in common and those that divide them.

Credits: 3

Offered: Every year.

HIST 261 - Islamic Civilization

The political, religious and social development of the Islamic Empire from pre-Islamic to Napoleonic era.

Credits: 3

Offered: Every other year.

HIST 264 - East Asian Civilizations

Introduction to the history and cultures of East Asia from the Neolithic Revolution to the 19th century. The course focuses primarily on the domestic economic and political developments of China and Japan, but, where appropriate, it also includes aspects of the history of Central Asia, Korea and Southeast Asia. Similarity and diversity of these civilizations, cultural interrelation and regional interaction, and contact with the West, are among the topics to be covered.

Credits: 3

Offered: Every year.

HIST 265 - Pre-modern East Asia

The development of East Asian civilization from the Neolithic Revolution to the end of the 16th century, with emphasis on the classical philosophers, the growth of states and national economies, cultural exchange, and scientific and technological achievements.

Credits: 3

Offered: Offered on occasion.

HIST 266 - Modern East Asia

The history of East Asia from 1700 to the present. Covers domestic economic and political developments, interaction between the cultures and nations of the region, interaction with the West, and the revolutions of the 19th and 20th centuries.

Credits: 3

Offered: Offered on occasion.

HIST 268 - History of South Asia

Survey of the subcontinent from the Indus civilization to the present (3000 R.C.E. - 2000 C.E.).

Credits: 3

Offered: Offered on occasion.

HIST 272 - Africa to 1800

The course provides students with a survey examination of African history from ancient Egypt to the abolition of the Atlantic slave trade. Students will be introduced to the diversity of the African experience, undermining popular notions of Africa as a "country" or homogeneous region. Themes explored include the effect of the environment on African societies; the establishment of long distance trade networks which linked Africa to global trade; the spread of world religions such as Christianity and Islam; the rise and fall of African empires and states; the impact of the Transatlantic slave trade; and cooperation and conflict with early European settlers, missionaries and explorers.

Credits: 3

Offered: Every year.

HIST 273 - Africa From the 1800s

The course builds on HIST 272 (but is not a necessary prerequisite), providing students with a survey examination of African history from the encroachment of European imperialism to the recent past. Students will be introduced to the historical context of various significant issues affecting many African states and peoples today. Themes explored include the imposition of colonial rule; collaboration and resistance; decolonization; one party states and dictators; conflict and genocide; economic dependence and development; and how these themes affected the everyday lives of various African communities.

Credits: 3

Offered: Every year.

HIST 282 - Pre-Columbian and Colonial Latin America

An introductory survey of the history of early Latin America, from antiquity to the European conquest to the wars for independence in the early 19th century. Special attention is given to indigenous and African influences in the shaping of society and culture.

Credits: 3

Offered: Every other year.

HIST 283 - Latin America: Revolution and Reform

An introductory survey of the history of modern Latin America, from the wars for independence in the early 19th century to nation-state building, reform movements, violent revolutions, and democratization in the 20th century. Special attention is given to Native American influences in the shaping of modern society. The contested role of the United States in Latin American domestic policy also is considered.

Credits: 3

Offered: Every other year.

HIST 288 - The Atlantic World, 1500-1820

Introduces the concept of the Atlantic World as a focus for study. Integrating and comparing the histories of Europe, the Americas, and Africa, the course will consider key interpretive themes, including European exploration and expansion; imperialism and colonialism; the emergence of an Atlantic economy; intercultural interaction and exchange; and the establishment of the African slave trade and the plantation economy.

Credits: 3

Offered: Every other year.

HIST 299 - Experimental Course in History

Varies in content from semester to semester. Student should consult the online Course Offerings and department notices for specific subject covered each semester.

Credits: 1-3

Offered: Offered on occasion.

HIST 301 - The Greek World

The evolution of Greek society from the Minoan and Mycenaean cultures through the empire of Alexander the Great and his successors. Includes the world of Homer, Dark Ages, the Archaic Period, the age of Pericles, the rise of Macedonia, and the Hellenistic age.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 302 - Republican/Imperial Rome

Traces the development of Rome from a city-state through the Roman Empire and its fourth-century transformation. Includes the Primordia, the formation of the early republic and the Confederation of Italy, the Punic Wars and the conquest of the Mediterranean world, the conflicts of the late republic, Augustus and the empire, the origins of Christianity, the Third Century Crisis, and the Late Antique transformation.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 303 - Medieval History I

Treats the transformation of the Roman world from the Late Antique Empire through the formation of the monotheistic theocracies of the Carolingian Empire, the

Byzantine Empire, and the Islamic Caliphate. Includes Late Antiquity, the Germanic invasions and kingdoms, the Byzantine Empire, the emergence of Islam and the Caliphate, Charlemagne, and the Viking Era.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 304 - Medieval History II

History from 900-1300. Includes lordship, monastic reform movements, great disputes on religion and society, the Crusades, the European kingdoms, political and cultural innovations, and the Medieval legacy.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 305 - Europe in the Era of the Renaissance

General study of European development from 1300-1600. Emphasizes the Renaissance of the 14th century within a Late Medieval context. Topics include the Italian commune, social and cultural development within the Italian city-states, printing and print culture, the Republican tradition, the Northern Renaissance, and German federalism.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 306 - The Age of Reformation

Origins of Protestant and Catholic reformations will contribute to an understanding of the persistence of conflict. Intellectual issues of the age presented in light of social, cultural, economic and political conditions.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 309 - The Modernization of Europe

The major social, political, economic and cultural trends that have laid the foundations for the contemporary world: nationalism; scientific, technological and industrial revolutions; modern ideologies, especially Marxism; modern militarism; imperialism; revolutions of 1789, 1830, 1848, 1905; modernization of society, life styles and values.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 310 - World Environmental History

An introduction to the relationship between the natural environment and human development in the 20th century. Much of the history of humanity's interaction with the environment is one of catastrophes, but the course also investigates important and instructive examples of reform, reconstruction, and co-existence.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 135 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 233 or HIST 243 or HIST 232. Offered: Every year.

HIST 311 - Europe in the Modern World

The major transition of European society from World War I, when Europe ruled the world, to its present status, newly liberated from the super powers of the Cold War, perhaps to be united as a new super power. Special attention to international tensions, fascism, and the Nazi and Soviet experiences.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 313 - Medieval Russia, 860-1700

An investigation of the Russian people, state and culture, with emphasis on the major social, institutional and ideological changes from the inception of the first Russian state - Kiev Russia - in the ninth century C.E., through the rise of Moscow, to the founding of the Russian Empire in the 18th century.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 314 - Russian Empire, 1450-1917

Russia through the lens of Empire, from the ascendency of Muscovy in 1450 to the Russian Revolution in 1917. The

course will range in its focus from the Imperial centers of Moscow and St. Petersburg to the lives of colonial subjects across Eurasia.

Credits: 3

Prerequisite: HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243 or HIST 102 or HIST 116 or HIST 134. Offered: Every other year.

HIST 316 - 20th Century Russia

A political, intellectual and social examination of Russia in the 20th century. Topics include the causes of the decline of the Czarist regime, World Wars I and II, the Stalin dictatorship, and the rise and fall of the Soviet Union as a military superpower.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 320 - Applied History

Continues students' development as historians by providing instruction in research and guided opportunities to apply what they learn to a variety of public and private endeavors. Focus varies from semester to semester, but may include digital history; creation of historical documentaries; local history archives and research; public history; or history museum exhibitions.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 135 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 233 or HIST 243 or HIST 232. Offered: Every other year.

HIST 321 - The Dutch Republic, 1500-1800

Survey of the history of the Dutch Republic from the Burgundian and Habsburg periods to the Napoleonic Era, 1500-1800.

Credits: 3

Prerequisite: HIST 102 or HIST 115 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 323 - Victorian Britain

The transformation of Great Britain from an agrarian country governed by landed patricians to a nation directed by a commercial middle-class. The rise of democracy, an industrial economy, an urban society, public opinion, and a populist monarchy.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 324 - History of the Ukraine

History of Ukrainian society, culture, politics and economics from Kiev Rus (ca. 870) to the Orange Revolution (2004). Emphasis on the rise of modern nationalism since the mid-19th century.

Credits: 3

Prerequisite: HIST 102 or HIST116 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 325 - Colonial America

North American history from European settlement through the mid-18th century. Topics will include exploration and early contact; settlement; and social, political, economic, and cultural development. Focus will be on the lives and perceptions of ordinary men and women.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 326 - 20th Century Britain

The course is intended to explore the history of Britain during the 20th century. A range of political, social and economic developments will be examined, e.g. emergence of the welfare state, movements for political reform, imperial changes and the impact of two world wars.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 327 - Antebellum United States, 1820-1861

Territorial expansion and resistance, the rise of the factory system and labor unions, political and cultural democratization, social reform, immigration and nativism, religious revivalism, slavery, and the causes of the Civil War.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 328 - Civil War Era

The roots of the Civil War in antebellum northern and southern societies, war-time military, political, and social developments in the North and South, the Reconstruction experiment, the retreat from Reconstruction and the legacy of the war in the immediate post-war era and today.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 330 - Industrial America, 1890-1920

The transformation of the U.S. from a rural/agrarian to an urban/industrial society. Topics include the process of industrialization and social upheavals that resulted; the development of the New South and New West; the emergence of the U.S. as a world power; the challenge of ethnic/cultural diversification; and the social and political reform movements of the era.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 331 - The Inter-War Years, 1919-1945

The domestic scene in America from end of World War I to end of World War II, including discussion of business dominated 1920s, economic crisis and the New Deal of the 1930s, second World War, and other major trends, events, and figures.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 332 - United States History: 1945-Present

The major cultural, economic, and political developments since World War II, including the Cold War, 1960s counterculture, Civil Rights movement, the Reagan era.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every year.

HIST 333 - African American History to 1877

Survey of the historical forces, within the African American community and elsewhere, which have shaped the African American experience. The course explores the cultural, social, and political development of African Americans from their African origins through Reconstruction.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 334 - African American History Since 1877

Survey of the historical forces, within the African American community and elsewhere, which have shaped the African American experience. The course explores the cultural, social, and political development of African Americans from Reconstruction to the present.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 335 - American Women

A survey of women's history from colonial times to present with emphasis on the changing status and definition of women's roles, race and ethnicity, and women's writings.

Credits: 3

Prerequisite: HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 336 - African American Black Women's History

Explores the history of women of African descent in the Americas, with a particular focus on the United States. Covers black women's experiences from their African origins, through the Middle Passage, in enslavement, and in freedom. Issues addressed include labor, the black family, cultural expression, and racial identity (in comparative perspective).

Credits: 3

Prerequisite: HIST 333 or HIST 334 or ENGL 240 or ENGL 340 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 337 - History of New York

The course examines the history of New York though a chronological survey of key events and issues that defined the city, state and nation. Beginning with the Dutch settlement in Manhattan, this course investigates significant social, economic, cultural, religious or political changes that shaped the history of the Empire State."

Particular emphasis will be made on New York's connection with the nation and the world."

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 338 - 19th Century American Culture

Examines how social, political, and economic changes have affected American culture and Americans' lives. Topics include consumption patterns; recreational activities; architectural styles; high and popular culture; family life; and social and cultural rituals.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or AMST 202 or AMST 210 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 339 - 20th Century American Culture

Examines how social, political, and economic changes have affected American culture and Americans' lives. Topics include consumption patterns; recreational activities; architectural styles; high and popular culture; family life; and social and cultural rituals.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or AMST 202 or AMST 210 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 341 - American Revolution and Republic

The roots of the American Revolution, the political military, economic and social developments associated with the War for Independence and the first decade of the Early Republic, and the legacy of the American Revolution.

Credits: 3

Prerequisite: HIST 105 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 342 - The American Century

The major issues in American foreign policy in the 20th century. The focus is on America's economic ascendancy and the effect of this prominence on 20th century world order.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 343 - Civil Rights Movement

Seeks to expose the romanticized myths currently accepted as history among the general populace and to replace those myths with a better understanding of the goals, participants, issues and divisions that were a part of the African American struggle for freedom in the United States.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 345 - Asian American History

The course explores the experiences of Asian Americans from the mid-19th century to the present. Topics will include Asian diasporas in the United States; immigration and settlement issues; work and labor systems; racial ideologies and anti-Asian movements; gender, family and community formation; Asian Americans in American popular culture; Asian American cultural expressions and social organization; and American nationalism and debates over American citizenship.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 346 - History of American Cities

The course examines the history of American cities since the colonial period to the present day. It will investigate the history of U.S. cities from multiple perspectives, including industrialization, migration, globalization, suburbanization, race, gender, class, and the environment.

Credits: 3

Prerequisite: HIST 106 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 347 - U.S. Immigration

Immigration to the U.S., with an emphasis on comparing the experiences of European, African, Latin American, and Asian immigrants. Topics will include immigrants' lives, work, and communities; assimilation and cultural persistence; and the development of U.S. immigration policy.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 348 - The American Metropolis Since World War II

The course examines the relationship between cities and suburbs. It analyzes metropolitan areas across regions and tine, challenging traditional notions of postwar America. Utilizing historical monographs, novels, films, and more, topics range from Levittown to Columbine, beat culture to hip hop, development to redevelopment.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 350 - The Vietnam War: An International Conflict

The international context of the Vietnam War is examined in terms of American politics, international strategy and global economics.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 351 - Defining America

Examines how private citizens, writers, politicians, business, the media and popular culture have defined America since 1776, how the definitions have changed over time, and the impact of race, ethnicity, gender, and class on the definitions.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 352 - Environmental History of North America

The course explores the interrelationship and interdependencies of human development and the environment. Topics include Native American and colonial land use practices, capitalism and nature, industrialization, urban environments, ethics, nature as leisure, and environmental politics.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 353 - U.S. Consumer Culture

Examines the historical development of a consumer culture and its effects. Topics include the roots of consumer culture; the role of the industrial revolution; the development of marketing; and how consumption altered American life and culture in the 20th century.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 356 - Native American History

A survey of the history of North America from the perspective of Native Americans, covering topics from the period before contact through the present. Possible topics may include precontact history and societies, the challenges of contact and colonization, Indian Removal, and continuing questions of sovereignty and treaty rights.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 357 - Native Peoples & Europeans in Early America

Introduces the major topics and themes in the ethnohistory of early America from the earliest contacts between Native Americans and Europeans to the early 18th century through a comparative study of British, French, and Spanish interactions with indigenous peoples.

Credits: 3

Prerequisite: HIST 102 or HIST 105 or HIST 115 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 358 - Contemporary Issues in Native American History

Native American peoples in the contemporary period. Emphasis on federal policy development, the growth of political pan-Native American movements, the Native American image in popular culture, and current issues raised in the writings of contemporary authors representing a diversity of Native American nations.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243 or ETHN 205. Offered: Every other year.

HIST 359 - Ethnicity and Race

Interdisciplinary approach to race and ethnicity in the United States and other contemporary multiethnic/multiracial societies.

Credits: 3

Prerequisite: HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every year.

HIST 361 - Modern Middle East

History of the Modern Middle East (18th-20th century) with emphasis on the social, political and economic repercussions of the Western presence in the region.

Credits: 3

Prerequisite: HIST 102 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 362 - History of American Education

The course examines the history of American schools since the colonial period to the present day. It will examine the history of American education from multiple perspectives, including how education has been conceived, what it was designed for, and how people experienced American schools.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 363 - Chinese Culture Through Films

Examines Chinese culture using a selection of literary texts and films. Thematic concerns include: aesthetic form and socio-political contents, gender relations, re-writing and re-presenting history, national and transnational identity through words and images. Ten or 11 screenings each semester.

Credits: 4

Prerequisite: HIST 102 or HIST 264 or HIST 265 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 364 - Historical Landscape and National Identity in Modern East Asia

The course attempts to ground the history of modern East Asia in physical space and to invest the places we see with historical meaning. To this end, the course will be set in the historical sites in China, Japan, and South Korea. Through exploring the ritual, political, and historical significance of these sites, the course will investigate the forces that have transformed physical spaces into symbols of national/local identity. This course is also suitable for the Museum Studies minor.

Credits: 3

Prerequisite: HIST 102 or HIST 264 or HIST 265 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 366 - Late Imperial China

From the late Ming dynasty to the fall of the Manchu Qing dynasty in 1912. Covers the rise of the Manchus, political and cultural developments in the Qing empire, and the Western impact in the 19th century.

Credits: 3

Prerequisite: HIST 264 or HIST 102 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 367 - 20th Century China

From the fall of the Manchus (1912) to the present. Covers political and cultural developments, including nationalist and Communist revolutions, the Anti-Japanese War, and the People's Republic through the post-Mao reforms.

Credits: 3

Prerequisite: HIST 264 or HIST 102 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 368 - Modern Japan

Japanese history from the founding of the Tokugawa shogunate to the present. Covers political and cultural developments during the shogunate, the Meiji Restoration, domestic political and cultural developments, and Japan's interactions with the West and other East Asian nations in the 19th and 20th centuries.

Credits: 3

Prerequisite: HIST 264 or HIST 102 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 370 - History of South Africa

This course provides a critical, objective, and balanced examination of South African history from the seventeenth century to the present, based upon a combination of lectures, seminar readings, and discussions, and drawing upon primary documents, literary works, and films about South Africa. South Africa's complex history of social competition, conflict and cooperation provides students the opportunity to explore in greater depth the history of one of the world's most notorious states. Themes and topics studied include: white settlement and race relations, the impact of industrialization, apartheid, and South Africa from a global perspective.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 371 - Russia After Stalin

A thematic approach to recent Russian history. The course identifies Russia's most critical immediate problems and places them in their historical context. Major themes include: political structures and practices; the economy; the military; domestic security; international relations; minorities; culture and society.

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 372 - Africa in the 19th Century

The course deals with five case studies of political and economic transformation in the 19th century. The case studies are drawn from three different parts of sub-Saharan Africa: Sokoto (Nigeria) and Ashanti (Ghana) in the West; the Zulu (Republic of South Africa) and Sotho (Lesotho) in the South; and Buganda (Uganda) in the East.

Credits: 3

Prerequisite: HIST 102 or HIST 272 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 373 - African Urban History

This course aims to provide students with a comprehensive approach to urban African history. To avoid fashioning an understanding of this history that often equates urbanization with westernization, this course begins with an examination of the multiple precolonial urban centers which existed in Africa prior to the arrival of the Europeans. It continues with the onset of colonialism and industrialisation which affected both the pace and nature of urbanisation in Africa. Migrations to the cities transformed the lives of millions of Africans. This course will focus on the lives of these urban dwellers: their relations to the spaces in which they live and the influence of those spaces on them; the development of urban cultures; the gendered character of urbanization; the creation of new social, political, economic and criminal networks; conflict and cooperation amongst urbanites; and the nature of colonial and post colonial oppression and control in the cities.

Credits: 3

Prerequisite: HIST 101 or HIST 102 or HIST 115 or HIST 116 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 375 - History of Authority

Interdisciplinary analysis of the methods of domination and control employed in major Western cultures since the 17th century. Focus on 19th and 20th century United States. Prison, schooling, the market system, hegemony, the welfare state, narrative and the media.

Credits: 3

Prerequisite: HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 376 - Film and American Culture

Examines the links between film and American culture and society from the silent era to the present, with some emphasis on the Great Depression, the post-World War II years, and the 1980s. Thematic concerns include race and ethnicity, sexuality and gender, class, identity, postmodernism, voyeurism, and the new age. Ten or 11 screenings each semester.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 386 - Global Studies

Study of cross-cultural encounters based on case studies from Africa, Asia, and the Americas (e.g. Spanish and Aztecs in Mexico; Dutch and Mughals in India; British and Zulus in South Africa).

Credits: 3

Prerequisite: HIST 101 or HIST 102 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 390 - Interpreting the Global Past

Introduction to recent world history scholarship, exploring interpretations and understandings of certain topics and time periods from the age of transregional nomadic empires to the present (e.g. dependency and world systems analysis, the "rise of the West" and the "decline of the East," "New or High" Imperialism).

Credits: 3

Prerequisite: HIST 102 or HIST 116 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 391 - History of Christianity I

History of Christianity I introduces the student to the broad narrative of the religion's development within a historical context. The course explores the formation of Christian doctrines, faith practices, and institutions until 1517 within broader cultural, social, and economic parameters, while addressing the impact of specific events and personalities on the formation of Christian spiritualities and identities. The course aims at a balance between the study of doctrine and practice. Of particular importance is an exploration of the impact of non-Christian religious and philosophical traditions on the formation of Christian doctrines and practices. Students will also gain an understanding of the academic study of religion as a field of inquiry in its own right, with reference to theories of religion and terminology from the field of religious studies.

Credits: 3

Prerequisite: HIST 101 or HIST 115 or HIST 134 or HIST 303 or HIST 304 or HIST 305 or INDS 120 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 394 - Globalization

Analysis of 20th Century and recent history of globalization and its effects in Africa, Asia and Latin America. The course will focus on the history of cultural and economic globalization, and its effects on society. In particular, the course will examine changes in the status, condition or rights of women, human rights, the role of international organizations and non-governmental organizations, and the relationship between the World Bank and International Monetary Fund (IMF) and economic development in non-Western regions. The course will also examine the recent rise of China as an economic, political and cultural force in the world.

Credits: 3

Prerequisite: HIST 101 or HIST 102 or HIST 135 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every other year.

HIST 396 - Themes in American History

The study of a person, event, cultural issue, or other theme during a specific period in American History. Students will delve in depth into the historical context of the topic, gaining a greater understanding of the way that people, ideas, and events can change history or reflect and respond to changes that have already occurred. Through primary and secondary sources, students will consider the issue from different perspectives, developing a greater understanding for the role of the historian as interpreter.

Credits: 3

Prerequisite: HIST 105 or HIST 106 or HIST 133 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every year.

HIST 397 - Themes in European History

The study of a person, event, cultural issue, or other theme during a specific period in European History. Students will delve in depth into the historical context of the topic, gaining a greater understanding of the way that people, ideas, and events can change history or reflect and respond to changes that have already occurred. Through primary and secondary sources, students will consider the issue from different perspectives, developing a greater understanding for the role of the historian as interpreter.

Credits: 3

Prerequisite: HIST 115 or HIST 116 or HIST 134 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every year.

HIST 398 - Themes in World History

The study of a group, event, cultural issue, or other theme during a specific period in world history. Students will delve in depth into the historical context of the topic, gaining a greater understanding of the way that people, ideas, and events can change history or reflect and respond to changes that have already occurred. Through primary and secondary sources, students will consider the issue from different perspectives, developing a greater understanding for the role of the historian as interpreter.

Credits: 3

Prerequisite: HIST 101 or HIST 102 or HIST 135 or HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST 222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Every year.

HIST 399 - Experimental Course in History

Varies in content from semester to semester. Students should consult college the online Course Offerings and

department notices for specific subject covered each semester.

Credits: 1-3

Prerequisite: HIST 150 or HIST 151 or HIST 152 or HIST 160 or HIST 161 or HIST 170 or HIST 171 or HIST222 or HIST 223 or HIST 232 or HIST 233 or HIST 243. Offered: Offered on occasion.

HIST 400 - Directed Study

In-depth exploration of an historical topic under the direction of a department member. Student must have instructor's approval before registering for course. Students should have specific topics in mind before approaching an instructor.

Credits: 1-3

Offered: Every semester.

HIST 410 - Mentored Research

Mentored Research is an in-depth, research-focused experience. Under the supervision and mentoring of a History faculty member, students will design and develop a research project that aligns with the faculty area of expertise. This is a reading, writing, research, and speaking intensive experience

Credits: 3

Prerequisite: HIST 201. Offered: Every semester.

HIST 440 - History Study Abroad

Faculty members lead students to another country where they visit a variety of historical and cultural sites. Professors will use physical sites (museums, houses of worship, seats of power, people's plazas, residential streets and neighborhoods, among many others) as their classrooms and lecture halls. Places become the textbook and the primary sources for students to read" and interpret. History Study Abroad provides an opportunity for students to connect historical content with lived experience. Check with the History Department for information about the specific location being offered."

Credits: 3-6

Offered: Every year.

HIST 490 - Public History Internship

Students interested in a career in public history may receive credit for an internship with an historical society, museum, archive, or other public history venue. Enrollment is to be arranged with an appropriate faculty sponsor.

Credits: 1-6

Offered: Every semester.

HIST 491 - Teaching & Learning Internship

This course is designed to engage students in the instructing process. The student will assist the instructor in the classroom and in class-related activities throughout the semester. Course work will include attendance at all scheduled classes and class activities. Additional work will vary, but may include activities such as assisting students in writing and studying activities, supervising students in library and archive activities, and helping to facilitate group discussions in class. Learning assistants will not have any role in grading or marking.

Credits: 3

Offered: Offered on occasion.

HIST 495 - Capstone Seminar

The capstone course focuses on the in-depth study of an historical topic. Emphasis is on historiography, analysis of secondary literature and primary sources, and research methodology. Course is writing and speaking intensive. Format and topic varies depending on instructor.

Credits: 3

Prerequisite: HIST 201. Offered: Every semester.

HIST 499 - Honors Research Seminar

Focus is on historiography and research methodology through preparation of a research paper based on primary sources. By invitation only.

Credits: 3

Prerequisite: HIST 201. Offered: Every year.

HIST 500 - Special Topics

Directed Study of a defined topic, to be arranged with and supervised by the instructor.

Credits: 1-3

Offered: Offered on occasion.

HIST 623 - Readings in World History

Themes and issues in recent scholarship on world history. Content varies from semester to semester according to instructor.

Credits: 3

Offered: Offered on occasion.

HIST 633 - Graduate Research Seminar: World History

Research topics and methodologies in world history. Content varies from semester to semester according to instructor.

Credits: 3

Offered: Offered on occasion.

HIST 643 - Readings in American History

A graduate-level introduction to the historical literature for a particular chronological period or subject. Content varies from semester to semester, according to instructor, yet all offerings have a pedagogical component. Possible topics include the colonial era; the family; the Civil War and Reconstruction; the African American experience.

Credits: 3

Offered: Offered on occasion.

HIST 653 - Research Seminar in American History

A graduate-level research seminar in American history. Content varies according to instructor. Students will become familiar with the basic literature in the area of study and will conduct original research in that area.

Credits: 3

Offered: Offered on occasion.

HIST 670 - Curriculum Development Project Research

Design and development of a curriculum unit relating to a particular topic in world history or American history. Project must be approved by the department graduate committee; work is done in consultation with a faculty advisor.

Credits: 2-3

Offered: Offered on occasion.

HIST 671 - Curriculum Development Project Completion

Completion of curriculum project, including final production, editing, and formatting of project to departmental and Graduate Studies guidelines. Final project must be approved by department graduate committee; work is done in consultation with faculty advisor. The final work must be defended before a faculty committee.

Credits: 1

Prerequisite: HIST 670. Offered: Offered on occasion.

HIST 1SA - 100 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

HIST 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

HIST 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

HIST 4SA - 400 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

HLTH - Health Education

HLTH 115 - First Aid Skills and Knowledge

Prepares student, through knowledge and skills, to meet the needs of most emergency situations when first aid care is required and medical attention is not readily available. Personal safety and accident-prevention information incorporated to acquaint individuals with causes of many accidents, so that action may be taken to eliminate or minimize such causes. The course meets the coaching first aid requirements of the New York State Coaching Mandate.

Credits: 3

Offered: Every semester.

HLTH 215 - Personal and Community Health

To develop positive attitudes toward health and optimum living and to influence formation of good habits affecting one's physical, mental, and social well being. Emphasis will be on proper health behavior as it relates to the disease process. Brief consideration is given to the role of health agencies in assessing community health needs and coordinating activities to meet these needs.

Credits: 3

Offered: Every year.

HLTH 217 - Fitness & Wellness for Life: A Multidisciplinary Perspective

This course examines the multiple dimensions of fitness, health, and wellness as they relate to individuals and society. Students will develop an understanding of current trends and practices as they relate to topics such as stress management, cardiovascular fitness, nutrition, and disease prevention. Emphasis will be given to four components of wellness: physical, emotional, social, and psychological. Students will apply this knowledge to become educated health care consumers, advocates, and responsible decision makers. Students will develop personal and community action plans for enhancing health and well-being.

Credits: 3

Offered: Every semester.

HLTH 220 - Health Sciences Applied to Coaching

This course is aligned with the standards set forward by NYSED for students preparing to apply for a license as a coach in New York State. Those standards include a basic knowledge of health sciences, including anatomy, physiology, kinesiology, human growth and development and maturation, risk minimization, sport-specific fitness and conditioning, and coaching psychology.

Credits: 3

Offered: Every year.

HLTH 221 - Philosophy, Principles and Organization of Athletics in Education

This course is aligned with the standards set forward by NYSED for students preparing to apply for a license as a coach in New York State. Those standards include a basic knowledge of coaching philosophy, and principles and organization of associations and leagues. Child maltreatment and abuse are also covered in the course.

Credits: 3

Offered: Every year.

HLTH 300 - Education in Drugs/Alcohol/Tobacco

Knowledge and methods to deal with the problems of use of drugs, alcohol, and tobacco in elementary and secondary schools. Meets requirement for Education Law, Section 804, 804a, and 805. Limited to Education majors only.

Credits: 1

Offered: Every semester.

HLTH 302 - Stress Management

Identifies the mechanisms that generate the human stress response and their physical and psychological effects on the body and mind. The course also introduces the student to developing personal strategies for effective stress management.

Credits: 1

Offered: Every semester.

HLTH 303 - Fitness and Wellness

This course will explore the development of knowledge and skills necessary to become personally responsible for fitness and wellness. Investigations will include fitness assessment, exercise prescription, preventative health care, eating disorders, weight management, nutrition, smoking cessation and stress management.

Credits: 3

Offered: Every semester.

HLTH 321 - Theory & Techniques of Coaching

A course designed to introduce the prospective coach to the basic skills, strategies and coaching techniques required in organizing a particular sport. While the course is one of several courses designed to meet state mandates for interscholastic coaching, the student is expected to have completed all other courses in the mandate before enrolling in HLTH 321 or attain the permission of the instructor.

Credits: 2

Offered: Every semester.

HLTH 343 - Drugs and Behavior

The course provides students with a basic understanding of the effects of legal and illegal drugs on physiological and psychological functioning, and how drugs influence personal and social behavior.

Credits: 3

Offered: Every year.

HLTH 386 - Wellness and Health Promotion

The course emphasizes wellness as a positive approach to health promotion. The course explores ways of establishing effective health strategies that affect the physical, emotional and social self, use the mind constructively, channel stress energies positively, express emotions effectively, and enable the individual to interact with others.

Credits: 3

Offered: Every semester.

HLTH 400 - Internship

Work under supervision in a community setting. Students are expected to complete 67 clock hours of direct service to individuals, groups, or organizations for each credit hour awarded. The internship will emphasize theory, knowledge and skills needed when working with and within groups and organizations. A Learning Contract encompassing job requirements, learning objectives and methods will be utilized to evaluate the intern.

Credits: 1-6

Offered: Every semester.

HLTH 499 - Independent Study

The study of a particular topic related to health and wellness. Periodic meetings with an appropriate instructor will be scheduled. The topic may encompass individual research or a practical experience.

Credits: 1-3

Offered: Every semester.

HLTH 500 - Wellness and Health Promotion for the Elderly

The course explores wellness and health promotion the human lifespan. Emphasis will be placed on prevention, behavior modification and services available to the individual as they age.

Credits: 3

Offered: Offered on occasion.

HLTH 502 - Stress Management

The course deals with the physiological, psychological aspects of stress as it affects individual performance and people within the workplace and educational environments. Stress causes, effects, and management strategies will be introduced in this course.

Credits: 3

Offered: Every year.

HONR - Honors

HONR 300 - Honors Colloquium

A discussion course for students in the Honors Program. Subjects of discussion range from current events to campus activities to metaphysical speculations.

Credits: 1

Offered: Every semester.

HONR 301 - Honors-Arts

Content will vary from year to year depending on the instructor

Credits: 3

Offered: Every semester.

HONR 302 - Honors-The Human Experience

Content will vary from year to year depending on the instructor.

Credits: 3

Offered: Every semester.

HONR 303 - Honors - Social Science

Content will vary from year to year depending on the instructor.

Credits: 3

Offered: Every semester.

HONR 304 - Honors - Science and Society

Content will vary from year to year depending on the instructor.

Credits: 3

Offered: Every semester.

HONR 305 - Honors - The Human Past

Content will vary from year to year depending on the instructor.

Credits: 3

Offered: Every semester.

HONR 306 - Honors - Interdisciplinary Thinking

Content will vary from year to year depending on the instructor.

Credits: 3

Offered: Every semester.

HONR 390 - Honors Advanced Learning Project

In this mentored research experience, Honors students will, individually or in small groups, learn how to research complex problems or opportunities; draft recommendations while working within the constraints of staffing, budgets, and timelines; and learn to craft persuasive materials, presenting their findings to an appropriate campus body (e.g., Honors Program Advisory Board).

Credits: 2-3

Offered: Every year.

HONR 400 - Honors Thesis

Directed research leading to the preparation of a thesis.

Credits: 3

Offered: Offered on occasion.

HONR 401 - Honors Thesis

Directed research leading to the preparation of a thesis.

Credits: 3

Offered: Offered on occasion.

HONR 490 - Honors Internship

Upper-level experiential learning opportunity through on-campus or off-campus placements. Nature of work will vary from placement to placement. This course is generally reserved for Honors Program members and students are responsible for finding and negotiating their own placement. Course requires students to consult with the Honors Program Director and the Career Development Office to complete a Learning Contract in accordance with college guidelines before the start of the internship

Credits: 1-12

Offered: Every semester.

HONR 2TR - 200 Level Major Transfer Elect

Credits: 0-99

INDS - Interdisciplinary Studies

INDS 100 - International Student Seminar

A seminar for international students that provides speaking and writing opportunities building on previous English language training. Enrollment requires permission of instructor and/or the International Education Office.

Credits: 1

Offered: Every semester.

INDS 101 - Colloquium

Explores the basic concepts and views of International Studies as well as offering an introduction to each area of specialization.

Credits: 1

Offered: Offered on occasion.

INDS 110 - SUNYMEU: Freshman

The course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.

Credits: 2

Offered: Every year.

INDS 111 - Religion and Culture in the Time of the Crusades

The course focuses specifically on interactions between Christianity and Islam during the time of the Crusades. From four disciplinary perspectives, the class examines both the interdependence and the roots of conflict between the two cultures, the nature of fanaticism, and the development of Church and State as related institutions, as they all originate from the medieval quest for true knowledge of God.

Credits: 3

Offered: Offered on occasion.

INDS 120 - World Religions

An introduction to the beliefs, history, scriptures, practices, experiences, institutions, and values of five prominent world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Also introduces the methods and classic theories of the discipline of Religious Studies.

Credits: 3

Offered: Every year.

INDS 199 - Service Learning

Students will work on public service projects that are coordinated through the instructor. Successful completion of an approved service-learning contract will be expected for students enrolled in this course. A maximum of 4 credit hours of service learning may be applied to the 120 credit hour requirement for Bachelor's Degree.

Credits: 1

Offered: Every semester.

INDS 202 - Introduction to Museum Studies

The course will provide a broad introduction to the field of museum work. Topics may include the history, philosophy, and ethics of museums; the different types of museums; social, economic, and political trends influencing museums; introduction to museum software such as Past Perfect; museum administration; collections management and conservation; and the various aspects of museum work - collecting, registration and record keeping, curatorial, object conservation, exhibition, interpretation, education, research, and public relations.

Credits: 3

Offered: Every other year.

INDS 210 - SUNYMEU: Sophomore

The course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.

Credits: 2

Offered: Every year.

INDS 250 - Introduction to Russia, Eastern Europe & Eurasia, 1789-Present

Following the collapse of the Soviet Union the world looked forward expectantly to a new age of European and world integration; but while some countries from within the former Soviet sphere of influence have prospered and moved toward greater integration, others have slipped into poverty, isolation and authoritarianism. Russia hangs dangerously between authoritarian and democratic tendencies. HIST 250/INDS 250 explores the history of this complex region, and identifies the traditions and influences that its constituent countries and ethnic groups hold in common and those that divide them.

Credits: 3

Offered: Every year.

INDS 285 - Mock Trial I

Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation.

Credits: 0

Offered: Every year.

INDS 287 - Mock Trial II

Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation.

Credits: 1

Offered: Every year.

INDS 290 - Internship

Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have a faculty sponsor and a detailed plan for the internship describing; (1) the duties approved by the interning agency; (2) the student's method of reporting or reflecting on the internship experience; (3) the method of internship evaluation; and (4) the amount of credit to be earned.

Credits: 1-15

Offered: Offered on occasion.

INDS 299 - Service Learning

Students will work on public service projects that are coordinated through the instructor. Successful completion of an approved service-learning contract will be expected for students enrolled in this course. A maximum of 4 credit hours of service learning may be applied to the 120 credit hour requirement for Bachelor's Degree.

Credits: 1

Offered: Every semester.

INDS 302 - Special Topics: Museum Studies

The course will examine a specialized area of museum studies, such as public history, museum education, the art museum, historical sites administration, or the anthropological museum. Format and topic will vary, depending on instructor. May be taken more than once for credit.

Credits: 3

Offered: Every year.

INDS 310 - SUNYMEU: Junior

The course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.

Credits: 2

Offered: Every year.

INDS 315 - Italian American Experience

This course examines the experience of Italians in the United States from an interdisciplinary perspective. It explores the push and pull factors during the peak years of Italian emigration, the culture, society, economy, and government they left behind, and the new world they entered.

Credits: 3

Offered: Offered on occasion.

INDS 360 - Museums in Motion

Museums in Motion is a practical, hands-on examination of the variety of roles within the museum profession that provides students with the opportunity to directly engage with established museum professionals and develop projects leading to a focused career path.

Credits: 3

Prerequisite: ARTH 101 or ARTH 102 or INDS 202.
Offered: Every other year.

INDS 389 - Special Topics

Topics of special or current interest offered periodically and taught from an interdisciplinary perspective.

Credits: 1-3

Offered: Offered on occasion.

INDS 399 - Service Learning

Students will work on public service projects that are coordinated through the instructor. Successful completion of an approved service-learning contract will be expected for students enrolled in this course. A maximum of 4 credit hours of service learning may be applied to the 120 credit hour requirement for Bachelor's Degree.

Credits: 1

Offered: Every semester.

INDS 400 - Independent Study

Intensive individual study of some aspect of multicultural studies involving a paper or project.

Credits: .5-8

Offered: Offered on occasion.

INDS 410 - SUNYEMU: Senior

The course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.

Credits: 2

Offered: Every year.

INDS 480 - Independent Study

Open only to Interdisciplinary Studies majors. Proposed independent studies must be described in the student's approved Interdisciplinary Studies proposal.

Credits: 1-6

Offered: Every semester.

INDS 489 - Special Topics

Topics of special or current interest offered periodically and taught from an interdisciplinary perspective.

Credits: 1-3

Offered: Every year.

INDS 490 - Internship

Open only to Interdisciplinary Studies majors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have a faculty sponsor and a detailed plan for the internship describing; (1) the duties approved by the interning agency; (2) the student's method of reporting or reflecting on the internship experience; (3) the method of internship evaluation; and (4) the amount of credit to be earned.

Credits: 1-15

Offered: Every semester.

INDS 491 - African American Studies Internship

Open only to African American Studies minors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.

Credits: 1-6

Offered: Offered on occasion.

INDS 492 - American Indian Studies Internship

Open only to American Indian Studies minors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.

Credits: 1-6

Offered: Offered on occasion.

INDS 493 - Latino Studies Internship

Open only to Latino Studies minors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.

Credits: 1-6

Offered: Offered on occasion.

INDS 494 - Museum Studies Capstone

Internship with a museum (history, art, anthropological, natural history/science), archive, historical site, etc. Enrollment is to be arranged with an appropriate supervisor and faculty sponsor, by permission only. Internship should include the opportunity to create a small exhibit or work on another special project, determined in consultation with the site supervisor and faculty sponsor.

Credits: 3

Offered: Every semester.

INDS 495 - Museum Studies Portfolio Completion

Students will work with the coordinator to complete and turn in all elements of the Museum Studies portfolio required for the minor. Should be taken concurrently with INDS 494.

Credits: 0

Prerequisite: INDS 302. Corequisite: INDS 494. Offered: Every semester.

INDS 499 - Service Learning

Students will work on public service projects that are coordinated through the instructor. Successful completion of an approved service-learning contract will be expected for students enrolled in this course. A maximum of 4 credit hours of service learning may be applied to the 120 credit hour requirement for Bachelor's Degree.

Credits: 1

Offered: Every semester.

INDS 555 - Introduction of Databases for Data Science

This course is designed to introduce graduate students to the foundations of database systems, focusing on relational algebra and data model, query optimization and query processing. Students would also be introduced to practical database design and implementation including SQL and NoSQL programming. Other topics to be covered include

Data and Database Security, Object-Relational Databases, Database Tuning, Transaction processing, Concurrency control , Database recovery techniques, Electronic commerce, Distributed Databases.

Credits: 3

Offered: Offered on occasion.

INDS 573 - Big Data and Distributed Database Systems Management

This course is designed to introduce graduate students to the large data warehousing, "Cloud" computing, Hadoop and similar distributed/parallel systems. Students would also be introduced to the current data mining tools. The students will learn about the general architecture of data mining systems, techniques and algorithms of practical utility, types of patterns that can be found in practically important systems. Data mining primitives and query languages, an integration of a data mining system with databases and data warehouses will be investigated; essential insights in data mining systems of the future will be given. Students are also expected to be able to clearly communicate the data mining results.

Credits: 3

Offered: Offered on occasion.

INDS 589 - Special Topics

Topics of special or current interest offered periodically and taught from an interdisciplinary perspective.

Credits: 1-4

Offered: Every year.

INDS 590 - Independent Study

Independent study of interdisciplinary topics not covered in regular graduate course offerings and pertinent to the student's program of study.

Credits: 1-3

Offered: Every semester.

INDS 662 - Data Visualization and Presentation Techniques

The course introduces the students to the field of data visualization. Students will study basic visualization design and evaluation principles, and learn how to acquire, parse, and analyze large datasets. They will also learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical, and network/graph-based data in 2-, 3-, or more dimensions. In addition, they will utilize various software tools to implement these techniques.

Credits: 3

Offered: Offered on occasion.

INDS 690 - Research

Capstone research experience required for the Interdisciplinary Studies degree. Research leading to, and preparation of, a final project explored in depth or a traditional master's thesis that integrates interdisciplinary course work with professional and personal goals. All work guided by a faculty mentor and coordinated by the Dean of Graduate Studies or the student's advisor. Copies of completed project/thesis must be submitted to the Graduate Office.

Credits: 1-5

Offered: Every semester.

INDS 691 - Research

Continued attention to research project or thesis for INDS 690, as needed. Requires written justification approved by the faculty mentor and submitted for the review of the Dean of Graduate Studies prior to registration.

Credits: 1-3

Offered: Offered on occasion.

INDS 695 - Thesis/Capstone Research Continuation

Graduate students are required to remain continuously enrolled until completion of thesis/capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Every semester.

INED - International Education

INED 299 - International - Special Topics

A variable content faculty-led international course. Subject is based on student and faculty interest and is arranged through the Office of International Education.

Credits: 1-15

Offered: Offered on occasion.

INED 312 - Health Care in Latin America

Students will learn about health care issues in Latin America. The course will include information on diseases, access to health care, treatments and historical aspects of healthcare in different countries. The students will also prepare for interacting with patients at medical brigades, interacting with children at the orphanage, and for being a visitor in Central America. This 2-credit course is required for students who wish to participate in the 2 credit study abroad course in Honduras in January.

Credits: 2

Offered: Every Fall semester.

INED 313 - Health Care in Honduras

Students will travel to Nuevo Paraiso in Honduras to conduct medical brigades and perform community service work. We will stay at the Sociedad de Los Ninos, learning about the services provided in education and health care. We will conduct medical brigades to different communities in the region and interact with the children living at Sociedad.

Credits: 2

Offered: Summer, JTerm.

INED 390 - Art History Abroad

An introduction to the history of art that examines a specific geographical area and chronological span during a study abroad experience. The course provides the student a thorough grounding in the major art works and artists involved, adding the concrete dimension of direct observation and personal experience of the places and motifs that informed various movements. The two to three week study/travel abroad includes readings, discussion, a daily journal, and a written interpretation of themes and ideas in art.

Credits: 3

INED 399 - International - Special Topics

A variable content faculty-led international course. Subject is based on student and faculty interest and is arranged through the Office of International Education.

Credits: .5-15

Offered: Offered on occasion.

INED 400 - Study Abroad

Opportunities for study abroad as arranged through the Office of International Education.

Credits: 1-23

Offered: Every semester.

INED 401 - Study Abroad - Aichi University of Education, Japan

Conveniently located along the Tokyo-Osaka corridor, Aichi University is close to Kyoto and Nara, two of Japan's most popular tourist and resort areas. The summer language and culture program is for students interested in learning Japanese and offers a unique opportunity for intensive daily language instruction and cultural excursions to places such as the Toyota Motor Co., Nagoya City and Nagoya Castle. Students live in residence halls with other international students. Meals are self catered.

Credits: 1-21

Offered: Every year.

INED 402 - Study Abroad - American University in Bulgaria

The American University in Bulgaria (AUBG) is a highly selective private university that attracts students and faculty from all around the world. Located in the city of Blagoevgrad, AUBG is one hour from the capital of Sofia. AUBG offers an American style liberal arts education taught in English. Students interested in American Studies, Business Administration, History, International Studies, Journalism and Political Science will find the curriculum stimulating. Fredonia students share double rooms with Bulgarians.

Credits: 1-21

Offered: Every semester.

INED 403 - Study Abroad - IAU in Aix en Provence, France

Founded in 1957, the Institute for American Universities (IAU) is one of the oldest and largest education abroad programs in Europe. IAU's program offers a cross cultural environment that stimulates intellectual vigor, reflection and personal growth. Students take courses in European studies, all levels of French, and literature courses conducted in French and humanities and social science courses conducted in English. Housing is with host families.

Credits: 1-21

Offered: Every semester.

INED 404 - Study Abroad - Northumbria University, England

Newcastle Upon Tyne, a city known for its vibrant cultural life, is home to Northumbria University and nearly 30,000 students studying in 500 undergraduate and graduate programs. The very modern campus has wireless Internet throughout, single residence halls, and athletic facilities. Instruction is delivered via lectures, workshops, and tutorials The British Colloquium course, a requirement for full time visiting students, covers the history and culture of Britain and includes regular cultural excursions.

Credits: 1-21

Offered: Every semester.

INED 405 - Study Abroad - University Autonoma Benito Juarez, Mexico

Founded in 1974 as the Language Center of the Benito Juarez University of Oaxaca, it serves over 1,500 students and offers courses in Spanish, French, Italian, Portuguese and Zapotec. The language courses are offered at six levels, from beginning to advanced, in small group settings. It has been designed to develop basic language skills and to help use language in real-life scenarios with a

Mexican context. Housing is with host families to further immersion in the life and culture of Oaxaca.

Credits: 1-21

Offered: Every semester.

INED 408 - Study Abroad - Music Conservatory of Seville, Spain

The Conservatorio Superior de Musica Manuel Castillo de Sevilla, a conservatory of international stature, prepares students for the music profession. There are five distinct specialties: instrumental instruction, composition, musicology, choir conducting, and pedagogy. Although some instruction is offered in English, students will need to understand Spanish at an intermediate level to fully participate. Intensive language instruction is available at the University of Seville prior to classes beginning in the fall. Housing is with host families.

Credits: 3-21

Offered: Every semester.

INED 409 - Study Abroad - Izmir University of Economics

Founded in 2001, Izmir University of Economics offers courses in business, computer science, art and design, economics, international relations, psychology, journalism and many others that can be taken to fulfill SUNY Fredonia degree requirements. Courses are taught in English. IUE is located in the coastal city of Izmir, 200 miles from Istanbul.

Credits: 1-21

Offered: Every semester.

INED 410 - Study Abroad: SiPN: Portugal

Upper level coursework in humanities, social and natural sciences, business, and Portuguese language. Internships available.

Credits: 3-15

Offered: Every semester.

INED 415 - Study Abroad: University of Puerto Rico, Puerto Rico

The University of Puerto Rico,also referred to as UPR-RP, is a public research university in San Juan, Puerto Rico. UPR-RP serves more than 18,000 students, 20% graduate, and grants an average of over 3,000 degrees a year. It is recognized by the Carnegie Foundation for the Advancement of Teaching as an Intensive Doctoral/Research University. Its academic offerings range from the baccalaureate to the doctoral degree, through 70 undergraduate programs and 19 graduate degrees with 71 specializations in the basic disciplines and professional fields. UPR-RP is the largest campus in terms of student population of the University of Puerto Rico System, and is the first public university in the history of Puerto Rico.

Credits: 1-21

Offered: Every semester.

INED 416 - Study Abroad: Earth Education International

Earth Education International (EEI) in Costa Rica provides interdisciplinary courses and programs related to sustainability, environmental studies and social responsibility. EEI's offerings emphasize applied learning, substantial field study experiences and in-class lectures, discussions, workshops, debates, and student presentations. Time spent outside the classroom may include field trips, educational exercises, field research, and/or other appropriate assignments. The sites serve as case studies that taken together provide a real-world context for understanding the complex regional, national and global issues associated with working toward a sustainable future.

Credits: 1-21

Offered: Every semester.

INED 437 - Study Abroad - University of the Sunshine Coast Australia

Founded in 1998, The University of the Sunshine Coast offers courses in the arts, education, humanities, business and sciences that can be taken to fulfill SUNY Fredonia degree requirements. It is located one hour north of Brisbane on the Mooloolaba coast.

Credits: 1-21

Offered: Every semester.

INED 438 - Study Abroad - UPAEP Mexico

Founded in 1973, the Universidad Popular Autonoma del Estado de Puebla offers courses in arts, business, education, humanities, language and sciences that can be taken to fulfill SUNY Fredonia degree requirements. While most courses are taught in Spanish, UPAEP also offers a selection of courses in English. UPAEP is located in the city of Puebla.

Credits: 1-21

Offered: Every semester.

INED 439 - Study Abroad - St. Petersburg University Russia

Founded in 1755, St. Petersburg University offers courses in the arts, education, humanities, business and sciences that can be taken to fulfill SUNY Fredonia degree requirements. Courses are offered in English and Russian. The University is located in the city of St. Petersburg, about 450 miles from Moscow.

Credits: 1-21

Offered: Every semester.

INED 440 - Study Abroad: Southwestern Univ. of Finance and Economics

SWUFE, founded in 1952, is listed as one of China's key universities for international student exchange. It features strong scholarly excellence and course work in economics, finance, accounting, management and mathematics. While all courses are taught in English, students who want to learn to speak Chinese will receive free lessons taught by the College of International Education. SWUFE is located in the Chengdu, the capital of the Sichuan Province.

Credits: 1-21

Offered: Every semester.

INED 441 - Study Abroad: University of Plymouth, England

Plymouth is a university built on a rich heritage dating back to 1862 and while it has grown in terms of size, reputation and impact, it remains true to its values of social inclusion with a strong sense of place and civic responsibility. In 2008 Plymouth was named as a top 50 research university. Courses are offered in all major areas of studies and specialized courses in areas such as marine sciences and entrepreneurial studies.

Credits: 1-21

Offered: Every semester.

INED 442 - Study Abroad: Weimar Conservatory, Germany

At the LISZT SCHOOL of Music- Weimar Conservatory students can study all orchestral instruments, piano, guitar, accordion, voice, theatre, organ, early music, composition, conducting, school music and music pedagogy. In addition, jazz and music theory, musicology and arts management are offered. The most important goal of The LISZT SCHOOL is to prepare its students for their future careers as comprehensively as possible. This means that the classical orchestral instrumentalists are not only offered private lessons and a committed orchestral school but also gain an insight into special branches such as

Credits: 1-21

Offered: Every semester.

INED 443 - Study Abroad: FLAME, India

The Foundation for Liberal and Management Education (FLAME) is located in the city of Pune, about I hour from Mumbai. FLAME focuses on broadening students' perspectives by offering students courses in a range of disciplines - from pure sciences to humanities and social sciences to performance studies. Students are free to choose between courses offered by all four FLAME schools (FSB, FSC, FSLE and FSPA). This freedom results in intellectual interactions between our PG and UG students. A post-graduate student of business, an undergraduate student of physics, a post graduate student ofjournalism, and an Gl

Credits: 1-21

Offered: Every semester.

INED 444 - Study Abroad: Umbra Institute, Italy

The Umbra Institute, founded in 1999 in Perugia, Italy, is the only year-round independent American program based in Perugia, offering semester, year-long and summer programs with a variety of academic programs and special courses. The faculty and staff strive to incorporate a genuine Italian experience into all elements of both the academic curriculum and student life. Whether they choose to pursue a curriculum taught by Umbra faculty or Direct Enrollment at one ofthe local Italian universities, Umbra students have Italian classmates and engage in the Perugia community on a daily basis for cultural and linguistic discovery.

Credits: 1-21

Offered: Every semester.

INED 445 - Study Abroad: Hankuk University of Foreign Studies, Korea

Since its founding in 1954, Hankuk University of Foreign Studies (HUFS) has played a significant role in reconstructing Korea after the Korean War by producing numerous CEOs and outstanding diplomats, who are competitive enough to strive forward in the global stage. HUFS teaches courses in 45 foreign languages, humanities, law, social sciences, business, and computer science, helping students to grow as global leaders, equipped with both professional knowledge and language proficiency. HUFS is located in the capital city of Seoul.

Credits: 1-21

Offered: Every semester.

INED 446 - Study Abroad: Aichi Prefectural University, Japan

Aichi Prefectural University was founded in 1947 at the end of the Second World War, when the residents of Aichi Prefecture wanted to recover from a period of confusion. In 1998, the campus was relocated from Nagoya city, where the School oflnformation Science and Technology, the School of Literature, and the School of Foreign Studies, were founded. APU's educational philosophy aims to advance globalization, social welfare, and a society of lifelong learning.

Credits: 1-21

Offered: Every semester.

INED 447 - Study Abroad: Yamasa Institute, Japan

The Yamasa Institute, noted for its excellence in Japanese language instruction and cultural immersion programs is the place where students from around the world begin to encounter the "real Japan." Living with, studying with, and communicating with Japanese people is the key to understanding Japan and its people. The Yamasa Institute has been working since 1919 to improve the quality of education and real understanding across cultures.

Credits: 1-21

Offered: Every semester.

INED 448 - Study Abroad: Shih Hsin University: Taiwan

Upper level coursework in the humanities, communications, business. Introductory Chinese language.

Credits: 1-23

Offered: Every semester.

INED 449 - Study Abroad: Niigata University Japan

Niigata University offers students the chance to study Japanese language coursework, as well as social sciences and humanities in English while spending a semester or year in Japan. Niigata University is a large, public institution located in Niigata City.

Credits: 1-23

Offered: Every semester.

INED 450 - International Internship

Opportunities for international internships as arranged through the Office of International Education.

Credits: 1-15

Offered: Every semester.

INED 451 - Study Abroad - Washington, D.C.

Prior selection required.

Credits: 1-15

Offered: Every semester.

INED 499 - International - Special Topics

This is a variable content faculty-led international course. Subject is based on student and faculty interest and is arranged through the Office of International Education.

Credits: .5-15

Offered: Offered on occasion.

INED 599 - Study Abroad Special Topics

Study abroad experience with emphasis that changes according to content and experiences.

Credits: 1-15

Offered: Offered on occasion.

INED 1SA - 100 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

INED 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

INED 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

INED 4SA - 400 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

INED 671 - ESOL Practicum & Supervision (20 day) in Puebla, Mexico

This course provides a supervised student teaching experience for graduate students who are already certified in an approved area of education and who are earning their certification in ESOL pre-K-12. To be recommended for New York State certification, students must be placed in an ESOL classroom at the pre-K-12 levels. This field placement takes place in Puebla, Mexico and shall be for five days per week until placement requirements have been fulfilled. Classroom theory is applied to field practice. Students will work daily with a cooperating teacher and be observed/evaluated weekly by a university field supervisor from UPAEP.

Credits: 3

Offered: Summer, JTerm.

INTL - International Studies

INTL 101 - Introduction to International Studies

Required for all International Studies majors and minors. An introduction to the interdisciplinary study of the global society, its historical development and contemporary status. The course explores a variety of global issues from an interdisciplinary perspective - politics, history, economics, sociology, anthropology and the arts. The study of research methods to analyze global issues is another component of this course.

Credits: 3

Offered: Every year.

INTL 302 - Russia after Stalin

A thematic approach to recent Russian history. The course identifies Russia's most critical immediate problemsand places them in their historical context. Major themes include: political structures and practices; the economy; the military; domestic security; international relations; minorities; culture and society.

Credits: 3

Prerequisite: HIST 102 and HIST 116. Offered: Every other year.

INTL 303 - Globalization in Latin America

Examines the complexities and nuances of modern Latin American societies having as a background the dynamics of the global economy. The course analyzes politics, culture, and socioeconomic conditions in Latin America, both from a contemporary policy perspective and with an examination of the region's insertion into the international political economy in the 19th century.

Credits: 3

Offered: Offered on occasion.

INTL 305 - Transitions in Central Europe

Examines the history, geography, culture, and politics of countries in Central Europe, more specifically, Bulgaria, Hungary, Poland, Romania, Ukraine, Czech Republic, and Slovakia. Particular emphasis is placed on contemporary political and economic developments evolving from the transition from communism to democracy and capitalism. It is designed for students with no knowledge of Slavic languages.

Credits: 3

Offered: Offered on occasion.

INTL 400 - Special Topics

Course content varies based on student and faculty interest.

Credits: 1-15

Offered: Offered on occasion.

INTL 401 - Intl Studies Senior Project

A graduation requirement for all International Studies majors A scholarly project utilizing methods and concepts drawn from the Social Sciences and the Humanities and applied to current issues in International Studies. With a focus on the existing literature on global issues - such as war and peace, ethnic conflict, the global economy and international migration - among others - students will develop their own research project. In the classroom, under the instructor's guidance, participants will join workshops towards the completion of the project on the selected topic.

Credits: 1-3

Offered: Every year.

INTL 500 - Overseas Graduate Study - Special Topics

The course provides students with an international experience studying the culture, language, history and politics of foreign countries. Course subject varies based on student and faculty interest. Students are expected to conduct an in-depth exploration of selected topics.

Credits: 3-6

Offered: Offered on occasion.

ITAL - Italian

ITAL 100 - Introduction to Italian

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language.

Credits: 2

Offered: Every semester.

ITAL 110 - Essential Italian

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course ITAL 100 at Fredonia.

Credits: 3

Prerequisite: ITAL 100 or Italian Lang Placement Score of an 2 or better or Italian Lang Placement Score of an 3 or better. Offered: Every semester.

ITAL 115 - Elementary Italian I

Designed for students with no previous preparation. Study of fundamental speech patterns. Initial emphasis on developing listening comprehension, speaking skills, including pronunciation, with progressive emphasis on reading and writing skills. Discussion of selected cultural aspects.

Credits: 3

Offered: Every semester.

ITAL 116 - Elementary Italian II

Designed for students with one semester of college level Italian or equivalent. Further practice in pronunciation and fundamental speech patterns. Continued development of listening, speaking, reading and writing skills for

communicative proficiency. Discussion of selected cultural aspects.

Credits: 3

Prerequisite: ITAL 115. Offered: Every semester.

ITAL 210 - Italian Through Literature and Popular Culture

Students will strengthen their language skills and develop an understanding of Italian culture. Emphasis will be on communication in Italian.

Credits: 3

Prerequisite: ITAL 116 or ITAL 110. Offered: Every year.

LANG - Foreign Languages

LANG 100 - Special Topics on Lang & Lit

Special topics in Modern Languages and Literature not covered in detail by regular courses.

Credits: 1-6

Offered: Offered on occasion.

LANG 180 - World in Cinema:Special Topics

With a thematic approach, the course will introduce students to the films of a specific country(ies) and/or culture(s). The films will be analyzed as art objects and serve as a text through which students will learn about the history, beliefs, and socio-political issues affecting the culture(s). Films will be watched in the original version with subtitles in order to expose students to the language in which they were shot. The course can be repeated as its content changes.

Credits: 3

Offered: Every year.

LANG 188 - Spanish Civilization/Culture

A comprehensive introduction to aspects of Spanish civilization and culture: geography, history, social customs, political movements, literature and art. In English.

Credits: 3

Offered: Every other year.

LANG 200 - Special Topics on Lang & Lit

Special topics in Modern Languages and Literature not covered in detail by regular courses.

Credits: 1-6

Offered: Offered on occasion.

LANG 281 - History in Hispanic Cinema

This course explores the history, cultures, and social transformations of Hispanic countries through the lens of cinema. Using films from Latin America, Spain, and the U.S. Latino experience, supplemented by readings and presentations, students will learn about the historical and social evolution and key events in the Spanish-speaking world. We will examine the power dynamics and identity complexities depicted in the films. The movies will be watched in the original language with subtitles to make the cultural experience more complete.

Credits: 3

Offered: Offered on occasion.

LANG 290 - Migrations and Exiles in Hispanic Cinema

This course examines migration and exile in the Hispanic world through film, complemented by selected readings and presentations. By analyzing films as cultural and historical texts, students will gain a deeper understanding of how migration and exile impact individuals, communities, and nations.They will also learn about the history, culture, and socio-political issues of the countries related to the movies. Films will be watched in the original language with subtitles.

Credits: 3

Offered: Offered on occasion.

LANG 300 - Special Topics on Lang & Lit

Special topics in Modern Languages and Literature not covered in detail by regular courses.

Credits: 1-6

Offered: Offered on occasion.

LANG 315 - Transitions in Bulgaria

The goal of the course is to learn about Bulgarian history, culture, politics, economics, geography, and language with an emphasis on contemporary Bulgaria and the transition from Communism to democracy and capitalism. It is designed for students with no knowledge of Slavic languages. Comparison and contrasts with other Eastern/Central European countries will be made.

Credits: 3

Offered: Offered on occasion.

LANG 322 - French Civilization/Culture

Introduction to the political development of France and issues of community, family, gender and class in determining French national identity. Topics include Gothic cathedrals, Joan of Arc, the chateaux of the Loire, the Sun King and Versailles, Le Louvre, the age of reason, Napoleon and the establishment of the Republic.

Credits: 3

Offered: Every year.

LANG 323 - Germany Since 1918

Cultural aspects of the Weimar Republic, the Third Reich, and contemporary Germany. Guest lecturers, readings, and films in English.

Credits: 3

Offered: Offered on occasion.

LANG 327 - Magic Realism in Latin American Literature

A study of conflicting definitions by scholars of what is and is not Magic Realism. Readings will include works by authors considered by many critics (rejected by others) to be practitioners of Magic Realism. The opinions of these writers will also be incorporated into the study, through recorded and published interviews

Credits: 3

Offered: Offered on occasion.

LANG 340 - Introduction to Liberal Arts in Puerto Rico

This course will provide introduction to the study of what it means to be Puerto Rican and to the understanding of Puerto Rican society. This Fall one-credit course will prepare students for their study abroad interdisciplinary experience in Puerto Rico during J-Term.

Credits: 1

Offered: Every Fall semester.

LANG 342 - Liberal Arts in Puerto Rico Meets OSCAR

This course is the culmination of the interdisciplinary cultural immersion in Puerto Rico, where student will produce a research paper and poster presentation at OSCAR, putting together what they learned from the lectures, related field trips, living experiences, research, and discussions.

Credits: 1

Prerequisite: LANG 340. Offered: Every Spring Semester.

LANG 371 - Canadian Writers

An introduction to some of Canada's most significant writers, both anglophone and francophone. Although this is primarily a literature course, considerable attention will be devoted to Canadian history and politics, and to the notion of the Canadian identity.

Credits: 3

Offered: Offered on occasion.

LANG 378 - Canada Today

A look at the history, politics, culture, and geography of Canada and an analysis of contemporary issues affecting Canada and its neighbors.

Credits: 3

Offered: Every year.

LANG 385 - German Film

The course will address contemporary civilization in Germany in that it will examine its artistic expression in drama and film. The works of major directors such as Fritz Lang, Leni Riefenstahl, Werner Herzog, and Wim Wenders will be examined. Short examples of Fassbinder, Schlondorff and vonTrotta will be shown to contrast their work and style.

Credits: 3

Offered: Offered on occasion.

LANG 388 - Spanish Civilization/Culture

A comprehensive introduction to aspects of Spanish civilization and culture: geography, history, social customs, political movements, literature and art. In English.

Credits: 3

Offered: Offered on occasion.

LANG 400 - Special Topics in Languages and Literatures

Special topics in Modern Languages and Literature not covered in detail by regular courses.

Credits: .5-6

Offered: Offered on occasion.

LANG 405 - French Women Writers

An evaluation of the contributions of French women writers to the social, economic and political institutions which form the basis of Western philosophic tradition.

Credits: 3

Offered: Every year.

LANG 410 - Directed Study

Individual supervised study of a particular area or topic in any of the department's language or literature offerings. Periodic meetings with instructor; writing of a substantial paper.

Credits: 1-3

Offered: Offered on occasion.

LANG 415 - Bulgaria Study Tour

A two-three week study/travel tour of Bulgaria. First week in Sofia includes lectures and visits to various government business and social organizations. Following would be travel to key cities and historical sites around Bulgaria. Possible side trip to Istanbul.

Credits: 3

Prerequisite: LANG 315 or INTL 305. Offered: Offered on occasion.

LANG 419 - France and the French

Develops students' understanding of France and the French. Students explore an important theme, movement, author, or period in the literature and/or culture of France. The course can be repeated as its content changes. Course taught in English.

Credits: 3

Offered: Offered on occasion.

LANG 420 - The French-speaking World

Introduces students to the Francophone world. Students explore an important theme, movement, author, or period in the literature and/or culture of one or more Francophone regions such as French Caribbean, West and North Africa, Canada, etc. The course can be repeated as its content changes. The course is taught in English.

Credits: 3

Offered: Offered on occasion.

LANG 500 - Special Topics in Foreign Language

Special topics in Modern Languages and Literature not covered in detail by regular courses.

Credits: 1-3

Offered: Offered on occasion.

LANG 510 - Directed Study

Individual supervised study of a particular area or topic in any of the department's language or literature offerings. Periodic meetings with instructor; writing of a substantial paper.

Credits: 1-3

Offered: Offered on occasion.

LART - Liberal Arts

LART 150 - Liberal Arts Freshman Seminar

As part of The Liberal Arts Freshman Year Experience, entering freshmen who are still exploring for a major are required to choose from an interesting variety of topical, 1 credit seminars. Taught by faculty and professional staff members, each seminar enrolls no more than 20 students and is graded on a Satisfactory/Unsatisfactory basis. In addition to the seminar, all Liberal Arts freshmen must attend one group meeting as part of the course requirement.

Credits: 1

Offered: Every year.

LART 151 - Liberal Arts Freshmen Explore for Major

Second-semester Liberal Arts freshmen who have not yet chosen a major are required to attend 15 of 17 class meetings offered during the first-half of the spring semester. This part of The Liberal Arts Freshman Year Experience provides students with a survey of the variety of major offerings. Presentations are made by faculty, chairpersons, students and deans from departments and divisions across campus. In addition to answering any questions students may have, the discussions explain the requirements for each discipline as well as the career paths students have taken with these majors, whether or not graduate school is indicated, what remuneration can be expected and more. Grading is done on a Satisfactory/Unsatisfactory basis determined by attendance.

Credits: 1

Offered: Every year.

LEAD - Leadership Studies

LEAD 101 - Intro to Leadership Seminar

An introductory course in the study of leadership that will introduce the student to the tasks, strategies and skills of effective leadership. This course covers introductory theories of leadership, personal assessment, and offers opportunities to develop individual self-discovery and group leadership experience through experiential education. (Note: Students must be nominated by a SUNY Fredonia faculty or staff member, apply and be accepted prior to registration

Credits: 1

Offered: Every Spring Semester.

LEAD 201 - Advanced Leadership Development

A course in the study of leadership that introduces the student to tasks, strategies, and skills of effective leadership. Course activities will move the student from theory to the practical processes of leadership through the use of experiential learning, oral expression, and effective teamwork on several projects.

Credits: 3

Offered: Every semester.

LEAD 365 - Communication and Leadership

Communication and Leadership examines the relationship between communication and effective leadership in professional, organizational, and community settings. The course introduces students to leadership perspectives, professional interactions, and how communication shapes influence, collaboration, and decision-making. Students explore how leaders build relationships, motivate others, manage conflict, and guide teams toward shared goals. Through analysis and applied activities, students develop practical leadership communication skills while reflecting on their own leadership styles and strengths. The course encourages students to think critically about how communication practices support ethical leadership, effective teamwork, and responsible leadership in contemporary organizations and communities.

Credits: 3

Prerequisite: COMM 105 or LEAD 201. Offered: Every year.

LEAD 490 - Internship in Leadership

This course offers students the opportunity to put leadership principles into action through a supervised internship experience. Students will partner with an organization to apply leadership theories in real-world settings, gaining practical skills in communication, teamwork, problem-solving, and ethical decision-making. Throughout the internship, students will reflect on their personal and professional growth, identifying areas for development and setting goals for future leadership roles. LEAD 490 is open to all students interested in enhancing their leadership capabilities and preparing for leadership roles in diverse professional environments.

Credits: 1-6

Offered: Every semester.

LEAD 3TR - 300 Level Major Transfer Elective

Credits: 0-99

MAED - Mathematics Education

MAED 105 - Introduction to Contemporary Mathematics Education

Introduction to middle and secondary mathematics education, its principles and practices. Organization of schools, planning, teaching styles, classroom management, and instructional materials in mathematics education are among the topics considered. Direct experiences with middle and secondary school students are an integral part of the course.

Credits: 3

Corequisite: MAED 106. Offered: Every semester.

MAED 106 - Contemporary Mathematics Education - Field Experience

Provides participants an opportunity to observe classroom operations, observe and describe the role of the teacher, conduct focused observations and interviews, work with individual and small groups of candidates on a teaching project.

Credits: 0

Corequisite: MAED 105. Offered: Every semester.

MAED 207 - Mathematics Tutoring in the Community

The course is designed for students working as Math and Science Partnership mathematics tutors in the local community. Students eligible for the work-study program or working as volunteers, tutor in area schools or after-school programs. The course examines issues such as getting children interested in mathematics, how to explain various topics, working with groups vs. individuals, and cultural differences. Problems encountered in the tutoring experience will be discussed. Students must apply through the Mathematical Sciences department.

Credits: 1

Offered: Every semester.

MAED 208 - Special Topics

Selected readings, discussions, and problem solutions on a topic in mathematics education at an introductory level. Permission of department required.

Credits: 1-3

Offered: Offered on occasion.

MAED 240 - Statistics for School Teachers

This course will include data collection, random sampling, numerical and graphical summaries, statistical variability, the logic behind tests of significance and confidence intervals, simulation, regression and chance. Activities for learning statistics and resources available for teaching and learning statistics at a middle school level will be used.

Credits: 3

Offered: Every semester.

MAED 276 - Literacy and Technology for Science and Mathematics

The course provides an overview of the processes involved in literacy acquisition and instructional technologies available to enhance teaching in science and mathematics. The relationship of reading and writing, and aspects of writing development and writing process appropriate to each stage of reading development will be presented. Topics: conceptual and methodological issues related to instruction and acquisition of reading, the role and use of technology in literacy instruction, assessment of

candidate's reading and writing, diversity in reading acquisition, use of computers, graphing calculators and other multimedia applications.

Credits: 3

Offered: Every Spring Semester.

MAED 302 - Mathematics for School Teachers II

Meaning, development and communication in the real number system; problem solving and mathematical modeling within this system; including proportional reasoning; algebra, statistics, probability, properties of geometric shapes and measurement in 2 and 3-dimensions. Course open only to students who are seeking certification to teach at the early childhood, childhood or middle childhood level.

Credits: 3

Prerequisite: MAED 301 or MATH 201. Offered: Every semester.

MAED 303 - Advanced Mathematics for School Teachers

Further development of geometry concepts; including triangle congruence and similarity; coordinate geometry and transformations; advanced problem solving using algebraic models, geometric models and other modeling techniques; emphasis on the framework provided by the National Council of Teachers of Mathematics for elementary/middle school mathematics; investigation of concepts teachers must know in order to build and refine mathematical ideas and connections in K-8.

Credits: 3

Prerequisite: MATH 202 or MAED 302. Offered: Every year.

MAED 305 - Diversity in the Teaching of Science and Mathematics

The course provides a theoretical framework for exploring and developing a culturally responsive approach to the teaching of mathematics and science. In exploring different instructional formats, the course allows candidates to develop approaches that prepare them for an ever-increasing population of students that reflect diverse backgrounds and abilities. The field experience is a co-requisite that allows the candidates the opportunity to apply their knowledge of the issues presented in the course work to a diverse population.

Credits: 3

Corequisite: MAED 313. Offered: Every Fall semester.

MAED 310 - Reading and Writing Mathematics

The course will use the vehicle of problem solving to help students develop their abilities in reading and writing mathematics. It will also focus on how reading and writing exercises can be used to enhance the teaching and learning of mathematics, and how reading and writing mathematics can be used to enhance the teaching of literacy. The course will include discussions of reading mathematics, writing mathematics, oral presentation of mathematics, and problem solving techniques. Communication" is one of the standards from Principles and Standards for School Mathematics of the National Council of Teachers of Mathematics. Students will read and discuss material from the NCTM and other sources related to the standard."

Credits: 3

Offered: Every year.

MAED 313 - Diversity in the Teaching of Science and Mathematics Field Experience

The course is the field component to MAED 305. Candidates will use different instructional formats to develop effective approaches for teaching mathematics and science to students with different backgrounds and abilities in diverse educational learning environments.

Credits: 0

Corequisite: MAED 305. Offered: Every Fall semester.

MAED 325 - Technology Integration in Mathematics Education

Introduction to software packages appropriate for use by mathematics educators. Topics selected from, but not limited to: applets, geometry software, calculators, web page design, programming, scientific word processors, spreadsheet applications, computer algebra systems, electronic whiteboards and other specialized software.

Credits: 3

Prerequisite: MAED 302. Offered: Every year.

MAED 400 - Independent Study

Independent study of a selected list of readings approved by a faculty advisor. Permission of department required.

Credits: 1-3

Offered: Offered on occasion.

MAED 410 - Seminar: Mathematics for High School Teachers

The course is intended for future teachers of high school mathematics to help them develop a deeper knowledge of some key topics in the high school curriculum. Topics will be chosen from the following: Complex numbers, functions including logarithmic, exponential and trigonometric functions, curve-fitting, transformations, equations, inequalities and algebraic expressions. Students must have senior standing in the Mathematics Adolescence Education major.

Credits: 3

Offered: Every year.

MAED 416 - Math Student Teaching Seminar

The course complements the student teaching practicum in either Adolescence Mathematics Education or Middle Childhood Mathematics Education. Candidates receive detailed instruction in the completion of the applied teaching and learning projects associated with their student teaching placements.

Credits: 3

Offered: Every semester.

MAED 417 - Middle School (Grades 5-9) Methods in Mathematics

Principles, materials, and methods for teaching middle school (grades 5-9) mathematics. The course serves as the primary methods course for students pursuing initial certification in Middle Childhood Education - Mathematics Specialist. Departmental approval required.

Credits: 3

Offered: Every year.

MAED 419 - Secondary School (Grades 7-12) Methods in Mathematics

Principles, materials, and methods for teaching secondary school (grades 7-12) mathematics. The course serves as the primary methods course for students pursuing initial certification in Adolescence Education - Mathematics. Note: must be successfully completed before student teaching. Departmental approval required.

Credits: 3

Offered: Every year.

MAED 428 - Student Teaching for Mathematics/Middle Childhood Education: Grades 5-6 Placement

A field assignment to teach middle school mathematics. Assignments provided in grades 5 through 6 during this placement. Arrangements made by the Office of Field Experiences.

Credits: 6

Corequisite: MAED 416 or MAED 429. Offered: Every semester.

MAED 429 - Student Teaching for Mathematics/Middle Childhood Education: Grades 7-9 Placement

A field assignment to teach middle school mathematics. Assignments provided in grades 7 through 9 during this placement. Arrangements made by the Office of Field Experiences.

Credits: 6

Corequisite: MAED 416 or MAED 428. Offered: Every semester.

MAED 430 - Student Teaching for Mathematics/Adolescence Education: Grades 7-9 Placement

A field assignment to teach mathematics at the adolescence level. Assignments provided in grades 7 through 9 during this placement. Arrangements made by the Office of Field Experiences.

Credits: 6

Corequisite: MAED 416 or MAED 431. Offered: Every semester.

MAED 431 - Student Teaching for Mathematics/Adolescence Education: Grades 10-12 Placement

A field assignment to teach mathematics at the secondary level. Assignments provided in grades 10 through 12 during this placement. Arrangements made by the Office of Field Experiences.

Credits: 6

Corequisite: MAED 416 or MAED 430. Offered: Every semester.

MAED 500 - Independent Study

Independent study of a set of related topics agreed to by the student and the instructor.

Credits: 1-6

Offered: Offered on occasion.

MAED 509 - Technology in Mathematics Education

A survey of software or technology used in teaching mathematics and of current issues in the use of technology in the teaching and learning of mathematics.

Credits: 3

Offered: Offered on occasion.

MAED 510 - School Mathematics from an Advanced Perspective

The course explores topics in secondary school mathematics from an advanced perspective to better foster deep conceptual understanding in core content areas. Foundational curricular topics include systems of equations, probability, statistical methods, parent functions, complex numbers, and elementary models including their applications to physical and life sciences. Candidates enrolled in the course should have teaching experience in middle/adolescence mathematics or STEM-related disciplines.

Credits: 3

Offered: Summer, JTerm.

MAED 512 - Design and Evaluation of Mathematics Curricula

Study of the design and evaluation of various models of mathematics curricula including the latest National Council Teachers of Mathematics (NCTM) materials.

Credits: 3

Offered: Offered on occasion.

MAED 514 - Instructional Methods in Mathematics

A critical study of the literature on current methods of teaching mathematics.

Credits: 3

Offered: Offered on occasion.

MAED 518 - History of Mathematics Education

Overview of the development of mathematics education as a discipline, the major influence from other fields and society, trends in recent decades, and the impact on school mathematics.

Credits: 3

Offered: Offered on occasion.

MAED 520 - Advanced Calculus

Graduate level mathematics education course emphasizing connections between mathematics and other STEM disciplines. Mathematical topics include: Vector calculus; Jacobian matrices and their determinants; differentiation and integration of differential forms and applications to physics; generalizations of the fundamental theorem of calculus, including Green's theorem, the divergence theorem, Gauss's theorem, and Stokes' theorem; potential theory. Successful undergraduate completion of Linear Algebra and Calculus III recommended.

Credits: 3

Offered: Offered on occasion.

MAED 522 - Differential Equations

Introductory course with emphasis on applications of calculus. Topics include: first order equations, higher order linear equations, undetermined coefficients, variation of parameters, linear systems, bifurcation analysis, series solutions, Laplace transforms, numeric and qualitative techniques, mathematical modeling and applications, and computational technology. Additional topics selected from linear and nonlinear systems as time permits. Prerequisites: MATH 122, 123, 223, 231 or permission from the instructor.

Credits: 3

Offered: Offered on occasion.

MAED 523 - RealAnalysis

Topology of the real line, measure and integration on the real line, function spaces and their topologies.

Credits: 3

Offered: Offered on occasion.

MAED 524 - Complex Analysis

Geometric interpretation of the complex plane, analytic functions and power series representations, introduction to Riemann Surfaces, the Cauchy Integral Theorem and Intergral Formula, calculation of integrals by residues, application to potential theory.

Credits: 3

Offered: Offered on occasion.

MAED 531 - Rings and Fields

An introduction to rings and fields: rings; integral domains; fields; charactersistic of a ring; subrings; ideals; factor rings; ring homomorphisms; polynomial rings; introduction to Galois theory as time permits.

Credits: 3

Offered: Offered on occasion.

MAED 532 - Abstract Algebra with Applications

Study of selected applications of abstract algebra. Topics selected from: identification numbers, symmetry, applications to combinatorics, coding theory, cryptography.

Credits: 3

Offered: Offered on occasion.

MAED 533 - Theory of Equations

This course focuses on a problem with a rich mathematical history, that of solving polynomial equations. Topics selected from: review of rings and fields; construction of the real numbers from the rationals; algebraic and complex numbers; fundamental theorem of algebra; finite fields and integral domains; polynomial rings, including the division algorithm and Euclidean algorithm for polynomials; counting and locating real roots; cubic and quartic equations; introduction to Galois theory.

Credits: 3

Offered: Offered on occasion.

MAED 535 - Number Theory

Topics selected from: congruence relations; arithmetic functions; primitive roots; quadratic reciprocity; sums of squares; continued fractions; Farey sequences; factoring and primality testing; analytic and additive number theory. The course relates directly to the following N.Y.S. Learning Standards for Mathematics, Science, and

Technology: mathematical reasoning, numbers and numeration, and patterns/functions.

Credits: 3

Offered: Offered on occasion.

MAED 537 - Combinatorics

The addition, multiplication and pigeonhole principles. Permutations and combinations, partitions and distributions; the binomial and multinomial theorems. Generating functions; recurrence relations; principle of inclusion-exclusion; combinatorial algorithms or designs as time permits. The course relates directly to the following N.Y.S. Learning Standards for Mathematics, Science, and Technology: mathematical reasoning, modeling/multiple representation, and pattern/functions.

Credits: 3

Offered: Offered on occasion.

MAED 540 - Graph Theory

Graph models; graph structure and representation; trees; connectivity; graph traversals; graph colorings; other topics as time permits. The course relates directly to the N.Y.S. Learning Standards for Mathematics, Science, and Technology: mathematical reasoning, modeling/multiple representation, and pattern/functions.

Credits: 3

Offered: Offered on occasion.

MAED 541 - Euclidean Geometry

Neutral geometry; Euclidean geometry; comparison of various models of Euclidean geometry, such as that of Hilbert and the SMSG; comparison of Euclidean geometryto various finite geometries and non-Euclidean geometries; geometry of circles and triangles; other topics such as analytic and transformational geometry as time permits.

Credits: 3

Offered: Offered on occasion.

MAED 542 - Non-Euclidean Geometry

Neutral geometry; hyperbolic geometry; elliptic geometry; various models of hyperbolic and elliptic geometry; comparison of results to those of Euclidean geometry.

Credits: 3

Prerequisite: MATH 341. Offered: Offered on occasion.

MAED 543 - Algebraic Geometry

A study of varieties and morphisms between them; foundational material from commutative ring theory; the Zariski topology; dimension and degree of varieties; select problems in enumerative geometry.

Credits: 3

Prerequisite: MATH 331. Offered: Offered on occasion.

MAED 545 - Geometric Topology

Detailed study of topological spaces and their invariants. The emphasis will be on the geometric aspects of topology. Topics may include Sperner's lemma and Brouwer Fixed Point Theorem, classification of compact surfaces, application to systems of differential equations.

Credits: 3

Offered: Offered on occasion.

MAED 550 - Statistics for Mathematics Educators

Given the emphasis on statistics in the mathematics 5 - 12 grades curriculum, and the increased need for teachers competent to teach AP Statistics, mathematics educators need to understand statistical concepts and methods to a greater depth than what is acquired in an undergraduate level statistics course or sequence. In this course, students will learn to understand and explain why certain statistical techniques are used in certain situations and why they work, why certain methods don't work well sometimes, and also common conceptual errors that users and consumers of statistics often make. Students in the course will investigate some current resources that exist to help their students understand statistics, as well as teaching methods and activities that increase student understanding. Prerequisite: a university-level statistics course.

Credits: 3

Offered: Offered on occasion.

MAED 551 - Statistics

Regression, hypothesis testing and confidence intervals in regression, nonparametric statistics, chi-square tests, sampling, use of activities in probability and statistics.

Credits: 3

Offered: Offered on occasion.

MAED 560 - Conics

This course concerns the conic sections: the parabola, ellipse, and hyperbola. It covers their basic definitions and equations, from both a synthetic and analytic perspective, including their equations in polar coordinates. It then moves on to consider the conic sections in light of Bezout's theorem, which concerns the number of points of intersection of two algebraic curves.

Credits: 3

Offered: Offered on occasion.

MAED 575 - Linear Optimization

Formulation and solution of linear programming problems using graphical and algebraic methods and computer

software, sensitivity analysis, and the dual problem; additional topics chosen from network analysis, game theory, and integer programming.

Credits: 3

Prerequisite: MATH 231. Offered: Offered on occasion.

MAED 581 - History of Mathematics

A study of selected topics in the history of mathematics and their applications to teaching. Permission of instructor required.

Credits: 3

Offered: Offered on occasion.

MAED 591 - Math Academy: K-12 Materials

The week-long academy is dedicated to the development of instructional and curricular materials in K-12 mathematics. Special topics include proof and communication, the use of current technology and manipulatives, and preparation strategies for N.Y.S. Math Assessments.

Credits: 3

Offered: Every year.

MAED 599 - Special Topics

Selected readings, discussions, reports and problem solutions on a topic of interest in mathematics, mathematics education or statistics.

Credits: 1-3

Offered: Offered on occasion.

MAED 602 - Mathematics Education Seminar

Selected reading, discussions, and reports on current issues in mathematics education.

Credits: 3

Offered: Every year.

MAED 690 - Graduate Project

Students will be required to research a topic pertaining to mathematics education and apply it to their own classroom experiences if possible. The project will require a written proposal, a final report and an oral defense.

Credits: 3

Prerequisite: MAED 602. Offered: Every year.

MATH - Mathematics

MATH 100 - Mathematics First-Year Seminar

The course seeks to help students utilize campus resources effectively, learn useful academic skills, especially those relevant to mathematics, develop a support network, become more self-aware, promote personal health and wellness, and better connect with the campus. The course will introduce students to the culture of the Mathematical Sciences department and the mathematics community in general. Students in the course should be concurrently enrolled in a precalculus or calculus course.

Credits: 1

Offered: Every year.

MATH 105 - Precalculus

The course is designed to prepare students to take Survey of Calculus I (MATH 120) or University Calculus I (MATH 122). It emphasizes multi-step problem solving. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs, transformations and combinations of functions, a review of algebra, geometry, and trigonometry, solving inequalities and systems of equations, and computational technology. (The course is not open to students who have completed MATH 106 with a grade of C- or better, or those who have completed a calculus course.) Background assumed: N.Y.S. Integrated Algebra and Trigonometry, or equivalent.

Credits: 3

Offered: Every year.

MATH 106 - University Precalculus

The course is designed to prepare students to take University Calculus (MATH 122) and emphasizes multi-step problem solving. Topics include a review of algebra, solving inequalities, algebraic and transcendental functions, trigonometry, analytic geometry, applications and computational technology. (Not open to students who have completed a calculus course with a grade of C- or better.) Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Every semester.

MATH 110 - Mathematics in Action

Emphasizes the real-world significance of mathematics and the applications of several areas of mathematics. Some topics: design of street networks, planning and scheduling, weighted voting systems, fair division and apportionment, measuring populations and the universe, and statistics. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Every semester.

MATH 112 - Preparation for Calculus

Designed for students who plan to take first-semester calculus in the following semester, and want to hone their precalculus skills. The course utilizes an online system

called ALEKS (Assessment and LEarning in Knowledge Spaces), an artificially-intelligent assessment and learning system. ALEKS uses adaptive questioning to determine exactly what each student knows, and then tailors a study plan to each individual student. Students work at their own pace to attain mastery of the prerequisite knowledge necessary for success in calculus. Not open to students with credit for calculus.

Credits: 1

Offered: Summer, JTerm.

MATH 115 - Survey of Matrix Algebra

The course surveys topics from linear algebra, including matrix algebra, systems of linear equations, linear inequalities and linear programming, determinants, linear transformations, and eigenvalues and eigenspaces. Other topics may be selected from: regression, Markov chains, and game theory. Background assumed: N.Y.S. Algebra II.

Credits: 3

Offered: Every year.

MATH 117 - The Mathematical Experience

Introduces the liberal arts student to the nature of mathematics and what mathematicians do. An emphasis on presenting ideas and mathematical concepts rather than on attaining computational skills. Ideas from algebra, geometry, number theory, set theory and topology are presented with emphasis on their history and relevance to other disciplines. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Offered on occasion.

MATH 120 - Survey of Calculus I

An introduction to differential and integral calculus for functions of a single variable with applications to the management, social, and life sciences. Not open to students majoring in mathematics, physics, or chemistry. Background assumed: Preparation equivalent to MATH 105 or MATH 106. Credit may not be earned for both MATH 120 and MATH 122.

Credits: 3

Offered: Every semester.

MATH 121 - Survey of Calculus II

A continuation of MATH 120. Review of the definite integral and the fundamental theorem of calculus. Techniques of integration, including integration by parts and partial fractions. Applications of the definite integral, including area, volume, work with probability density functions, and simple differential equations. Introduction to multivariate calculus and to curves described parametrically. Note: Students majoring in mathematics, physics, or chemistry should take MATH 123 University Calculus II instead of MATH 121.

Credits: 3

Prerequisite: MATH 120. Offered: Every semester.

MATH 122 - University Calculus I

Functions, inverse functions, limits, continuity, derivatives, indeterminate forms, antiderivatives; applications to rectilinear motion, graphing, maxima-minima, related rates; computational technology. Background assumed: Preparation equivalent to MATH 105 or MATH 106. Credit will not be given for both MATH 120 and MATH 122.

Credits: 4

Offered: Every semester.

MATH 123 - University Calculus II

Definite integrals, the fundamental theorem of calculus, techniques of integration, applications of the definite integral in the physical sciences and geometry, improper integrals, differential equations, sequences and series. Credit will not be given for both MATH 121 and MATH 123.

Credits: 4

Prerequisite: MATH 122. Offered: Every semester.

MATH 124 - Survey of Calculus III

A continuation of MATH 121. Differentiation and integration of transcendental functions, with applications to the computation of tangent lines, Taylor polynomials, area, and volume. Additional techniques of integration (trigonometric integrals and trigonometric substitution). Vector calculus, sequences and series, and multivariable calculus of transcendental functions.

Credits: 3

Prerequisite: MATH 121. Offered: Every other year.

MATH 125 - Software for Mathematics

Introduction to software packages used by mathematicians. Topics selected from: computer algebra systems, spreadsheet software, and software for publishing mathematics (both in print and on the Web). Some attention is given to writing programs and macros within these systems.

Credits: 3

Prerequisite: MATH 122. Offered: Every year.

MATH 190 - Problem Solving By Invitation

Designed to engage promising mathematics students in solving problems related to calculus and its applications. Students are partitioned into small groups and given

interesting and nontrivial problems to work on together. Students present solutions in class and turn in written solutions. This course is not part of the university Honors program or the department Honors program; it is by invitation only.

Credits: 2

Prerequisite: MATH 123*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

MATH 195 - Independent Study

Lower division independent work on a mathematical topic under the supervision of a faculty member.

Credits: 1-4

Offered: Offered on occasion.

MATH 201 - Concepts of Foundational Mathematics: A Problem Solving Approach

The course explores the foundational concepts of modern mathematics. A problem solving approach is incorporated to discover fundamental structure and meaning associated with central content themes of Number Systems, Functions/Patterns, Statistics/Probability, Geometry, and Measurement.

Credits: 3

Offered: Every semester.

MATH 202 - Concepts of Foundational Mathematics II

Meaning, development, problem solving and communication in the real number system, statistics, probability, geometry and algebra. Course open only to students seeking certification to teach at the childhood or middle childhood level.

Credits: 3

Prerequisite: MATH 201. Offered: Every semester.

MATH 210 - Mathematical Structures and Proof

Careful study of the concepts and techniques often used in mathematics courses at the advanced undergraduate level. Topics include logic, set theory, proof techniques, elementary number theory, mathematical induction, functions, and relations. Additional topics from abstract algebra, combinatorics, or countable vs. uncountable sets as time permits.

Credits: 4

Prerequisite: MATH 121* or MATH 123*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

MATH 223 - University Calculus III

Parametric equations, polar, cylindrical, and spherical coordinates, algebra of vectors, equations of lines, planes, quadratic surfaces, vector functions and space curves, calculus of functions of several variables including multiple integration; applications to the physical sciences and geometry; computational technology.

Credits: 4

Prerequisite: MATH 123. Offered: Every year.

MATH 224 - Differential Equations

Introductory course with emphasis on methods of solution of differential equations and applications. Topics include: first order differential equations, higher order linear differential equations, method of undetermined coefficients, method of variation of parameters, systems of first order linear differential equations, qualitative and numerical analyses of solutions, and power series solutions and Laplace transforms as time permits.

Credits: 3

Prerequisite: MATH 123. Offered: Every year.

MATH 231 - Linear Algebra

Careful study of matrices, systems of linear equations, determinants, linear transformations, with emphasis on similarities and isometries of the plane, vector spaces, eigenvalues and eigenvectors; other topics as time permits. Completion of, or concurrent enrollment in MATH 210 is recommended.

Credits: 4

Prerequisite: MATH 121* or MATH 123*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

MATH 307 - Math and Music

Explores how mathematical ideas have been used to understand and create music, and how musical ideas have influenced math and science. Topics selected from the history of tuning and alternative tuning, the Music of the Spheres doctrine, historical theories of consonance, contributions to music theory by mathematicians, mathematical analysis of sound, philosophical and cognitive connections between math and music, and math in music composition and instrument design. An ability to read music is recommended. This course is not intended for Mathematics majors.

Credits: 3

Offered: Offered on occasion.

MATH 309 - Mathematical Sciences Internship

Participation in an approved professional experience applying mathematics or statistics in a real world setting.

Students must submit a Learning Contract describing the work experience, its relationship to the mathematical sciences, and how it will be monitored and evaluated. Permission of the department required.

Credits: 1-6

Offered: Offered on occasion.

MATH 315 - Theory of Equations

Study of the theory of polynomial equations. Rational, real and complex roots of algebraic equations, the Remainder and Factor theorems, Fundamental Theorem of Algebra, solutions of cubic and bi-quadratic equations and approximation of roots.

Credits: 3

Prerequisite: MATH 210. Offered: Offered on occasion.

MATH 322 - Partial Differential Equations

Introductory course in partial differential equations with emphasis on boundary value problems encountered in mathematical physics. Fourier series; separation of variables; D'Alembert's solution; the heat, wave and potential equations. Additional topics such as Sturm-Liouville problems or Laplace transforms as time permits.

Credits: 3

Prerequisite: MATH 224. Offered: Offered on occasion.

MATH 323 - Introductory Real Analysis

Careful presentation of the ideas of calculus that are developed intuitively in the usual freshman-sophomore calculus courses. Techniques of proof in analysis; countable sets and cardinality; the real line as a complete ordered field; some topology of the real line; sequences and their limits; continuous functions and their properties; other topics as time permits.

Credits: 3

Prerequisite: MATH 123 and MATH 210. Offered: Every Fall semester.

MATH 325 - Numerical Analysis

Introductory course in numerical methods for digital computers. Floating point arithmetic, errors, error analysis. Roots of equations, systems of equations. Numerical differentiation and integration. Interpolation and least squares approximations.

Credits: 3

Prerequisite: MATH 123. Offered: Offered on occasion.

MATH 329 - Mathematical Modeling

An introduction to the development of mathematical models to solve various applied and industrial problems. Topics will include optimization, Lagrange multipliers, sensitivity analysis in optimization models, analysis and simulation of discrete and continuous dynamic models.

Credits: 3

Prerequisite: MATH 231. Offered: Every year.

MATH 331 - Abstract Algebra I

Study of algebraic structures, such as groups and rings. The fundamental theorem of finite abelian groups, basic homomorphism theorems for groups, permutation groups and polynomial rings are presented.

Credits: 3

Prerequisite: MATH 210 and MATH 231. Offered: Every year.

MATH 332 - Abstract Algebra II

Continuation of the study of algebraic structures such as groups, rings, integral domains and fields, with applications such as: geometric symmetry and crystallography, switching networks, and error-correcting codes.

Credits: 3

Prerequisite: MATH 331. Offered: Every other year.

MATH 335 - Number Theory

Study of integers and their properties; divisibility; primes; congruencies; multiplicative functions; quadratic residues; quadratic reciprocity; Diophantine equations.

Credits: 3

Prerequisite: MATH 210. Offered: Every other year.

MATH 337 - Combinatorics

The addition, multiplication and pigeon-hole principles. Permutations and combinations, partitions and distributions; the binomial and multinomial theorems. Generating functions; recurrence relations; principle of inclusion-exclusion; combinatorial algorithms or designs as time permits.

Credits: 3

Prerequisite: MATH 210 and MATH 231. Offered: Every other year.

MATH 341 - Geometry

Study of absolute, Euclidean, and hyperbolic geometry from synthetic and analytic viewpoints. Topics include axioms for geometries, transformations, triangles and other basic shapes, and constructions. Some consideration given to finite, spherical, and spatial geometry. Use of geometry software.

Credits: 3

Prerequisite: MATH 210. Offered: Every year.

MATH 359 - Probability Models in Operations Research

Topics chosen from stochastic processes; birth-death processes; queuing theory; inventory theory; reliability; decision analysis; simulation.

Credits: 3

Prerequisite: STAT 350 and MATH 231. Offered: Offered on occasion.

MATH 365 - Financial Mathematics

Study of basic financial mathematical concepts used in modeling and hedging. Topics include: financial derivatives, call and put options, futures, binomial trees, replicating portfolios and arbitrage, stocks and options pricing, Black-Scholes model, hedging. Additional topics such as swaps, currency markets, and international political risk analysis as time permits.

Credits: 3

Prerequisite: MATH 231 and STAT 350. Offered: Offered on occasion.

MATH 369 - Interest Theory

A rigorous treatment of the mathematical theory associated with financial transactions, including simple and compound interest, annuities, bonds, yield rates, amortization schedules, and sinking funds. Additional topics such as capital asset pricing models and portfolio risk analysis as time permits.

Credits: 3

Prerequisite: MATH 123. Offered: Every other year.

MATH 375 - Deterministic Models in Operations Research

Topics chosen from linear programming and applications; network analysis; game theory; dynamic, integer and nonlinear programming.

Credits: 3

Prerequisite: MATH 231. Offered: Offered on occasion.

MATH 381 - History of Mathematics

Chronological study of the development of mathematics. Emphasis on the solution of selected mathematical problems associated with historical periods.

Credits: 3

Prerequisite: MATH 210. Offered: Every year.

MATH 390 - Introduction to Mathematical Research

This course, the first in the Honors Program in Mathematics, will introduce students to enrichment topics and develop their research skills. Topics may be drawn from areas such as combinatorics, algebra, analysis, complex analysis, geometry, topology, dynamical systems, graph theory, and game theory. Research skills include finding and reading articles, using LaTeX or other technical formatting tools, and presentation skills. This course is by invitation only.

Credits: 2

Prerequisite: MATH 210 and MATH 231. Offered: Every year.

MATH 400 - Independent Study

Independent study of a selected list of readings approved by a faculty advisor. Permission of department required.

Credits: 1-3

Offered: Every semester.

MATH 405 - Senior Seminar

Studies from selected areas of mathematics. Written reports and formal presentations will be required. Senior standing or permission of instructor required.

Credits: 1

Offered: Every semester.

MATH 406 - Applied Math Senior Seminar

Students are partitioned into small groups and given problems from the Mathematical Contest in Modeling, or similar material, to work on together. Written reports and formal presentations will be required. Departmental approval required.

Credits: 1

Offered: Every year.

MATH 408 - Special Topics Seminar

Selected readings, discussions, and reports on topics in mathematics. Permission of department required.

Credits: 1-3

Offered: Offered on occasion.

MATH 420 - Advanced Calculus

Vector calculus; Jacobian matrices and their determinants; differentiation and integration of differential forms and applications to physics; generalizations of the fundamental theorem of calculus, including Green's theorem, the divergence theorem, Gauss's theorem, and Stokes' theorem; potential theory.

Credits: 3

Prerequisite: MATH 231 and MATH 223. Offered: Every other year.

MATH 423 - Topics in Analysis

Topics vary, depending on the instructor, but may include measure and integration, basic functional analysis, complex analysis, residue theory, and special functions.

Credits: 3

Prerequisite: MATH 323. Offered: Offered on occasion.

MATH 429 - PIC Math

This course is intended for students with a strong interest in industrial applications of mathematics. Students work in teams on a research problem identified by partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products.

Credits: 3

Prerequisite: MATH 231 or STAT 360. Offered: Every year.

MATH 440 - Graph Theory

Introduction to graph theory. Topics chosen from: connectivity, trees, eulerian and hamiltonian graphs, matchings, factorizations, and colorings. Applications chosen from: the shortest path problem, communication networks, the traveling salesman problem, the optimal assignment problem, and scheduling algorithms.

Credits: 3

Prerequisite: MATH 210 and MATH 231. Offered: Offered on occasion.

MATH 490 - Honors Thesis

The capstone course in the Honors Program in Mathematics. Each student will conduct research under the mentorship of a faculty member, culminating in a written thesis and an oral presentation. This course is by invitation only.

Credits: 3

Prerequisite: MATH 390. Offered: Every year.

MLS - Medical Laboratory Science

MLS 490 - Clinical Internship

A full-year program of study conducted at an National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)-approved hospital medical technology program, typically one of the three programs with which SUNY Fredonia is affiliated. Students attend lectures and perform lab tests under the instruction and supervision of certified lab scientists and physicians. Upon successful completion of the internship, students receive certification as a medical technologist, and are eligible to take the board exam offered by the American Society of Clinical Pathologists. Passing the exam extends Board certification and N.Y.S. licensure, enabling the graduates to work as medical technologists in a variety of laboratory settings. Permission of Department is required.

Credits: 15

Offered: Every year.

MLS 491 - Clinical Internship

A full-year program of study conducted at an NAACLS-approved hospital medical technology program, typically one of the three programs with which SUNY Fredonia is affiliated. Students attend lectures and perform lab tests under the instruction and supervision of certified lab scientists and physicians. Upon successful completion of the internship, students receive certification as a medical technologist, are eligible to take the board exam offered by the American Society of Clinical Pathologists. Passing the exam extends Board certification and N.Y.S. licensure, enabling the graduates to work as medical technologists in a variety of laboratory settings. Permission of department is required.

Credits: 15

Offered: Every year.

MUED - Music Education

MUED 128 - Instruments for Vocal/General Concentration

Group applied instruction on brass, woodwind, string, and percussion instruments to develop a playing competence sufficient to teach beginning students through NYSSMA Level II on at least one instrument in each area. The. Candidates who already possess playing competence may test out of the requirement.

Credits: 1

Offered: Every semester.

MUED 150 - Introduction to Public School Music

The preliminary course for the Foundations of Music Education sequence combines an introduction to and exploration of the purposes and premises of music education. Class sessions seek to broaden students' perspectives of the profession and of the potential for a rewarding career in music education.

Credits: 0

Offered: Every year.

MUED 160 - Vernacular Music Making and Learning

Students will explore learning and facilitating the learning of others in vernacular music contexts via development of vernacular musicianship skills. Students will learn ways to

include informal and non-formal instruction in their music teaching and apply functional aural skills through engaging in self- and peer-teaching and collaboration. Vernacular musicianship emphasizes students' musical autonomy, songwriting, and creative music-making and includes popular styles of music such as rock, country, hip-hop, rap, reggae, and dubstep.

Credits: 1

Offered: Every semester.

MUED 161 - Beginning Trumpet

Group applied instruction on the trumpet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 162 - Beginning Trombone

Group applied instruction on the trombone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 163 - Beginning French Horn

Group applied instruction on the French horn designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 164 - Beginning Tuba/Euphonium

Group applied instruction on the tuba/euphonium designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 171 - Beginning Clarinet

Group applied instruction on the clarinet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 172 - Beginning Flute

Group applied instruction on the flute designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 173 - Beginning Oboe

Group applied instruction on the oboe designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 174 - Beginning Bassoon

Group applied instruction on the bassoon designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 175 - Beginning Saxophone

Group applied instruction on the saxophone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.

Credits: 1

Offered: Every semester.

MUED 185 - Beginning Violin/Viola

Group applied instruction on the violin/viola designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another string instrument in its place.

Credits: 1

Offered: Every semester.

MUED 186 - Beginning Cello

Group applied cello designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another string instrument in its place.

Credits: 1

Offered: Every semester.

MUED 187 - Beginning String Bass

Group applied string bass designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another string instrument in its place.

Credits: 1

Offered: Every semester.

MUED 203 - Intermediate Voice Class

Applied group instruction in voice for non-voice general choral Music Education majors. Further development of student's performing ability, repertoire, and principle and technique behind healthy singing. Emphasis on an introduction to vocal anatomy and physiology, application of vocal technique to choral warm-ups and instruction.

Credits: 1.5

Prerequisite: MUS 113. Offered: Every year.

MUED 204 - Advanced Voice Class

Applied group instruction in voice for non-voice general choral Music Education majors. Emphasis on methods of developing and building singing voices. Student further develops performing ability and enlarges his/her repertoire. Introduction to International Phonetic Alphabet and its application to correct diction.

Credits: 1.5

Prerequisite: MUED 203. Offered: Every year.

MUED 210 - Guitar Class

Designed to enable students to accompany themselves and to lead others in the singing of simple folk and popular songs. Includes use of I, IV, V7 chords in the keys of G, C, D, E; simple strumming and finger picking; and single line melodies.

Credits: 1

Offered: Every semester.

MUED 211 - Guitar Class

Continuation of MUED 210. Includes I, IV, V7 chords in the keys of A, F, B; secondary dominants; more advanced accompaniment patterns.

Credits: 1

Prerequisite: MUED 210. Offered: Every semester.

MUED 215 - Music, Play & Self

A course primarily for students with little or no previous musical knowledge or skill. Examines the relationships among music, play and self, especially with regard to children. Emphasizes activity, creativity and personal expression.

Credits: 3

Offered: Every semester.

MUED 221 - Percussion Class

Group applied instruction and pedagogical approaches on percussion designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II.Required course for Music Education majors with an instrumental concentration. Students who already possess playing and teaching competence may examine out of the requirement and substitute another percussion course in its place.

Credits: 2

Offered: Every semester.

MUED 222 - Advanced Percussion

Group applied instruction on cymbals, drum set, and field drums and accessories. Designed to develop a playing competence sufficient to teach advanced percussion to public school students.

Credits: 1

Prerequisite: MUED 221. Offered: Every semester.

MUED 250 - Foundations of Music Education I

Study human and musical developmental processes and variations, including: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn. Study and implement effective practices for planning and designing co-teaching and collaboration with peers. Includes language acquisition development and literacy development by native English speakers and students who are English language learners. Introduction to instructional planning and multiple research-validated instructional strategies for teaching students within the full range of abilities in music.

Credits: 2

Corequisite: MUED 252 or MUED 255. Offered: Every semester.

MUED 251 - Psychology and Sociology in Music Education

Study basic principles of educational psychology and sociology, including learning processes, motivation, communication, and classroom management. Introduction to research-validated instructional strategies for teaching students within the full range of abilities. Study the special education process and state and federal special education laws and regulations. Study of the rights and responsibilities of teachers, staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning.

Credits: 3

Offered: Every semester.

MUED 252 - Child Abuse/Neglect Reporting

The course covers the basics of identifying and reporting suspected child abuse and maltreatment, at the local, state, and federal levels, including recognizing signs of intellectual and/or developmental disabilities in children and factors to consider when determining whether a child with intellectual and/or developmental disabilities shows indicators of maltreatment or abuse.

Credits: 0

Corequisite: MUED 250. Offered: Every semester.

MUED 253 - Alcohol, Tobacco, and Drug Abuse Identification

The course covers the basics of identifying and dealing with students who have problems with alcohol, tobacco, and other drug abuse problems, with an emphasis on knowledge and prevention at the local, state, and federal levels, and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another.

Credits: 0

Corequisite: MUED 251 or MUED 256. Offered: Every semester.

MUED 255 - Foundations I Practicum - Elementary

Students act as music teachers or teacher aides for approximately 40 contact hours. The requirement may be completed during the January recess, in May/June or by several other alternatives approved by the chair for Music Education/Music Therapy.

Credits: 0

Corequisite: MUED 250. Offered: Every semester.

MUED 256 - Foundations II Practicum - Middle School

Students act as music teachers or teacher aides in middle school level settings for approximately 40 contact hours. This requirement may be completed during the January recess, in May/June or by several other alternatives approved by the area chair for Music Education/Music Therapy.

Credits: 0

Corequisite: MUED 251. Offered: Every semester.

MUED 260 - Brass Pedagogy

Group applied instruction and pedagogical approaches on brass instruments designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration.

Credits: 1

Offered: Every semester.

MUED 261 - Advanced Trumpet

Group applied instruction and pedagogical approaches on the trumpet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the

requirement and substitute another brass instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.

Credits: 1

Offered: Every year.

MUED 262 - Advanced Trombone

Group applied instruction and pedagogical approaches on the trombone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.

Credits: 1

Offered: Every year.

MUED 263 - Advanced French Horn

Group applied instruction and pedagogical approaches on the French horn designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.

Credits: 1

Offered: Every year.

MUED 264 - Advanced Tuba/Euphonium

Group applied instruction and pedagogical approaches on the tuba/euphonium designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.

Credits: 1

Offered: Every year.

MUED 271 - Advanced Clarinet

Group applied instruction and pedagogical approaches on the clarinet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 272 - Advanced Flute

Group applied instrument and pedagogical approaches on the flute designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 273 - Advanced Oboe

Group applied instruction and pedagogical approaches on the oboe designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 274 - Advanced Bassoon

Group applied instruction and pedagogical approaches on the bassoon designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place. Pre-requisite: Demonstrated playing proficient on a contrasting woodwind instrument through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 275 - Advanced Saxophone

Group applied instruction and pedagogical approaches on the saxophone designed to develop a playing competence sufficient to teach beginning students through NYSSMA

Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place. Prerequisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 285 - Advanced Violin/Viola

Group applied instruction and pedagogical approaches on the violin or viola designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another advanced string instrument in its place. Prerequisite: Demonstrated playing proficiency on cello/string bass through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 286 - Advanced Cello/String Bass

Group applied instruction and pedagogical approaches on the cello or string bass designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competencemay examine out of the requirement and substitute another advanced string instrument in its place. Prerequisite: Demonstrated playing proficiency on violin/viola through NYSSMA Level II.

Credits: 2

Offered: Every year.

MUED 291 - Technology in Music I

An overview of technology in one's musical life. Basic technological concepts are explored with the goal of developing self sufficiency, and the means to update knowledge and skills in music, with a focus towards utilization of technology in future teaching and study.

Credits: 2

Offered: Every semester.

MUED 292 - Technology in Music II

Overview of technology and its application to music composition, instruction, notation, performance, theory, and music education. Fundamentals of electronic music, MIDI, and computer usage.

Credits: 2

Prerequisite: MUS 124 and MUED 291. Offered: Every year.

MUED 300 - Foundations in Music Education III

Study history, philosophy, and role of education, including philosophy of music, education, and music education. This course also will examine philosophies of assessment, using formal and informal methods of assessing student learning, and help students develop skill in using information gathered through assessment and analysis to plan or modify instruction. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Study and practice skills for developing the listening, speaking, reading, and writing skills of all students. Investigate means to update knowledge and skills in music and in pedagogy. Professional Standing required.

Credits: 3

Corequisite: MUED 303 or MUED 355. Offered: Every semester.

MUED 301 - General Music in Elementary School

Study curriculum development, instructional planning, and research-validated instructional strategies for teaching general music in grades K through 6. Design and practice offering differentiated instruction that enhances the music learning of all students. Initiate and practice applying knowledge of human and musical developmental processes and variations to create a safe and nurturing learning environment that fosters the health and learning of all students, and the development of a sense of community and respect for one another. Practice applying knowledge of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Study and implement effective practices for planning and designing co-teaching and collaboration with peers; Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Investigate means to update knowledge and skills in music and in pedagogy. Intern teaching with students in elementary school classrooms. Professional Standing required.

Credits: 2

Corequisite: MUED 356. Offered: Every semester.

MUED 302 - General Music in Secondary School

Study curriculum development, instructional planning, and research-validated instructional strategies for teaching students in general music activities and programs in middle school through high school. Design and practice offering

differentiated instruction that enhances the music learning of all students. Initiate and practice applying knowledge of human and musical developmental processes and variations to create a safe and nurturing learning environment that fosters the health and learning of all students, and the development of a sense of community and respect for one another. Practice applying knowledge of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Develop skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Investigate means to update knowledge and skills in music and in pedagogy. Intern teaching with students in middle school or high school. Professional Standing required.

Credits: 2

Corequisite: MUED 356. Offered: Every semester.

MUED 303 - Literacy Instruction Workshop

The course provides an overview of the processes involved in literacy acquisition and the instructional approaches that acknowledge current thinking. Consideration is given to the relationship between English and music literacy.

Credits: 0

Corequisite: MUED 300. Offered: Every semester.

MUED 304 - Instrumental Music in Elementary School

Study curriculum development, instructional planning, and research-validated instructional strategies for teaching instrumental music in elementary school. Design and practice offering differentiated instruction that enhances the music learning of all students. Practice applying knowledge of human and musical developmental processes and variations to create a safe and nurturing learning environment that fosters the health and learning of all students, and the development of a sense of community and respect for one another. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Study and apply effective practices for applying positive behavioral supports and interventions to address student and classroom management needs. Study and implement effective practices for planning and designing co-teaching and collaboration with peers. Study and practice skills for developing the listening, speaking, reading, and writing skills of all students. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Investigate means to update knowledge and skills in music and in pedagogy. Intern teaching with students in elementary and middle school classrooms. Professional Standing required.

Credits: 2

Corequisite: MUED 393. Offered: Every semester.

MUED 305 - Instrumental Music in Secondary School

Study curriculum development, instructional planning, and research-validated instructional strategies for teaching instrumental music in secondary school. Design and practice offering differentiated instruction that enhances the music learning of all students. Practice applying knowledge of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Study and apply effective practices for applying positive behavioral supports and interventions to address student and classroom management needs. Study and practice skills for developing the listening, speaking, reading, and writing skills of all students. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Develop and practice skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts. Investigate means to update knowledge and skills in music and in pedagogy. Intern teaching with high school students. Professional standing required.

Credits: 2

Corequisite: MUED 394. Offered: Every semester.

MUED 310 - Guitar Class

Designed to enable students to accompany themselves and to lead others in the singing of simple folk and popular songs. Includes use of transposition and capo, more advanced melodic patterns, and melody and accompaniment combinations.

Credits: 1

Prerequisite: MUED 211. Offered: Every semester.

MUED 311 - Guitar Class

Continuation of MUED 310; includes pedagogy of guitar for individuals in public schools, music therapy, and private instruction.

Credits: 1

Prerequisite: MUED 310. Offered: Every semester.

MUED 331 - Marching Band Techniques

Technical and organizational considerations for the public school marching band program. Topics include parade, field and show marching, rehearsal techniques, drill and show design, festivals and competitions, auxiliary and support units. Individual and class projects include field-based instruction.

Credits: 2

Offered: Offered on occasion.

MUED 340 - Introduction to Early Childhood Music Pedagogy

Candidates will be introduced to various approaches for teaching music to children from birth through age five. They will learn about various music learning opportunities available locally, regionally, nationally, and worldwide, which are developmentally appropriate for young children. Learning will include critical reviews of research and best-practice literature, observations of music interactions among children and adults at a childcare center or preschool, and opportunities to assist during early childhood music classes.

Credits: 1

Offered: Every semester.

MUED 355 - Foundations III Practicum - Secondary

Students act as music teachers or teacher aides in secondary school music settings for approximately 40 contact hours. The requirement may be completed during the January recess, in May/June or by several other alternatives approved by the chair for Music Education/Music Therapy.

Credits: 0

Prerequisite: MUED 256. Corequisite: MUED 300 or MUED 303. Offered: Every semester.

MUED 356 - Methods Practicum

Students act as music teachers or teacher aides in music learning settings for approximately 40 contact hours. The requirement may be completed during the January recess, in May/June or by several other alternatives approved by the chair for Music Education/Music Therapy.

Credits: 0

Offered: Every semester.

MUED 391 - Elementary School Choral Rehearsal Techniques

Study curriculum development, instructional planning, and research-validated instructional strategies for teaching choral music in elementary school. Design and practice offering differentiated instruction that enhances the music learning of all students. Develop and apply intermediate functional piano skills, including technical facility throughout the range of the instrument, transposition, sight reading, playing by ear, and part-reading to choral music and choral rehearsal techniques. Practice applying knowledge of human and musical developmental processes and variations to create a safe and nurturing learning environment that fosters the health and learning of all students, and the development of a sense of community and respect for one another. Practice applying knowledge of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Study and apply effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. Study and practice skills for developing the listening, speaking, reading, and writing skills of all students. Increase skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Investigate means to update knowledge and skills in music and in pedagogy. Intern teaching occurs in an elementary school choral classroom. Professional Standing required.

Credits: 3

Prerequisite: MUS 232 and MUS 317. Offered: Every year.

MUED 392 - Secondary School Choral Rehearsal Techniques

Study curriculum development, instructional planning, and research-validated instructional strategies for teaching choral music in secondary school. Design and practice offering differentiated instruction that enhances the music learning of all students. Develop and apply advanced functional piano skills, such as score reading, technical facility throughout the range of the instrument, collaborative sensitivity, harmonization, and stylistic diversity to secondary choral music repertoire and choral rehearsal settings. Initiate and practice applying knowledge of human and musical developmental processes and variations to create a safe and nurturing learning environment that fosters the health and learning of all students, and the development of a sense of community and respect for one another. Practice applying knowledge

of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Study and practice skills for developing the listening, speaking, reading, and writing skills of all students. Develop and practice skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts. Investigate means to update knowledge and skills in music and in pedagogy. Intern teaching occurs in a middle school or high school choral classroom. Professional Standing required.

Credits: 3

Prerequisite: MUS 232 and MUS 317. Offered: Every year.

MUED 393 - Elementary School Instrumental Rehearsal Techniques

Design and practice offering differentiated instruction that enhances the music learning of all students in elementary and middle school instrumental music rehearsals. Initiate and practice applying knowledge of human and musical developmental processes and variations to create a safe and nurturing learning environment that fosters the health and learning of all students, and the development of a sense of community and respect for one another. Practice applying knowledge of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Develop and practice skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts. Investigate means to update knowledge and skills in music and in pedagogy. Professional Standing required.

Credits: 2

Corequisite: MUED 304. Offered: Every semester.

MUED 394 - Secondary School Instrumental Rehearsal Techniques

Design and practice offering differentiated instruction that enhances the music learning of all students in secondary instrumental music rehearsals. Practice applying knowledge of learning processes, motivation, communication, and classroom management to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Develop skills to provide instruction that will promote the participation and progress of students with disabilities. Increase skill assessing student learning, analyzing one's own teaching practice, using information gathered through assessment and analysis to plan or modify instruction, and using various resources to enhance teaching. Develop and practice skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts. Investigate means to update knowledge and skills in music and in pedagogy Professional Standing required.

Credits: 2

Corequisite: MUED 305. Offered: Every semester.

MUED 400 - Professional Semester

Student teaching in selected public schools in western New York State under the supervision of university music education faculty and cooperating teachers. With music education faculty advisement, students typically seek placements that provide experience and credentials in the musical specialties, and at the public school levels, in which they expect to seek professional positions. The combination of field experiences and student teaching shall include both settings, pre-kindergarten through grade 6 and grades 7 through 12.

Credits: 12

Prerequisite: EDU 303 or SAVE Workshop of an 1 or better. Offered: Every semester.

MUED 440 - Applications of Early Childhood Music Pedagogy

Candidates will further their learning about approaches for teaching children from birth through age five through practical application. Learning will include critical reviews of research and best-practice literature, planning and providing music interactions among children and adults at a childcare center or preschool, and assessing the music development of the children being taught. The candidates will also reflect on their own teaching and the learning of the children in the classroom.

Credits: 1

Offered: Every semester.

MUED 450 - Directed Study in Music Education

Projects related to music education but not otherwise a part of regular course offerings. Requires a formal Learning Contract approved by a faculty sponsor and the chair for Music Education/Music Therapy.

Credits: 1-3

Offered: Every semester.

MUED 451 - Directed Study in Music Education

Projects related to music education but not otherwise a part of regular course offerings. Requires a formal Learning Contract approved by a faculty sponsor and the chair for Music Education/Music Therapy.

Credits: 1-3

Offered: Every semester.

MUED 470 - Special Topics in Music Education

Studies of area supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 471 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 472 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 473 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 474 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 475 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 476 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 477 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 478 - Special Topics in Music Education

Studies of areas supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 479 - Special Topics in Music Education

Studies of area supplementing, not replacing, regular course offerings.

Credits: 1-3

Offered: Offered on occasion.

MUED 485 - Advanced Instrument Pedagogy

For instrument majors to learn advanced techniques for teaching their instrument. Course involves teaching beginning instrument classes with guidance and instruction from faculty.

Credits: 2

Prerequisite: MUS 325 and MUED 304 and MUED 393.
Offered: Every semester.

MUED 510 - Principles of Music Education with Media

Study in principles and use of media in instructional situations in music education. Theoretical framework for use of media developed. Student responsible for series of media productions appropriate to music education. Emphasis not on operation of audio-visual equipment, but on effectiveness and efficiency of media-based instruction, thus suitable for non-music majors with some familiarity with music in school situations, but whose interest in media may be more far-reaching.

Credits: 3

Offered: Offered on occasion.

MUED 513 - Systematic Design of Curricula for Music Education

Systematic design of curricula for all areas of music education. Each participant develops actual curriculum,

plans for using and evaluating it, and means for evaluating and reporting students' progress.

Credits: 3

Offered: Offered on occasion.

MUED 514 - Psychology of Music

Study of empirical aesthetics. Explores characteristics of aesthetic response, structural characteristics of music as they relate to aesthetic responses, and theories that describe how this response is achieved and developed. Empirical research studies examined within theoretical contexts.

Credits: 3

Offered: Every year.

MUED 522 - Psychological Research in Music

Resources, techniques, applications, and processes in research in music education and therapy. Special emphasis will be on psychological and experimental research.

Credits: 3

Offered: Every year.

MUED 555 - Special Topics Workshop

Usually summer or other short-term workshops dealing with specific music literature, techniques, problems, or teaching methodologies. Maximum of 6 credit hours in increments of no more than 3 credit hours may apply, with permission, to requirements in the Elective Course Work by Advisement category.

Credits: 1-3

Offered: Everyyear.

MUED 560 - Teaching Hand Drumming in Schools

African and Caribbean drumming in the middle school. Special emphasis on World Music Drumming Curriculum and the National and State Standards in Music.

Credits: 1

Offered: Every year.

MUED 565 - Special Topics Seminar

Presentation and investigation of a specific but not regularly scheduled topic of current need or interest. Course may be repeated to a maximum of 6 credit hours (in different topics) and may apply with permission to requirements in the categories of Music Education and related Course Work or Elective Course Work by Advisement.

Credits: 1-3

Offered: Every year.

MUED 590 - Special Studies

Studies not otherwise available as regular course offerings relevant to students' programs or career plans, pursued in independent, directed, tutorial manner. Student must submit proposal for ap- proval, available in School of Music Office. Student must also secure agreement of faculty member to sponsor the study. Maximum of 6 hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

Credits: 1-3

Offered: Every semester.

MUED 591 - Special Studies

Studies not otherwise available as regular course offerings relevant to students' programs or career plans, pursued in independent, directed, tutorial manner. Student must submit proposal for ap- proval, available in School of Music Office. Student must also secure agreement of faculty member to sponsor the study. Maximum of 6 credit hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

Credits: 1-6

Offered: Every semester.

MUED 609 - Administration and Supervision of School Music

Study of current practices. Topics include supervision, in-service education, curricular and instructional developments, public relations, finance, facilities, and resources. Individual projects connected to teaching situations.

Credits: 3

Offered: Offered on occasion.

MUED 610 - Music Assessment

Presents and examines the functions of assessment in the music classroom; how to create, administer, and interpret the results of teacher-developed assessments; and how to interpret the results of externally developed, published music measures.

Credits: 3

Offered: Offered on occasion.

MUED 618 - Seminar in Music Education

Presentation and examination of current topics of relevance to music educators. Outside faculty, students, and others in music and related fields called upon as needed. Individual projects.

Credits: 3

Offered: Every year.

MUED 619 - Foundations of Music Education I

Study of philosophical and historical foundations of music education, emphasizing current issues and developments. Particular application to curriculum and instruction in school music.

Credits: 3

Offered: Every year.

MUED 620 - Foundations of Music Education II

Study of psychological and sociological foundations of music education, emphasizing current issues and developments. Particular application to curriculum and instruction in school music.

Credits: 3

Offered: Every year.

MUED 621 - Music Education Foundation III

Study of curriculum and assessment in music education, emphasizing a synthesis of previous course work. Written project required. Should be the final Music Education course after all requirements are met in the Music Education category, all but 3 credit hours completed in the Musicianship category, and all but 3 credit hours completed in the elective category.

Credits: 3

Prerequisite: MUED 619 and MUED 620. Offered: Every year.

MUED 651 - Philosophical Perspectives of Music Education

Examination of important philosophies, relevance to music education and educator; aesthetics; contemporary educational philosophies including Existentialism, Reconstructionism, Experimentalism, Realism, Idealism, and philosophies of mind as they relate to the artistic experience and arts education. Emphasis on developing, articulating, and defending a philosophical point of view.

Credits: 3

Offered: Offered on occasion.

MUED 652 - Psychological Perspectives for Music Education

Examination of important psychological developments and theories and their importance for music education and the music educator: psychology of aesthetics, humanistic psychology, current learning theory, and child and adolescent development as related to problems of instruction in music. Emphasis on articulating and defending methods of instruction and choice of musical content in terms of psychological principles.

Credits: 3

Offered: Offered on occasion.

MUED 695 - Thesis/Final Project

Study/research culminating in a Thesis, a Composition/Arrangement, or a Performance Recital as required in the Final Project Program. Candidate must register for the course in each semester or term during which the services of the Project Leader are actively engaged toward the completion of the Final Project. For those approved for the performance recital option, this 3-credit course includes regular studio lessons on the student's major applied instrument. Maximum of 3 credit hours.

Credits: 1-3

Offered: Offered on occasion.

MUED 699 - Capstone Continuation

Graduate students are required to remain continuously enrolled until completion of thesis/capstone work in order to allow continuing usage of university resources and to accurately account for faculty involvement.

Credits: 1

Offered: Every semester.

MUSB - Music Industry

MUSB 100 - Pathway to Success

The course is intended to help students succeed at Fredonia and become lifelong learners. It introduces the students to the academic and social aspects of college life and provides an introduction to the nature of college education and a general orientation to the functions and resources of the college as a whole. In addition, it will help building a support network with faculty, staff and peers and improve the study skills inside and outside the classroom.

Credits: 3

Offered: Every year.

MUSB 101 - Music Industry Career Foundations

A survey of the various opportunities in the Music Industry, including venue operation, artist management, performing, recording, publishing, broadcast media, journalism, film etc., paired with the development of writing skills. Students will gather information and evaluate the interrelationships between multiple potential career paths while developing skills in written and oral communications including preparation of letters of inquiry, press releases, press kits and presentation materials.

Credits: 3

Offered: Every semester.

MUSB 201 - The Business of Music

A comprehensive exploration of the various facets of the music business including careers in music, music publishing (copyrights, licensing, music books, exploitation of catalogue), the record business (recording, artist management, licensing, record distribution), tour management, self-employment business basics and ethics in the music business.

Credits: 3

Offered: Every semester.

MUSB 230 - History of the Music Industry

The American music industry has generated hits and new style combinations throughout every decade. The course will survey this evolution from roots through modern times.

Credits: 3

Offered: Every other year.

MUSB 231 - Race, Gender, and Class in the Music Industry

Through various case studies, students will examine the impact that race, gender, class and ethnicity have had both contemporaneously and retroactively on the careers and legacies of significant figures in both the artistic and business realms of the music industry. Additionally, students will examine the constraints placed on various identity groups within the music industry by greater societal power dynamics and systems.

Credits: 3

Offered: Every semester.

MUSB 301 - Music Copyrights

An exploration of copyright purpose, history, use and challenges. Students will learn about copyright ownership and registration, and how copyright is used to manage royalties, publication, project development, and dissemination of the intellectual property through the various media, including the Internet.

Credits: 3

Prerequisite: ENGL 100 or MUSB 201. Offered: Every year.

MUSB 303 - Music Industry of Film and Entertainment

The course delves into the intersection of the music industry and the film and entertainment sectors. It covers various topics such as the role of music in film and entertainment, industry trends, legal considerations, and practical techniques for creating compelling soundtracks. Through hands-on projects, students will gain practical experience and build a portfolio of work.

Credits: 3

Offered: Offered on occasion.

MUSB 304 - Business of the Beatles

An in-depth look at the business of The Beatles. The course will examine recording contracts, publishing, touring and biographies of those most closely associated with the band.

Credits: 3

Prerequisite: MUSB 101. Offered: Every other year.

MUSB 320 - Music Contracts

The music business engages musicians with detailed contracts that establish terms of management, marketing, producing, licensing, recording, distribution, and the like. The student will learn about standard language and the principles of contract negotiations.

Credits: 3

Prerequisite: MUS 285 or MUSB 301. Offered: Every year.

MUSB 350 - Special Topics in Music Business

Special topics in Music Business not covered in detail by regular courses and not offered on a regular basis.

Credits: 1-3

Offered: Offered on occasion.

MUSB 351 - Digital Marketing for Music Industry

The course aims at mastering students' abilities in providing knowledge about digital marketing. Topics include digital marketing business models and concepts; social media best practices; building a music marketing web site; online security and payment systems; Guerilla marketing; online press, promotion, and advertising options. Increasing Search Engine Presence; using data analytics and measuring the results, as well as ethical and social issues in online marketing.

Credits: 3

Offered: Every year.

MUSB 360 - Financial Planning for the Gig Economy

The course considers how free-lancers such as musicians, producers, artists, and independent contractors plan for financial security.

Credits: 1

Offered: Offered on occasion.

MUSB 372 - Music Industry for Home Studio Management

The course is designed to equip aspiring music industry professionals with the skills needed to manage a successful

home studio. It covers various topics from creating your own brand to setting up equipment and soundproofing to understanding operating expenses and writing a financial plan to selecting appropriate software to mastering music production.

Credits: 3

Offered: Offered on occasion.

MUSB 420 - Student Record Label

Examines the inner workings of a record label. The primary functions of all department of a record label will be discussed, including artist repertoire, marketing, business and legal affairs, public relations, promotion, sales and distribution, merchandising, and artist relations. Students will gain hands-on experience operating an independent record label and facilitating the creation of a music product.

Credits: 3

Prerequisite: (MUSB 201 and MUSB 320) or (MUS 380 and MUS 385). Offered: Every year.

MUSB 425 - Music Marketing and Promotion

Effective marketing is a necessary component of any successful release of recorded music. This course explores the various elements of a marketing plan ' how it is researched, prepared, and implemented. The use and effectiveness of marketing via radio, print, the Internet, and touring will be examined. An inquiry into the changing music industry will focus on the emergence of developing markets and the future of music.

Credits: 3

Prerequisite: (MUSB 201 and MUSB 320) or (MUS 380 and MUS 385). Offered: Every year.

MUSB 430 - Independent Study

This is a course for highly motivated students to undertake special studies in music business under faculty guidance.

Credits: 1-3

Offered: Offered on occasion.

MUSB 435 - Contemporary Issues in Music and the Marketplace

Contemporary consumer behavior and the changing marketplace as well as traditional marketing methods and the legal issues that apply must be understood for a successful career in the music industry. Students will examine the current market in the context of emerging legal issues and marketplace ethics.

Credits: 3

Offered: Every year.

MUSB 465 - Music Industry Internship

The course provides credit for professional experiences in the music business for music business majors. Enrollment is to be arranged with an appropriate instructor.

Credits: 1-15

Offered: Every year.

MUSB 470 - Concert Touring and Sound

This course will teach the essential elements of assembling a tour team,understanding live sound and acoustics and tips on recording.

Credits: 3

Prerequisite: MUSB 101. Offered: Every other year.

MUSB 480 - Independent Study

This is a course for highly motivated students to undertake special studies in music business under faculty guidance.

Credits: 1-7

Offered: Every semester.

MUS - Music

MUS 018 - Clarinet Ensemble

The study and performance of ensemble repertoire for the clarinet family.

Credits: .5

Offered: Every semester.

MUS 021 - University Chorus

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 022 - College Choir

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 023 - Chamber Choir

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 024 - Fredonia Camerata

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 025 - All-College Band

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 026 - Concert Band

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 027 - Wind Symphony

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 028 - Wind Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 029 - Symphony Orchestra

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 030 - Chamber Orchestra

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 031 - String Chamber Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 032 - Music Theatre Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 033 - Opera Prod Practicum

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 034 - Opera Workshop

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 035 - Piano Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 036 - Woodwind Chamber Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 037 - Brass Chamber Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 038 - Saxophone Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 039 - Flute Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 040 - Brass Choir

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 041 - Percussion Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 042 - African Drumming Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 043 - Guitar Chamber Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 044 - Guitar Quartet

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 045 - Guitar Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: 1

Offered: Every semester.

MUS 046 - Special Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5-1

Offered: Every semester.

MUS 047 - Special Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5-1

Offered: Every semester.

MUS 048 - Special Ensemble

All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5-1

Offered: Every semester.

MUS 049 - Vocal Jazz Combo

A select jazz chamber ensemble for vocalists and instrumentalists. Open to any student who can qualify by audition.

Credits: .5

Offered: Every semester.

MUS 050 - Instrumental Jazz Combo

An intensive study of jazz small group performance practice, improvisation, and repertoire. Open to any student who can qualify by audition.

Credits: .5

Offered: Every semester.

MUS 051 - Fredonia New Jazz Ensemble

The Fredonia New Jazz Ensemble provides the Fredonia student with a specially curated big band experience. Selected repertoire includes contemporary jazz ensemble music from around the world. Seating is determined by audition.

Credits: .5

Offered: Every semester.

MUS 052 - Fredonia Jazz Orchestra

The Fredonia Jazz Orchestra provides the Fredonia student with a diverse and comprehensive big band experience. Selected repertoire includes classic and contemporary pieces to excite and challenge the aspiring big band musician. Seating is determined by audition.

Credits: 1

Offered: Every semester.

MUS 100 - Recital-Seminar

Required of all freshman music majors enrolled in private applied music instruction or composition. Students perform or critique performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one week, studio; next week, area; following, school recitals.

Credits: 0

Offered: Every semester.

MUS 101 - Beginning Music Theory I

For students with little or no background in music. Course deals with beginning and rudimentary aspects of music including clefs, scales, chords, key signatures, melody, harmony, ear training, and aural perception.

Credits: 3

Offered: Every year.

MUS 102 - Beginning Music Theory II

For students with little or no background in music. Course deals with beginning and rudimentary aspects of music including clefs, scales, chords, key signatures, melody, harmony, ear training, and aural perception.

Credits: 3

Offered: Every year.

MUS 103 - Keyboard Fundamentals I

For non-music major students with little or no prior experience in keyboard/piano. Course introduces fundamental keyboard skills such as learning the layout of the keyboard, techniques, reading piano scores through different key signatures, harmonization, and transpositions.

Credits: 2

Offered: Offered on occasion.

MUS 104 - Applied Music Class for Non-Music Majors

Group instruction in voice, keyboard, and orchestral instruments for students not majoring in music. Previous experience in performance medium required. Enables student to enhance performance ability in performance area. May involve rental of instrument. Course may be repeated for credit.

Credits: 1

Offered: Offered on occasion.

MUS 105 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors in Bachelor of Science (Music Therapy, Sound Recording Technology) and select Bachelor of Music (Composition, Multiple Woodwinds) degree programs. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Offered: Every semester.

MUS 106 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors in Bachelor of Science (Music Therapy, Sound Recording Technology) and select Bachelor of Music (Composition, Multiple Woodwinds) degree programs. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.)

Credits: 1

Offered: Every semester.

MUS 107 - Double Reed Class I

(Required for all freshman oboe and bassoon majors.) The beginning fundamentals of reed making are covered including formation of blank and rudimentary scraping skills.

Credits: .5

Offered: Every year.

MUS 108 - Double Reed Class II

(Required for all freshman oboe and bassoon majors.) A continuation of Class I. The course covers shaping, gouging and refinement of scraping skills.

Credits: .5

Prerequisite: MUS 107. Offered: Every year.

MUS 109 - Harp Class, Elementary

Introductory course for beginners on the harp. Hand position, finger exercises, and tone production.

Credits: 1

Offered: Every semester.

MUS 110 - Harp Class, Intermediate

Continuing development of tone and technique: elementary harp repertoire.

Credits: 1

Prerequisite: MUS 109. Offered: Every year.

MUS 111 - The Rudiments of Music

A course for students who do not successfully complete the rudiments proficiency exam required for entrance into MUS 123. Covers the fundamentals of scales, key signatures, intervals, triads, and rhythm.

Credits: 1

Prerequisite: Mus Theory Rudiments Exam of an 85 or better. Offered: Every semester.

MUS 113 - Voice Class

One-semester course in basic vocal skills. Primary objective is to develop vocal technique for demonstration as instrumental or vocal conductor, and for choral participation.

Credits: 1

Offered: Every semester.

MUS 115 - Music Appreciation

Introduction to music in Western civilization: materials of music (melody, harmony, rhythm, tempo, dynamics, musical structure and design, and musical style); various performance media. Major composers of each musical epoch discussed, musical examples listened to in class. Covers 19th century Romanticism; 18th century classicism; medieval, renaissance, and baroque music; the 20th century, and the American scene.

Credits: 3

Offered: Every semester.

MUS 117 - Piano Class, Elementary

For students with little or no piano background. Development of beginning technique through major and minor scales and arpeggios, chord study, harmonization, transposition, sight reading, pedal usage, and improvisation.

Credits: 1

Prerequisite: MUS 101 or MUS 123*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every semester.

MUS 118 - Piano Class, Elementary

Elementary level group keyboard class for non-piano major students with little or no piano background. Development of functional keyboard skills through major and minor keys, chord study, harmonization, transposition, sight reading, pedal usage, improvisation, and repertoire.

Credits: 2

Offered: Every semester.

MUS 119 - Free Improvisation

The course is an exploration of the art of music improvisation for self-expression. It is taught in a supportive, safe environment of non-judgment, in order to give students the freedom needed to create music spontaneously. The voice is considered the primary instrument. Drums, and other World Music instruments will be provided. Other instruments primary, secondary, or otherwise, may be used in the class.

Credits: 1

Offered: Every semester.

MUS 120 - Concert Attendance

Attendance at a minimum of eight approved concerts (including faculty solo and ensemble recitals, Western New York Chamber Orchestra, visiting artists, and major student ensembles) each semester.

Credits: 0

Offered: Every semester.

MUS 121 - Aural Skills I

Course deals with various aspects of ear training including melodic, harmonic, and formal perception as well as sightsinging skills.

Credits: 2

Offered: Every semester.

MUS 122 - Aural Skills II

A continuation of MUS 121 dealing with various aspects of ear training including melodic, harmonic, and formal perceptions as well as sightsinging skills.

Credits: 2

Prerequisite: MUS 121. Offered: Every semester.

MUS 123 - Music Theory I

Course deals with elements of counterpoint, harmony, rhythm, and phrase analysis. Prerequisite: Satisfactory completion of Rudiments Exam.

Credits: 3

Offered: Every semester.

MUS 124 - Music Theory II

A continuation of MUS 122 dealing with more advanced aspects of harmony, melody, form, and style analysis.

Credits: 3

Prerequisite: MUS 123. Offered: Every semester.

MUS 125 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Offered: Every semester.

MUS 126 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Offered: Every semester.

MUS 127 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music Composition program.

Credits: 2

Offered: Every semester.

MUS 128 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music Composition program.

Credits: 2

Prerequisite: MUS 127. Offered: Every semester.

MUS 129 - Beginning Composition

Introduction to composition, covering the various concepts inherent in composition, with an emphasis on creativity and performance. Students will be expected to begin to understand their own creative process and demonstrate their knowledge through composition projects.

Credits: 2

Prerequisite: MUS 121* or MUS 123*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every semester.

MUS 130 - Beginning Composition

Introduction to composition, covering the various concepts inherent in composition, with an emphasis on creativity and performance. Students will be expected to begin to understand their own creative process and demonstrate their knowledge through composition projects.

Credits: 2

Prerequisite: MUS 129 and MUS 121* and MUS 123*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every semester.

MUS 131 - Applied Musicianship I

Study of solfege and conducting as basic tools of musicianship.

Credits: 1

Offered: Every semester.

MUS 132 - Applied Musicianship II

Study of solfege and conducting as basic tools of musicianship.

Credits: 1

Offered: Every semester.

MUS 137 - Diction for Singers-English

One 7-week course in a two-semester sequence intended to give singers an understanding of the International Phonetic Alphabet (IPA) and a thorough application of IPA symbols to the sounds of English diction. The course is designed for voice students in all music curricula, and may be taken by students from other majors as well.

Credits: .5

Offered: Every year.

MUS 138 - Diction for Singers-Italian

One 7-week course in a two-semester sequence intended to give singers an understanding of the International Phonetic Alphabet (IPA) and a thorough application of IPA symbols to the sounds of Italian diction. The course is designed for voice students in all music curricula, and may be taken by students from other majors as well.

Credits: .5

Offered: Every year.

MUS 139 - Diction for Singers-German

One 7-week course in a two-semester sequence intended to give singers an understanding of the International Phonetic Alphabet (IPA) and a thorough application of IPA symbols to the sounds of German diction. The course is designed for voice students in all music curricula, and may be taken by students from other majors as well.

Credits: .5

Offered: Every year.

MUS 140 - Diction for Singers-French

One 7-week course in a two-semester sequence intended to give singers an understanding of the International Phonetic Alphabet (IPA) and a thorough application of IPA symbols to the sounds of French diction. The course is designed for voice students in all music curricula, and may be taken by students from other majors as well.

Credits: .5

Offered: Every year.

MUS 163 - Our World of Music

An introduction to the study of music at the university level, to careers in music and to music in general. Much of the course involves a theoretical and musicological survey of musical style in cultures throughout the world, creating a foundation for musical understanding in later academic studies.

Credits: 1

Offered: Every year.

MUS 164 - Our World of Music

An introduction to the study of music at the university level, to careers in music and to music in general. Much of the course involves a theoretical and musicological survey of musical style in cultures throughout the world, creating a foundation for musical understanding in later academic studies.

Credits: 1

Offered: Every year.

MUS 198 - Composition Forum

Required of all first-year music majors enrolled in MUS 127-128. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 129. Offered: Every semester.

MUS 199 - Composition Forum

Required of all first-year music majors enrolled in MUS 127-128. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Prerequisite: MUS 198. Offered: Every semester.

MUS 200 - Recital Seminar

Required of all sophomore music majors enrolled in private applied music instruction or composition. Students perform or critique the performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one week, studio; the next week, area.

Credits: 0

Offered: Every semester.

MUS 201 - Collaborative Piano Skills and Repertoire I

Introduction to skills of the collaborative pianist, including how to approach orchestral reductions, requirements of different instruments and voice types, rehearsal techniques, how to prepare works with text, and internet/library resources for this repertoire. Each student will accompany three undergraduate music majors (ideally two singers and one instrumentalist) who will each attend our class at least once per semester for a performance and coaching. Students will rehearse regularly with these partners and attend their lessons weekly or as needed.

Credits: 2

Offered: Every year.

MUS 202 - Collaborative Piano Skills and Repertoire II

Introduction to the repertoire of the collaborative pianist. Course will include a brief introductory survey of song and sonata repertoire. Additionally, each student will continue to accompany three undergraduate music majors (ideally two singers and one instrumentalist) who will each attend our class at least once per semester for a performance and coaching. These class performances will build on the foundation created in Collaborative Piano Skills and Repertoire I. Students will rehearse regularly with these partners and attend their lessons weekly or as needed.

Credits: 2

Prerequisite: MUS 201. Offered: Every year.

MUS 203 - Keyboard Fundamentals II

For non-music major students who have completed MUS 103. The course curriculum includes sight reading, piano techniques, harmonization, sing play, transposition, improvisation, playing through different types of piano scores accompaniment.

Credits: 2

Prerequisite: MUS 101 and MUS 103. Offered: Every year.

MUS 205 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors in select Bachelor of Science (Music Therapy) and select Bachelor of Music (Composition, Multiple Woodwinds) degree programs. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Prerequisite: MUS 106. Offered: Every semester.

MUS 206 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors in select Bachelor of Science (Music Therapy) and select Bachelor of Music (Composition, Multiple Woodwinds) degree programs. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Prerequisite: MUS 205. Offered: Every semester.

MUS 209 - Harp Class, Advanced

Advanced training in technique: scales, arpeggios, harmonies, pedal studies, chords, octaves, glissandi, and finger exercises in velocity.

Credits: 1

Prerequisite: MUS 110. Offered: Offered on occasion.

MUS 213 - Opera Seminar I

The study of stage movement and acting as it relates to opera performance. Projects will include study and performance of monologues, arias, and ensembles.

Credits: 1

Offered: Every semester.

MUS 217 - Piano Class, Intermediate

Intermediate course in functional piano playing of major, minor, modal scales, arpeggios, harmonization using primary and secondary chords, seventh chords, and secondary dominants; transposition, improvisation, sight reading, and repertoire.

Credits: 1

Prerequisite: MUS 118. Offered: Every semester.

MUS 218 - Piano Class, Intermediate

Continuation of development of functional piano skills through technique studies, harmonization, part-reading, transposition, improvisation and accompanying. Piano Standards barrier exam at end of course.

Credits: 1

Prerequisite: MUS 217. Offered: Every semester.

MUS 220 - Jazz Piano

Explores functional jazz keyboard skills and performance techniques through classroom instruction. Topics include open voicings of 7th, 9th, and 13th chords, comping techniques, melodic improvisation, interpreting lead sheets, jazz and contemporary styles, solo piano styles, walking bass, and chord substitutions.

Credits: 2

Prerequisite: MUS 118. Offered: Every year.

MUS 221 - Aural Skills III

A continuation of MUS 123 dealing with more advanced aspects of ear training including melodic, harmonic, and formal perception as well as sightsinging skills.

Credits: 2

Prerequisite: MUS 122. Offered: Every semester.

MUS 222 - Aural Skills IV

A continuation of MUS 221 dealing with the more advanced aspects of ear training including melodic, harmonic, and formal perception as well as sightsinging skills.

Credits: 2

Prerequisite: MUS 221. Offered: Every semester.

MUS 223 - Music Theory III

A continuation of MUS 124 dealing with more advanced aspects of harmony, form, and style analysis.

Credits: 3

Prerequisite: MUS 124. Offered: Every semester.

MUS 224 - Music Theory IV

A continuation of MUS 223 dealing with advanced harmony, form, and style analysis.

Credits: 3

Prerequisite: MUS 223. Offered: Every semester.

MUS 225 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), and Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Prerequisite: MUS 126. Offered: Every semester.

MUS 226 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), and Composition (extended lessons option), and Music Performance degree programs. Course

topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Prerequisite: MUS 225. Offered: Every semester.

MUS 227 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUS 130. Corequisite: MUS 298. Offered: Every semester.

MUS 228 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUS 227. Corequisite: MUS 299. Offered: Every semester.

MUS 229 - Songwriting

An experience-based course exploring several aspects of songwriting including lyric structure and poetic forms, thematic types and melody, and harmony and chord progressions.

Credits: 3

Prerequisite: MUS 224. Offered: Every year.

MUS 231 - Conducting I

Basic conducting technique with special emphasis on score reading and improved aural skills, rehearsal planning and efficient use of time, conducting leadership style, and ability to communicate effectively with an ensemble.

Credits: 2

Prerequisite: MUS 124. Offered: Every year.

MUS 232 - Conducting II

Continuation of skills developed in MUS 231. Special emphasis on interpretation within defensible parameters, aural refinements in overcoming difficulties, diction (chorus)/articulation (instrumental), balance, and blend.

Credits: 2

Prerequisite: MUS 231. Offered: Every year.

MUS 233 - Musics of the World

Non-technical introduction to ethnomusicology. Survey of musical styles from around the world emphasizing how music reflects and influences society.

Credits: 3

Offered: Every semester.

MUS 234 - Music, Society, and Crisis

This course examines the interrelationship between people social crisis and musical practice. The course applies interdisciplinary methods to explore how music responds to the most prevailing social issues taking place in the world around us, issues such as the needs of subdominant groups, the AIDS pandemic, democracy and social justice, and cultural liberty. This course encourages diverse perspectives related to other disciplines, such as cultural studies, women studies, history, and medical anthropology.

Credits: 3

Offered: Every year.

MUS 235 - Musical Theatre Voice

Continuation of fundamentals of vocal technique. Emphasis upon German literature and literature from the Broadway stage. Continued study of contemporary vocal literature as well as introduction to operatic and oratorio repertoire.

Credits: 3

Prerequisite: MUS 126. Offered: Every semester.

MUS 236 - Musical Theatre Voice

Continuation of fundamentals of vocal technique. Emphasis upon German literature and literature from the Broadway stage. Continued study of contemporary vocal literature as well as introduction to operatic and oratorio repertoire.

Credits: 3

Prerequisite: MUS 235. Offered: Every semester.

MUS 239 - Popular Culture & World Music

In this course, we explore various contemporary music genres rooted in different cultural groups through a theoretical lens derived from popular cultural studies. We examine musical creativity and cultural industry as social manifestations interwoven into the changing political environments of the twentieth- and twenty-first centuries. We discuss the most prominent popular musical genres by answering analytical questions which will help students gain a deeper understanding of popular music and popular culture while enriching their aesthetic experiences and strengthen their critical thinking.

Credits: 3

Offered: Every year.

MUS 245 - Applied Music Performance Lessons

Weekly fifty-minute private applied instruction for music majors in Bachelor of Music in Performance degree programs. Topics include extensive technique development, investigation of styles, genres, and repertoire, preparation for musical performances, graduate studies, professional auditions, and other career exploration. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 3

Prerequisite: MUS 126. Offered: Every semester.

MUS 246 - Applied Music Performance Lessons

Weekly fifty-minute private applied instruction for music majors in Bachelor of Music in Performance degree programs. Topics include extensive technique development, investigation of styles, genres, and repertoire, preparation for musical performances, graduate studies, professional auditions, and other career exploration. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 3

Prerequisite: MUS 245. Offered: Every semester.

MUS 262 - American Music

Survey of U.S. music, colonial times to present. Such American developments studied as music of first New England School, vernacular and black music of 19th century, jazz, and mixed media music of 20th century. American music which parallels and absorbs European developments and distinctly American contributions to Western music, such as music of Ives, Gershwin, and Copland included.

Credits: 3

Offered: Every other year.

MUS 263 - Music History in Western Civilization I

Survey of Western art music from the medieval era to the classical period, focusing on primary composers and their works, and major style periods. Through readings and listening assignments the course will construct a basic historical narrative of music as an evolving art form and as an integral part of society.

Credits: 3

Offered: Every year.

MUS 264 - Music History in Western Civilization II

Survey of Western art music from the classical period to today, focusing on primary composers and their works, and major style periods. Through readings and listening assignments the course will construct a basic historical narrative of music as an evolving art form and as an integral part of society.

Credits: 3

Offered: Every semester.

MUS 265 - History of Jazz

For majors and non-majors. History of jazz, early African American origins through 1970s. Survey of principal movements and personalities in jazz and sociological and cultural influences on these movements.

Credits: 3

Offered: Every year.

MUS 267 - African American Music

A chronological history of African American music from its African roots through American forms of work songs, cries, hollers, spirituals, blues, ragtime, jazz, rhythm and blues, rock and roll, soul, gospel, rap, and music written by 20th century Black composers.

Credits: 3

Offered: Every year.

MUS 269 - Music Criticism

Development of method and vocabulary for critiquing musical works and performances. Extensive in-class listening and discussion. Reading assignments survey the history of music criticism and compare reviews of various musical genres and the other arts. Writing assignments include reviews of concerts and recordings. Non-music majors should have taken a college-level music course or have significant experience in music activities.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

MUS 270 - The History of American Popular Music, 1900-1950

This course is designed to investigate the historical developments that helped formulate the popular music of today. Emphasis will be on the roots and foundations of popular music, ragtime, blues, jazz, country, folk, and rhythm and blues from 1900 to 1950.

Credits: 3

Offered: Offered on occasion.

MUS 272 - Arts Advocacy and Leadership

This course is an overview of the issues in the arts, especially as perceived and confronted by the artist, artist manager and educator. The course will explore the relationship between artist and various constituencies that have the potential of form audiences, supporters, advocates and communities. Students will learn about the not-for-profit model, and how to engage business, government, and other sectors as partners. The class is a mixture of lecture, seminar, workshop and guest lectures.

Credits: 3

Offered: Every year.

MUS 280 - What Makes Music Great?

Much of the critical discourse about music centers on separating the great from the average. This is a course about greatness in music. In it we will discuss the mythologies and commonly perceived criteria that define cultural importance or technical greatness in music. We will look for common rhetoric across many different genres and will deal with popular images of music in film and criticism, the technical parameters of great music, and the interpretation of music.

Credits: 3

Offered: Every other year.

MUS 285 - Music Copyright

An exploration of copyright purpose, history, use and challenges. Students will learn about copyright ownership and registration, and how copyright is used to manage royalties, publication, project development, and dissemination of the intellectual property through the various media, including the Internet.

Credits: 3

Prerequisite: MUS 380. Offered: Every other year.

MUS 290 - Internship

Participation in on-campus or off-campus professional and subject related experience. Requires learning contract proposal prepared in consultation with direct supervisor and faculty sponsor, describing the experience, learning goals, and method of evaluation. Approval of department is required.

Credits: 1-6

Offered: Offered on occasion.

MUS 298 - Composition Forum

Required of all sophomore-level music majors enrolled in MUS 227-228. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 227. Offered: Every semester.

MUS 299 - Composition Forum

Required of all sophomore-level Music majors enrolled in MUS 227-228. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 228. Offered: Every semester.

MUS 300 - Recital Seminar

Required of all junior-level music majors enrolled in private applied music instruction or composition. Students perform or critique performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one-week studio, the next week area, and following week school recitals.

Credits: 0

Offered: Every semester.

MUS 301 - Instrumentation

Fundamentals of instrumentation, covering the various timbral and technical characteristics of the instruments within the string, woodwind, brass, and percussion families. Students will be expected to understand how each instrument works and demonstrate their knowledge through quizzes and transcription projects.

Credits: 2

Prerequisite: MUS 121 and MUS 123. Offered: Offered on occasion.

MUS 302 - Orchestration

Fundamentals of orchestration, covering the techniques of combining instrumental colors in small and large ensembles. Additional instruments that were not covered in MUS 301 will be studied, as well. Students will be expected to understand the combinative concepts and demonstrate their knowledge through transcription projects.

Credits: 2

Prerequisite: MUS 301. Offered: Offered on occasion.

MUS 305 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors pursuing the Multiple Woodwinds specialization. Topics include fundamentals of technique,

development of musicianship skills and exploration of repertoire on primary and secondary instruments. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Prerequisite: MUS 206. Offered: Every semester.

MUS 306 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors pursuing the Multiple Woodwinds specialization. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire on primary and secondary instruments. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Prerequisite: MUS 305. Offered: Every semester.

MUS 310 - Composition Lab: Music Notation

The course will entail study of western musical notation rules and traditions, engraving techniques, and digital note setting using digital notation software. The course will emphasize a practical approach to both the final product and to the process.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Offered on occasion.

MUS 311 - Composition Lab: Advanced Techniques

The course will concentrate on a specific compositional challenge for the composer by exploring solutions from the repertoire, experimenting in workshops, and composing a culminating project.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUS 312 - Composition Lab: Styles & Genres I

This course will explore the techniques inherent in major works and styles that have influenced the trends in concert music today.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUS 313 - Opera Seminar II

The study of stage movement and acting as it relates to opera performance. Projects will include study and performance of monologues, arias, and ensembles. This course will build on the skills learned in Opera Seminar I.

Credits: 1

Prerequisite: MUS 213. Offered: Every semester.

MUS 314 - Composition Lab: Repertoire & Analysis I

This course will analyze a range of major works of the 20th and 21st centuries.

Credits: 1

Prerequisite: MUS 121 or MUS 123. Offered: Every other year.

MUS 315 - Secondary Applied Study

Weekly one-half hour private instruction on an instrument other than a student's principal applied instrument, and for which the student has already had the appropriate secondary applied group instruction in a playing class.

Credits: 1

Offered: Every semester.

MUS 316 - Secondary Applied Study

Weekly one-half hour private instruction on an instrument other than a student's principal applied instrument, and for which the student has already had the appropriate secondary applied group instruction in a playing class.

Credits: 1

Offered: Every semester.

MUS 317 - Piano Class

More advanced class for non-keyboard major with emphasis on technique development, sight reading, ensemble playing and repertoire such as Bach, Two-Part Invention; Chopin, Prelude in B minor, and Sonatinas by Clementi, Kuhlau.

Credits: 1

Prerequisite: MUS 218. Offered: Every semester.

MUS 318 - Piano Class

More advanced class with emphasis on performance of solo piano literature, accompaniment of vocal and instrumental solos and choral accompaniments.

Credits: 1

Prerequisite: MUS 317. Offered: Every semester.

MUS 319 - Free Improvisation II

This course is a continuation of Free Improvisation I, MUS 119 for select students, who will be chosen by audition, during their participation in Free Improvisation I. While the orientation of the subject is similar to the free style of Improvisation I, this class will spend more time with

structures, forms and tonality, as well as atonality, electronica, performance art, etc., allowing time to be spent creating original works, being exposed to world music, and exploring innovative improvisatory techniques. The class is designed to be less about the process of improvisation and more about its performance. Students will explore alternative performance venues, and spend time improvising in front of audiences

Credits: 1

Prerequisite: MUS 119. Offered: Every semester.

MUS 321 - Composition Lab: Entrepreneurship I

The course will explore the entrepreneurial components of a career in music. The creation of a digital and written portfolio will complement the development of knowledge in areas of networking, marketing, public speaking, and time management.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUS 322 - Composition Lab: Entrepreneurship II

The course will explore the legal and financial components of building an entrepreneurial career in music.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUS 323 - Composition Lab: Styles and Genres II

This course will explore the techniques inherent in major works and styles that have influenced the trends in concert music today.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUS 324 - Composition Lab: Repertoire and Analysis II

This course will analyze a range of major works of the 20th and 21st centuries.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUS 325 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), and Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Prerequisite: MUS 226. Offered: Every semester.

MUS 326 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), and Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Prerequisite: MUS 226. Offered: Every semester.

MUS 327 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUS 228. Corequisite: MUS 398. Offered: Every semester.

MUS 328 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music in MusicComposition program.

Credits: 2

Prerequisite: MUS 327. Corequisite: MUS 399. Offered: Every semester.

MUS 330 - Advanced Instrumental Conducting

Develop proficiency in manual and aural skills with special emphasis on rehearsal techniques. Studies and practices aimed toward improved clarity and musicality of basic conducting technique. Practical exploration of rehearsal techniques with an emphasis on efficiency of solving problems of balance, ensemble, intonation and phrasing.

Credits: 2

Prerequisite: MUS 231 and MUS 232 and MUS 222 and MUS 224. Offered: Every semester.

MUS 334 - Music of Latin America

Survey of the Concert Music of Latin America from colonial times to the present. Special emphasis will be

placed on the unique culture of this region and its relationship to the compositional characteristics of its music. Students will become familiar with the geography, history, and distinctive elements which make up the major regions (Rio de la Plata, Caribbean, Andean, etc.). Although there are no prerequisites, a reading knowledge of Spanish would be desirable.

Credits: 3

Offered: Offered on occasion.

MUS 335 - Musical Theatre Voice

Continuation of the study of vocal techniques. Possible inclusion of the French repertoire. Continuation of the study of literature of the Broadway stage, opera and oratorio.

Credits: 3

Prerequisite: MUS 236. Offered: Every semester.

MUS 336 - Musical Theatre Voice

Continuation of the study of vocal techniques. Possible inclusion of the French repertoire. Continuation of the study of literature of the Broadway stage, opera and oratorio.

Credits: 3

Prerequisite: MUS 236. Offered: Every semester.

MUS 340 - Piano Pedagogy I

Introduction to piano pedagogy. Survey of learning theories and varied approaches to teaching the beginning piano student, evaluation of beginning piano methods, use of technology in the studio, improvisation, technical development in the beginner, and the business of teaching. Practice teaching and observations.

Credits: 3

Prerequisite: MUS 226. Offered: Every other year.

MUS 341 - Piano Pedagogy II

Introduction to the intermediate repertoire available to the piano student, with specific study of assigned literature; pedagogical approaches to adult students and group piano study; teaching piano technique and musicianship to the intermediate to advanced piano student. Practice teaching and observations.

Credits: 3

Offered: Offered on occasion.

MUS 344 - Vocal Pedagogy

Introduction to the objective study of the art of singing. Students will develop a working knowledge of the anatomy and physiology of the vocal mechanism as it relates to posture, respiration, phonation, resonance and articulation in singing. Findings from other sciences are applied to problems of vocal development, voice disorders and vocal hygiene. Students are expected to develop a knowledge base in these areas sufficient to demonstrate competence in working with voices of all ages in a voice studio setting.

Credits: 3

Offered: Every year.

MUS 345 - Applied Music Performance Lessons

Weekly fifty-minute private applied instruction for music majors in Bachelor of Music in Performance degree programs. Topics include extensive technique development, investigation of styles, genres, and repertoire, preparation for musical performances, graduate studies, professional auditions, and other career exploration. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 3

Prerequisite: MUS 246. Offered: Every semester.

MUS 346 - Applied Music Performance Lessons

Weekly fifty-minute private applied instruction for music majors in Bachelor of Music in Performance degree programs. Topics include extensive technique development, investigation of styles, genres, and repertoire, preparation for musical performances, graduate studies, professional auditions, and other career exploration. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 3

Prerequisite: MUS 246. Offered: Every semester.

MUS 347 - Junior Recital

Student performs Junior Performance Recital while enrolled. Enrollment is concurrent with Performance Major lessons, either MUS 345 or MUS 346.

Credits: 1

Offered: Every semester.

MUS 349 - Vocal Pedagogy Practicum

Students act as voice instructors for approximately 15 contact hours per semester teaching studio voice lessons. One two-hour weekly seminar concentrates on methods of building voices, assessing and assigning vocal literature, building recital programs, choice and use of exercises and vocalizes.

Credits: 1

Prerequisite: MUS 344. Offered: Every semester.

MUS 350 - Special Topics in Music History

A course to permit music history instructors to initiate special studies in specialized subjects.

Credits: 3

Offered: Offered on occasion.

MUS 351 - Independent Study Music History

An opportunity for a student to pursue a limited study under supervision. The study will usually result in a research-based term paper.

Credits: 1

Offered: Offered on occasion.

MUS 354 - Topics in Musical Analysis

A analytical study of musical styles, periods, genera, and forms, with rotating focuses, including: sonata forms; the symphony; music since 1945; Impressionism; the Second Viennese School; late Romanticism; and the analysis of song

Credits: 3

Prerequisite: MUS 222 and MUS 224. Offered: Every semester.

MUS 355 - Pedagogy Practicum

Music Performance majors in orchestral instruments tutoring secondary or non-major applied music classes under supervision of applied studio faculty.

Credits: 0

Offered: Every semester.

MUS 356 - Pedagogy Practicum

Music Performance majors in orchestral instruments tutoring secondary or non-major applied music classes under supervision of applied studio faculty.

Credits: 0

Offered: Every semester.

MUS 358 - Governments and the Avant Garde

Interdisciplinary course begins with a section on arts and governments of former times, and in socialist countries, to provide an historical context for systems current in the U.S. and Canada. Then the arts-funding institutions of the U.S. and Canada will be studied. The actual interactions of U.S. and Canadian governments and artists will be compared.

Credits: 3

Offered: Offered on occasion.

MUS 359 - Jazz Theory & Improvisation I

Introduces fundamental concepts of jazz theory, aural skills, and improvisation. Topics include chord structures, scales, melodic motifs, and basic improvisational techniques. Emphasis on developing improvisational skills through guided exercises and performance.

Credits: 3

Prerequisite: MUS 122 and MUS 124. Offered: Every year.

MUS 360 - Jazz Theory & Improvisation II

Builds upon foundational concepts introduced in Jazz Theory Improvisation I. Explores advanced topics in jazz theory, harmony, and improvisation techniques. Emphasis on developing fluency in harmonic analysis, chord substitution, and advanced improvisational strategies through performance.

Credits: 3

Prerequisite: MUS 359. Offered: Every year.

MUS 363 - Music Entrepreneurship I

This course will build upon the concepts and skills from Arts Leadership and help the student explore the entrepreneurial career options in an ever-changing landscape in the arts. The class will be comprised of lectures, discussion, guests, readings, written projects and group projects. Emphasis will be on considering current, successful models as the students imagine what might be appropriate to their own skills and interests.

Credits: 3

Prerequisite: MUS 272. Offered: Every year.

MUS 364 - Music Entrepreneurship II

This course will build upon the concepts and skills from Arts Leadership and Entrepreneurship I. From brainstorming and identification of a niche, to planning, grant-writing, and networking students will develop a set of skills leading up to the creation of an arts venture plan. The class will be comprised of lectures, discussion, guests, readings, written projects and group projects. Students will develop their knowledge and skills, culminating in the creation of a complete arts venture plan, to be carried out during the capstone course.

Credits: 3

Prerequisite: MUS 272 and MUS 363. Offered: Every year.

MUS 366 - Jazz Composition & Arranging I

Explores jazz tune writing through the study and analysis of compositions by jazz luminaries such as Bill Evans, Tadd Dameron, Thelonious Monk, Bob Brookmeyer, Wayne Shorter, and others. Emphasis on imitation,

assimilation, and application of compositional techniques to create original compositions and arrangements

Credits: 3

Prerequisite: MUS 220 and MUS 363. Offered: Every other year.

MUS 367 - Jazz Composition & Arranging II

Focuses on writing for jazz small groups, exploring advanced techniques in composition and arrangement. Topics include melodic development, harmonic exploration, rhythmic variation, and ensemble orchestration. Emphasis on developing original compositions and arrangements tailored to the unique characteristics of jazz small group settings

Credits: 3

Prerequisite: MUS 366. Offered: Every other year.

MUS 370 - Rhythm, Pitch, and Gesture

A course designed for music majors, dance majors, and musical theatre majors that emphasizes experiential learning or rhythmic and pitch phenomena through full-body movement, improvisation, and musical visualization (making music visual" through three-dimensional movement.) Sophomore standing required."

Credits: 3

Prerequisite: MUS 101 or MUS 122. Offered: Every year.

MUS 371 - Woodwind Repair

Introduction to common repair problems, preventative maintenance, adjustments necessary to maintain good playing condition, and emergency repairs on the woodwind instruments. Replacement of pads, springs, corks and felts.

Credits: 2

Offered: Every other year.

MUS 372 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: .5-3

Offered: Offered on occasion.

MUS 373 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 374 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 375 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 376 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 377 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 378 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 379 - Special Topics in Music

Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.

Credits: 1-3

Offered: Offered on occasion.

MUS 380 - The Business of Music

A comprehensive exploration of the various facets of the music business including careers in music, music publishing (copyrights, licensing, music books, exploitation of catalogue), the record business (recording, artist management, licensing, record distribution), tour management, self-employment business basics and ethics in the music business.

Credits: 3

Offered: Every other year.

MUS 385 - Music Contracts

The music business engages musicians with detailed contracts that establish terms of management, marketing, producing, licensing, recording, distribution, and the like. The student will learn about standard language and the principles of contract negotiations.

Credits: 3

Prerequisite: MUS 285. Offered: Every other year.

MUS 395 - Career/Business Management for Musicians

Business and marketing skills for the professional performing musician and private studio teacher. Career and financial planning, accounting and record-keeping, taxes and insurance, contracts and booking, promotion and marketing, etc. Junior standing in Music or permission of instructor required.

Credits: 3

Offered: Every other year.

MUS 396 - Guitar Pedagogy

The course is designed to help students develop the skills necessary to be successful guitar teachers. The focus will be on classical guitar methods and literature. Topics include early childhood education, guitar in the classroom, and running a private music studio, technical development, and etudes.

Credits: 3

Offered: Every other year.

MUS 397 - The Musician's Toolkit

This course offers tools to alleviate the physical, mental, and emotional aspects of MPA (Musiciansâ€™ Performance Anxiety) and helps address issues such as negative self-talk, memory slips, and effective practicing. Based on the work of leading experts, such as Dr. Don Greene (Fight Fear and Win) and Dr. Elaine Aron (The Highly Sensitive Person and The Undervalued Self), and concepts such as Csikszentmihalyiâ€™s Flow, Foggâ€™s Tiny Habits, and Allenâ€™s Getting Things Done, the course explores how better organization, preparedness, self-awareness, and emotional connection to music can assist with the pressure of live performance while also creating opportunities to more fully enjoy the performance experience.

Credits: 3

Offered: Offered on occasion.

MUS 398 - Composition Forum

Required of all junior-level Music majors enrolled in MUS 327-328. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 327. Offered: Every semester.

MUS 399 - Composition Forum

Required of all junior-level Music majors enrolled in MUS 327-328. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 328. Offered: Every semester.

MUS 400 - Recital Seminar

Required of all senior-level Music majors enrolled in private applied music instruction or composition. Students perform or critique performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one week studio, the next week area, and following week, school recitals.

Credits: 0

Offered: Every semester.

MUS 403 - Counterpoint

A study of the art of counterpoint as practiced from its beginning in western musical history to the present, concentrating on analysis of important examples and some compositional exercises based thereon.

Credits: 3

Prerequisite: MUS 222 and MUS 224. Offered: Every other year.

MUS 404 - Choral Scoring & Arranging

Fundamental techniques of composing and arranging for a cappella and accompanied choral groups. Deals primarily with choral ensembles, their specific characteristics and limitations, including ranges, voice combinations, and suitable material. Includes consideration of use of special choral devices and treatments.

Credits: 2

Prerequisite: MUS 222 and MUS 223 and MUS 224 or MUS 354. Offered: Every year.

MUS 405 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors pursuing the Multiple Woodwinds specialization. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire on primary and secondary instruments. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Prerequisite: MUS 306. Offered: Every semester.

MUS 406 - Applied Music Major

Weekly twenty-five minute private applied lessons for music majors pursuing the Multiple Woodwinds specialization. Topics include fundamentals of technique, development of musicianship skills and exploration of repertoire on primary and secondary instruments. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 1

Prerequisite: MUS 306. Offered: Every semester.

MUS 408 - History and Literature of the Wind Band

Survey of various influences (political, social, musical, etc.) upon the development of the Wind Band and its repertoire. Extensive listening, analysis and discussion with individual projects including bibliography and discography development.

Credits: 3

Offered: Offered on occasion.

MUS 409 - History and Literature of the Guitar

For majors and non-majors. A survey of guitar history from the years 1487 to the present. Primary attention will be devoted to guitar composers/performers and their musical works examined in historical, aesthetic and social contexts. These include: musical form and genre; compositional practices and procedures; aspects of the composer's biography and/or historical events that shaped his or her attitudes; general intellectual trends that helped to shape musical practices; and the original venues and circumstances in which the musical works were created and heard.

Credits: 3

Offered: Offered on occasion.

MUS 410 - Survey of Song Literature

A survey of representative composers and associated poets from their origins to the present in the English, French, and German language art song traditions. Discussions will include divergent approaches to style and text setting, historical development of the genre and associated musical characteristics. Music studied through scores, recordings and student performances.

Credits: 3

Prerequisite: MUS 137 and MUS 138 and MUS 139 and MUS 140 and MUS 264. Offered: Every year.

MUS 411 - American Song Literature

A study of selected American vocal literature in its literary and musical context to acquaint singers and pianists with authors and their background from the viewpoint of intellectual history and literary movements.

Credits: 3

Prerequisite: MUS 137 and MUS 138 and MUS 139 and MUS 140 and MUS 264. Offered: Every other year.

MUS 412 - French Song Literature

A study of selected 19th and 20th century French vocal literature in its literary and musical context, to acquaint singers and pianists with composers and poets from the viewpoint of intellectual history and literary movements.

Credits: 3

Prerequisite: MUS 137 and MUS 138 and MUS 139 and MUS 140 and MUS 264. Offered: Every other year.

MUS 413 - German Song Literature

A study of selected German vocal literature in its literary and musical context to acquaint singers and pianists with authors and their background from the viewpoint of intellectual history and literary movements.

Credits: 3

Offered: Every other year.

MUS 415 - Piano Class for Keyboard Majors

Introductory course in functional piano for keyboard majors. Technical study of modal scales, harmonization using primary and secondary chords, secondary dominant chords, and seventh chords in folk, pop and beginning jazz style, transposition, part-reading, ensemble playing, playing by ear, sight reading, improvisation, transposing instrument parts and reading clefs.

Credits: 1

Prerequisite: MUS 317 and MUS 318. Offered: Every year.

MUS 416 - Piano Class for Keyboard Majors

Continuation of development of functional piano skills of harmonization, part-reading, transposition, sight reading, and improvisation; playing and improvising rags, and

writing or arranging a piano duet. Piano standards barrier exam at end of course.

Credits: 1

Prerequisite: MUS 415. Offered: Every year.

MUS 417 - Piano Class for Non-Keyboard Majors

More advanced course in functional piano with emphasis on harmonization in pop and jazz style. Continued work on transposition, sight reading, playing by ear and part-reading. Music Education majors take the piano proficiency barrier at conclusion of course.

Credits: 1

Prerequisite: MUS 317 and MUS 318. Offered: Every semester.

MUS 418 - Vocal Accompaniment for Non-Keyboard Majors

Emphasis on harmonization of lead sheets with jazz voicings, chord substitution, creative harmonization, tri-tone substitution; improvisation of 12 bar blues and boogie.

Credits: 1

Prerequisite: MUS 317 and MUS 318. Offered: Every semester.

MUS 420 - Piano Literature I

Survey of representative piano literature for performance and teaching. Analysis of principal works of Bach, Haydn, Mozart, Beethoven, Chopin, Brahms, Schumann, Liszt, and the impressionistic and modern composers. Emphasis on structural and stylistic considerations.

Credits: 3

Prerequisite: MUS 221 and MUS 222 and MUS 223. Offered: Every other year.

MUS 421 - Piano Literature II

Continuation of the survey of representative piano literature begun in Piano Literature I, with analysis of the works of principal composers from the romantic through Modern periods. Emphasis on structural and stylistic considerations.

Credits: 3

Prerequisite: MUS 420. Offered: Every other year.

MUS 424 - The History of Opera

Technical study of opera emphasizing its musical and dramatic development, relating it to social, cultural, and intellectual forces influencing it.

Credits: 3

Prerequisite: MUS 122 and MUS 123 and MUS 124. Offered: Offered on occasion.

MUS 425 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), and Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Prerequisite: MUS 326. Offered: Every semester.

MUS 426 - Applied Music Lessons

Weekly fifty-minute private applied lessons for music majors in Bachelor of Arts and Bachelor of Music in Music Education (excluding Multiple Woodwinds specialization), and Composition (extended lessons option), and Music Performance degree programs. Course topics include establishing and reinforcing strong foundations of musicianship, development of technique and knowledge of musical literature and repertoire. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 2

Prerequisite: MUS 326. Offered: Every semester.

MUS 427 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUS 328. Corequisite: MUS 498. Offered: Every semester.

MUS 428 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUS 427. Corequisite: MUS 499. Offered: Every semester.

MUS 432 - VoceVISTA: Science of the Professional Voice

This course involves an in-depth study of vocal tract acoustics (acoustic phonetics) and resonance strategies utilized by singers trained in the western classical tradition

as well as non-classical (i.e. Broadway, or CCM - Contemporary Commercial Music).

Credits: 3

Offered: Every other year.

MUS 433 - Romanticism and Music

Investigation of aesthetic and philosophical concepts of Romanticism in art, literature, and philosophy; search for those conceptual characteristics in history of musical style.

Credits: 3

Offered: Offered on occasion.

MUS 435 - Musical Theatre Voice

Preparation of the B.F.A. in Musical Theatre recital which includes dance technique, acting technique and the culmination of the three previous years of vocal study.

Credits: 3

Prerequisite: MUS 336. Offered: Every semester.

MUS 436 - Musical Theatre Voice

Preparation of the B.F.A. in Musical Theatre recital which includes dance technique, acting technique and the culmination of the three previous years of vocal study.

Credits: 3

Prerequisite: MUS 336. Offered: Every semester.

MUS 437 - Digital Music Seminar: Scoring for Video Games

This course is an introduction to the many technical and creative procedures involved when scoring for video games

Credits: 3

Offered: Every other year.

MUS 438 - Digital Music Seminar:Scoring for Film and Video

This course is an introduction to the many technical and creative procedures involved when scoring for film and video.

Credits: 3

Offered: Every other year.

MUS 439 - Composition Seminar

Continuation of free composition with detailed study of 20th century compositional techniques.

Credits: 3

Offered: Every semester.

MUS 440 - Composition for Electronic Media: Analog

Basic compositional and technical skills necessary for realization of electronic music. Emphasis on proper recording, editing, mixing, and synthesis techniques as they relate to the composer. Analog synthesis is stressed. An introduction to digital synthesis (MIDI, FM, computer-assisted composition) also included. Brief historical survey of medium presented.

Credits: 3

Offered: Every year.

MUS 441 - Composition for Electronic Media: Digital

Electronic music composed and realized using a variety of computer-related techniques. Covers digital recording and synthesis using MIDI and other digital audio hardware/software. Emphasis on MIDI and audio sequencing. Related topics include electronic orchestration, computer assisted software and algorithms, and literature.

Credits: 3

Offered: Every year.

MUS 442 - Digital Music Seminar: Digital Orchestration

This course is an introduction to the many technical and creative procedures involved when orchestrating within the digital medium.

Credits: 3

Offered: Every other year.

MUS 443 - Digital Music Seminar: Sound Design

This course is an introduction to the many technical and creative procedures involved when creating sound design for film, video, and theatre.

Credits: 3

Offered: Every other year.

MUS 445 - Applied Performance Lessons

Weekly fifty-minute private applied instruction for music majors in Bachelor of Music in Performance degree programs. Topics include extensive technique development, investigation of styles, genres, and repertoire, preparation for musical performances, graduate studies, professional auditions, and other career exploration. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 3

Prerequisite: MUS 346. Offered: Every semester.

MUS 446 - Applied Music Performance Lessons

Weekly fifty-minute private applied instruction for music majors in Bachelor of Music in Performance degree programs. Topics include extensive technique development, investigation of styles, genres, and repertoire, preparation for musical performances, graduate studies, professional auditions, and other career exploration. Course expectations rise through successive semesters of applied instruction (quality and quantity of repertoire, increased technical and expressive demands, etc.).

Credits: 3

Prerequisite: MUS 346. Offered: Every semester.

MUS 447 - Senior Recital

Student performs Senior Performance Recital while enrolled. Enrollment is concurrent with Performance Major lessons, either MUS 445 or MUS 446.

Credits: 1

Offered: Every semester.

MUS 450 - Directed Studies

Directed Studies in music. Designed exclusively for Childhood Education majors with a concentration in music. Includes voice proficiency, vocal instruction, observation of elementary music classrooms, and conducting.

Credits: 2

Offered: Every semester.

MUS 451 - Directed Studies

Directed Studies in music. Designed exclusively for Childhood Education majors with a concentration in music. Includes voice proficiency, vocal instruction, observation of elementary music classrooms, and conducting.

Credits: 2

Offered: Every semester.

MUS 453 - The Baroque Period in Music

Detailed study of styles, trends, and developments in music, 17th and 18th centuries through preclassic era. Music studied through scores, recordings, and performance. Review of important historical and theoretical developments.

Credits: 3

Offered: Offered on occasion.

MUS 454 - The Classical Period in Music

Study of styles, trends, and developments in music in Classical period (ca. 1740-1820). Study of music of Haydn, Mozart, and other composers included. Music studied through scores, recordings, and performance. Historical and theoretical developments.

Credits: 3

Offered: Offered on occasion.

MUS 455 - The Romantic Period in Music

Music composers, and theorists of 19th and 20th centuries, from after Beethoven through impressionists. Emphasis on developments in the music through study of scores and performance. Parallels between musical romanticism and romanticism in other arts.

Credits: 3

Offered: Offered on occasion.

MUS 456 - The Modern Period in Music

Detailed historical study of 20th century composers, musical trends, and developments. Variety of contemporary styles, experimentation, and performance practice in recent music emphasized. Recorded examples.

Credits: 3

Offered: Offered on occasion.

MUS 457 - Seminar in Popular Music

The seminar examines the ways in which contemporary popular music both reflects and influences contemporary society. A brief history of American popular music and its styles will be followed by discussions based on topics such as cover tunes, music videos, cross-over artists, and the music business. Junior standing required.

Credits: 3

Offered: Offered on occasion.

MUS 458 - Cult of Elizabeth/Patronage in Arts

For upper-level non-music majors. Course deals with understanding of the purposes of the Cult of Elizabeth in Renaissance England and to assess its effect on music and other arts of the age. With the Elizabethan patronage model as a foundation for understanding the relationships between governments and the arts, the present system of support for the arts will be assessed, debated and critiqued.

Credits: 3

Offered: Offered on occasion.

MUS 460 - Independent Study

Maximum of 6 credit hours of independent study in music or music education exclusive of applied music. Projects selected from subject areas not available in regularly scheduled course offerings. Well in advance of registration for either regular or summer session, student must

complete independent study request form (in triplicate) available in the School of Music office.

Credits: 1-3

Offered: Every semester.

MUS 461 - Independent Study

Maximum of 6 credut hours of independent study in music or music education exclusive of applied music. Projects selected from subject areas not available in regularly scheduled course offerings. Well in advance of registration for either regular or summer session, student must complete independent study request form (in triplicate) available in School of Music office.

Credits: 1-3

Offered: Every semester.

MUS 465 - Music Business Internship

The course provides credit for professional experiences in the music business for music business majors. Enrollment is to be arranged with an appropriate instructor.

Credits: 1-15

Offered: Every semester.

MUS 470 - Special Topics Workshop

Usually summer or other short-term workshops/institutes dealing with specific music literature, topics, problems, or teaching approaches and techniques.

Credits: 1-6

Offered: Offered on occasion.

MUS 471 - Special Topics Workshop

Usually summer or other short-term workshops/institutes dealing with specific music literature, topics, problems, or teaching approaches and techniques.

Credits: 1-6

Offered: Offered on occasion.

MUS 476 - Audio and Desktop Multimedia

Course designed for students with a strong interest and background in composition, multimedia, audio and MIDI. A project-oriented course which focuses on audio design, analysis, and integration as it applies to multimedia authoring, motion video, and web content creation.

Credits: 3

Prerequisite: MUED 291. Offered: Every year.

MUS 477 - History of Performance and the Analysis of Interpretation

Explores the changing historical views of the process of musical interpretation in performance and a develops a useful language to discuss the interpretive choices made by performers. We will discuss the aesthetic issues surrounding the notions of the work" and "the interpretation" while comparing recorded performances from across the 20th century. Guest lecturers from among our studio faculty and ensemble directors will discuss their own specialty from the perspective of interpretation."

Credits: 3

Offered: Every other year.

MUS 485 - Multimedia for Musicians

A course designed for musicians and music educators focusing on the preparation and integration of various elements (text, graphics, video, music) with the goal of producing interactive or self-running computer-based presentations. Related topics include; design and content issues, music and authoring software, media preparation and creation, and final delivery.

Credits: 3

Prerequisite: MUED 291. Offered: Every year.

MUS 490 - Internship

Participation in on-campus or off-campus professional and subject related experience. Requires learning contract proposal prepared in consultation with direct supervisor and faculty sponsor, describing the experience, learning goals, and method of evaluation. Approval of department is required.

Credits: 1-6

Offered: Offered on occasion.

MUS 491 - Senior Project in Composition

An original composition representing the most mature work of the apprentice composer. Students will also supply a complete written analysis of the final composition. The scope and content of all final projects are subject to the approval of the area head.

Credits: 2

Offered: Every semester.

MUS 492 - Music Capstone Project

Building upon the skills and ideas developed through a non-performance track of the Bachelor of Arts in Music, students will implement an arts venture and/or research project as approved and guided by faculty. The project will be linked to the professional goals of the curriculum and the career interests of the student.

Credits: 3

Offered: Every year.

MUS 498 - Composition Forum

Required of all senior-level music majors enrolled in MUS 427-428. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 427. Offered: Every semester.

MUS 499 - Composition Forum

Required of all senior-level music majors enrolled in MUS 427-428. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Corequisite: MUS 428. Offered: Every semester.

MUS 500 - Graduate Music Ensemble

Instrumental or vocal performance group for graduate students. All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.

Credits: .5

Offered: Every semester.

MUS 501 - Graduate Music Ensemble

Instrumental or vocal performance group for graduate students. All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music

Credits: 1

Offered: Every semester.

MUS 502 - Harmonic Styles Since 1850

Analytical and compositional study of stylistic developments since 1850 which extend, expand, depart from or negate common-practice" harmony and tonality. Major composers studied. Emphasis on gaining understanding of their harmonic styles via analysis and compositional imitation by student. Individual projects required."

Credits: 3

Prerequisite: MUS 221. Offered: Offered on occasion.

MUS 503 - 20th Century Counterpoint

Study of linear aspects of music via combining melodies into various textures. Special emphasis on revival of contrapuntal techniques in 20th century by such composers as Busoni, Hindemith, Bartok, Schoenberg, Webern, and their successors; these techniques and styles used in direct composition.

Credits: 3

Offered: Offered on occasion.

MUS 506 - Basic Studies Seminar: Theory

A review of the principles and practices of music theory/composition, centering on the "common practice" period but not confined to it, and geared to the individual needs of participating students, whose prior involvement with theory may not be recent or extensive. Syllabi for particular areas of study, relevant texts, scores and recordings in library, assignments leading to final paper.

Credits: 3

Offered: Every other year.

MUS 507 - Basic Studies Seminar: History

A review of the basic framework of Western musical history, centered on a core repertory but not restricted by it, with class listening and discussion; individual projects required of students, utilizing standard research procedures and reference materials, including scores and recordings; optionally also class lecture and/or performance by students.

Credits: 3

Offered: Every other year.

MUS 508 - History and Literature of the Wind Band

Survey of various influences (political, social, musical, etc.) upon the development of the Wind Band and its repertoire. Extensive listening, analysis and discussion with individual projects including bibliography and discography development.

Credits: 3

Offered: Every other year.

MUS 516 - Collaborative Piano Performance Seminar

Performance seminar for students in the Collaborative Piano Masters Program. Students will perform with their collaborative partners (instrumentalists and singers), receive critique from both faculty and peers, and discuss performance related issues.

Credits: 1

Offered: Every semester.

MUS 520 - Piano Literature

Survey of representative piano literature for performance and teaching. Analysis of principal works of Bach, Haydn, Mozart, Beethoven, Chopen, Brahms, Schumann, Liszt, and the impressionistic and modern composers. Emphasis on structural and stylistic considerations.

Credits: 3

Offered: Every other year.

MUS 521 - Music Bibliography

An exploration of the resources and techniques needed for graduate studies in all areas of music. Students will learn to examine and critically evaluate music resources in both traditional and electronic forms, and will develop research strategies that can be adapted to many different areas of study. Through a variety of projects and in-class presentations, students will become better equipped to undertake graduate level music research, and to ultimately present that research with proper bibliographic style according to established scholarly conventions.

Credits: 3

Offered: Offered on occasion.

MUS 522 - Style and Techniques of Song Literature

Students will study a survey of representative songs from their origins to the present in the Italian, French, German, British, and American art song traditions. Discussions will include divergent approaches to style and text settings, historical development of the genre, poetry, and associated musical characteristics. Music is studied through scores, recordings and performances. Students will be coached in the performance practice of the literature.

Credits: 3

Offered: Offered on occasion.

MUS 523 - Sonata Duo and Chamber Ensemble Seminar

Collaborative Pianists will study representative chamber instrumental literature from the Baroque, Classical, Romantic, Impressionistic, and 20th century periods. An overview of standard literature for duos with all instruments, piano, trios, and larger ensembles (quartets, quintets, and sextets) will be presented. Collaborative Pianists will also play in chamber ensembles and perform duos in class.

Credits: 3

Offered: Every year.

MUS 524 - Techniques of Opera Coaching

Collaborative pianists will learn basic skills for working as a rehearsal pianist with a conductor and stage director, how to prepare an orchestral reduction of an opera score, and how to assist singers in the preparation of operatic roles. Collaborative pianists will prepare arias, recitatives, and ensemble pieces, and will be expected to sing vocal lines while playing the orchestral accompaniment as well as accompany guest singers in the class. Topics discussed will include elements of style, traditions of vocal ornamentation, and lyric diction.

Credits: 3

Prerequisite: MUS 615. Offered: Offered on occasion.

MUS 542 - Renaissance Period in Music

Detailed study of styles, trends, and developments in music in 15th and 16th centuries. Survey of 14th century, Ars Nova period also included. Philosophical and theoretical ideas of period studied as well as the actual music. Performance of Renaissance music stressed.

Credits: 3

Offered: Offered on occasion.

MUS 544 - Classical Period in Music

Study of styles, trends, and developments in music in classical period (ca. 1740-1820). Study of music of Haydn, Mozart, and other composers included. Music studied through scores, recordings, and performance. Historical and theoretical developments.

Credits: 3

Offered: Offered on occasion.

MUS 545 - Romantic Period in Music

Music, composers, and theorists of 19yh and 20th centuries, from after Beethoven through impressionists. Emphasis on developments in the music through study of scores and performance. Parallels between musical romanticism and romanticism in other arts.

Credits: 3

Offered: Offered on occasion.

MUS 550 - Compositional Technology Since 1950

Survey of music since 1950. Emphasis upon main stylistic trends, avant-garde music, electronic music, multi-media, and new younger composers. Musical analysis and composition required of students.

Credits: 3

Offered: Offered on occasion.

MUS 555 - Special Topics Workshop

Usually summer or other short-term workshops dealing with specific topics, techniques or problems in music theory, analysis, history or literature. Maximum of 6 credit hours in increments of no more than 3 credit hours may

apply with permission to requirements in categories of theory, history and literature, or electives.

Credits: 1-3

Offered: Offered on occasion.

MUS 565 - Special Topics Seminar

Presentation and investigation of a specific but not regularly scheduled topic of current need or interest, including choral conducting and analysis of choral scores. Course may be repeated to a maximum of 6 credit hours (in different topics) and may apply with permission to requirements in categories of theory, history and literature, or electives.

Credits: 1-3

Offered: Offered on occasion.

MUS 566 - Advanced Choral Conducting/Analysis of History Styles

Advanced choral conducting techniques and analysis of choral scores. Students will conduct in class from choral repertoire that will be chosen from representative works of the important style periods in music history, including Gregorian Chant, the Middle Ages, Renaissance, Baroque, Classical, Romantic, and a variety of 20th century styles. Some class time will also be devoted to presentation and discussion of appropriate choral literature of high quality in the school curriculum.

Credits: 3

Prerequisite: MUS 222 and MUS 224 and MUS 232. Offered: Offered on occasion.

MUS 575 - Music and Computer Multimedia

A course focusing on the integration of music (digital audio and MIDI) into a variety of computer-based multimedia environments including Hypercard, Director, Adobe Premiere, and others. Music development tools will include many recent production and editing applications including: Digital Performer, Deck, Alchemy, and Sound Designer.

Credits: 3

Offered: Every semester.

MUS 576 - Audio and Desktop Multimedia

Course designed for students with a strong interest and background in composition, multimedia, audio and MIDI. A project-oriented course which focuses on audio design, analysis, and integration as it applies to multimedia authoring, motion video, and web content creation.

Credits: 3

Prerequisite: MUS 291. Offered: Every year.

MUS 577 - The History of Performance and the Analysis of Interpretation

Explores the changing historical views of the process of musical interpretation in performance and a develops a useful language to discuss the interpretive choices made by performers. We will discuss the aesthetic issues surrounding the notions of the work" and "the interpretation" while comparing recorded performances from across the 20th century. Guest lecturers from among our studio faculty and ensemble directors will discuss their own specialty from the perspective of interpretation."

Credits: 3

Offered: Every other year.

MUS 578 - Narrative and Dramatic Analysis of Music

The idea that music is "dramatic" or "poetic" is a common one. However, the language of music theory and emotional interpretation often remain remote from one another. The goal of this course is to help us develop the critical concepts and the analytical language needed to make such transitions possible. We will attempt to re-classify or rephrase music theoretical concepts in terms of their dramatic impact on listeners in real time. This will involve a good deal of musical analysis and a solid foundation is a prerequisite for the course. We will also explore linguistic and dramatic ideas of narrative time and theories about how stories are structured.

Credits: 3

Offered: Every other year.

MUS 580 - The Art of Improvisation

The course, which will explore the world of free improvisation, will enhance the expressive skills of performers, educators, and music therapists.

Credits: 1-3

Offered: Every year.

MUS 590 - Special Studies

Studies not otherwise available as regular course offerings and relevant to student's program or career plans, pursued in independent, directed, or tutorial manner. Student must submit proposal for approval, format available in the School of Music office. Student must also secure agreement of faculty member to sponsor study. Maximum of 6 credit hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

Credits: 1-3

Offered: Offered on occasion.

MUS 591 - Special Studies

Studies not otherwise available as regular course offerings and relevant to student's program or career plans, pursued in independent, directed, or tutorial manner. Student must submit proposal for approval, format available in the School of Music office. Student must also secure agreement of faculty member to sponsor study. Maximum of 6 credit hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

Credits: 1-3

Offered: Offered on occasion.

MUS 592 - Graduate Performance Major

Two semesters of advanced applied instruction for candidates for Master of Music in Performance degree culminating in a public performance.

Credits: 3

Offered: Every semester.

MUS 593 - Graduate Performance Major

Two semesters of advanced applied instruction for candidates for Master of Music in Performance degree culminating in a public performance.

Credits: 3

Offered: Every semester.

MUS 596 - Graduate Vocal Coaching I

The first in a four semester sequence, this course prepares graduate students for professional level performance in a variety of stylistic genres, periods, and languages.

Credits: 1

Corequisite: MUS 592. Offered: Every semester.

MUS 597 - Graduate Vocal Coaching II

The third in a four semester sequence, this course prepares graduate students for professional level performance in a variety of stylistic genres, periods, and languages.

Credits: 1

Corequisite: MUS 592. Offered: Every semester.

MUS 601 - Applied Music Minor I

Half-hour lessons in secondary applied instruments. Permission of School of Music.

Credits: 1

Offered: Every semester.

MUS 602 - Applied Music Minor II

Half-hour lessons in secondary applied instruments. Permission of School of Music.

Credits: 1

Offered: Every semester.

MUS 603 - Applied Music Minor III

Half-hour lessons in secondary applied instruments. Permission of School of Music.

Credits: 1

Offered: Every semester.

MUS 604 - Applied Music Minor IV

Half-hour lessons in secondary applied instruments. Permission of School of Music.

Credits: 1

Offered: Every semester.

MUS 605 - Applied Music Major I

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

Offered: Every semester.

MUS 606 - Applied Music Major II

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

Offered: Every semester.

MUS 607 - Applied Music Major III

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

Offered: Every semester.

MUS 608 - Applied Music Major IV

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

Offered: Every semester.

MUS 609 - Composition

Advanced free composition for graduate study, concentrating on individual creative musical inclinations of each student. Seminar and private study of 20th century creative concepts.

Credits: 3

Offered: Every semester.

MUS 610 - Composition

Advanced free composition for graduate study, concentrating on individual creative musical inclinations of each student. Seminar and private study of tentieth century creative concepts.

Credits: 3

Prerequisite: (MUS 438 or MUS 439) and MUS 609. Offered: Every semester.

MUS 611 - Composition

Continuation of advanced composition pursuing mature, professional creative expression.

Credits: 3

Prerequisite: MUS 610. Offered: Offered on occasion.

MUS 612 - Composition

Continuation of advanced composition pursuing mature, professional creative expression.

Credits: 3

Prerequisite: MUS 610 and MUS 611. Offered: Offered on occasion.

MUS 614 - The Pedagogy of Music Theory

Designed to provide the necessary background and practical instruction in the art of teaching music theory and aural skills acquisition. Students will engage in a critical evaluation of the philosophies, materials, curricula, and strategies essential to teaching music theory. The course provides pedogogical training geared toward music theory teaching of students at the K-12 and college levels and in the context of the classroom, rehearsal, and individual applied lesson.

Credits: 3

Offered: Offered on occasion.

MUS 615 - Graduate Diction for Singers

The purpose of the course is to review and expand the knowledge of the International Phonetic Alphabet, the recognized tool for pronunciation in the world of singing, and to address the rules that govern proper articulation and pronunciation of English, Italian, German, and French in both spoken and sung forms of these languages. In addition, students will learn to transcribe written poetic texts into the International Phonetic Alphabet.

Credits: 3

Offered: Offered on occasion.

MUS 616 - Collaborative Piano Performance Seminar

Performance seminar for students in the Collaborative Piano Masters Program. Students will perform with their collaborative partners (instrumentalists and singers), receive critique from both faculty and peers, and discuss performance related issues.

Credits: 1

Prerequisite: MUS 516. Offered: Every semester.

MUS 624 - Analytic Techniques

The application of analytical methods, including Schenkerian reductive analysis, to Western tonal music since the latter 17th century. Includes the study of musical forms in Western music and entails a significant prose writing component.

Credits: 3

Offered: Offered on occasion.

MUS 631 - Art of Wind Conducting

Students will gain the score study skills necessary to conduct top quality repertoire and establish criterion and knowledge of quality repertoires. Students will gain the skills necessary to choose, teach and conduct quality repertoire at the professional level.

Credits: 1-3

Offered: Every year.

MUS 632 - Wind Conducting Symposium

Designed to enhance the skills of conductors at every level, topics include repertoire choices, rehearsal techniques, baton technique, ensemble development, and score study. Masterworks will be explored and conducted with development of musical interpretation, movement and conducting technique being the goal. Students will achieve a high level of aural, physical and emotional skill on the podium.

Credits: 1-3

Offered: Every year.

MUS 643 - Baroque Period in Music

Detailed study of styles, trends, and developments in music, 17th and 18th centuries through preclassic era. Music studied through scores, recordings, and performance. Review of important historical and theoretical developments.

Credits: 3

Offered: Every other year.

MUS 646 - Modern Period In Music

Detailed historical study of 20th century composers, musical trends, and developments. Variety of contemporary styles, experimentation, and performance practice in recent music emphasized.

Credits: 3

Offered: Every other year.

MUS 651 - Pedagogy of Music Composition

A seminar/discussion course that will prepare graduate students to teach music composition at the beginning levels. Class and private instruction observation, research and discussion with individual projects and presentations.

Credits: 3

Offered: Every other year.

MUS 652 - Schenkerian Analysis

The course covers the fundamental concepts of Schenkerian analysis beginning with the interpretation of brief phrases and themes and eventually progressing through short binary forms and larger designs such as sonata form.

Credits: 3

Prerequisite: MUS 624. Offered: Every other year.

MUS 653 - Post-Tonal Analysis

The course introduces students to a variety of post-tonal music and analytic approaches. Repertoires covered include free-atonality, twelve-tone music, integral serialism, early electronic music, aleatoric music and indeterminacy.

Credits: 3

Prerequisite: MUS 624. Offered: Every other year.

MUS 665 - Advanced Choral Conducting and Analysis

Advanced choral conducting techniques and analysis of choral scores. Students will conduct in class from choral repertoire which will be chosen from representative works of the important style periods in music history, including Gregorian Chant, the Middle Ages, Renaissance, Baroque, Classical, Romantic, and a variety of 20th century styles. Some class time will also be devoted to presentation and discussion of appropriate choral literature of high quality in the school curriculum. Students should have completed undergraduate fundamentals of conducting classes and all undergraduate theory courses.

Credits: 3

Offered: Offered on occasion.

MUS 666 - Choral Literature for Secondary Schools

Students will read and analyze, in class, a variety of choral repertoire, deemed by the instructor to be of the highest quality. Literature will be chosen from representative works of the important style periods in music history, from the Renaissance to the 20th century. Emphasis will be given to literature that is especially appropriate for junior and senior high school choral programs.

Credits: 3

Offered: Offered on occasion.

MUS 670 - Special Topics Seminar

Presentation and investigation of a specific but not regularly scheduled topic of current need or interest. Course may be repeated to a maximum of 6 credit hours (in different topics) and may apply with permission to requirements in categories of theory, history and literature, or electives.

Credits: 1-3

Offered: Offered on occasion.

MUS 690 - Special Studies

Studies not otherwise available as regular course offerings and relevant to student's program or career plans, pursued in independent, directed, or tutorial manner. Student must submit proposal for approval, format available in the School of Music office. Student must also secure agreement of faculty member to sponsor study. Maximum of 6 credit hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

Credits: 1-3

MUS 692 - Graduate Performance Major

Two semesters of advanced applied instruction for candidates for Master of Music in Performance degree culminating in a public performance.

Credits: 3

Prerequisite: MUS 593. Offered: Every semester.

MUS 693 - Graduate Performance Major

Two semesters of advanced applied instruction for candidates for Master of Music in Performance degree culminating in a public performance.

Credits: 3

Prerequisite: MUS 593. Offered: Every semester.

MUS 694 - Recital

Concurrently with MUS 693 or in any subsequent semester, candidate for major in Performance presents public recital under supervision of major instructor and two other instructors from same area.

Credits: 3

Offered: Every semester.

MUS 695 - Thesis

Candidate for degree in Theory-Composition engages in advanced work culminating in thesis project or composition/arrangement.

Credits: 1-3

Offered: Offered on occasion.

MUS 696 - Graduate Vocal Coaching III

The third in a four semester sequence, this course prepares graduate students for professional level performance in a variety of stylistic genres, periods, and languages.

Credits: 1

Offered: Offered every semester.

MUS 697 - Graduate Vocal Coaching IV

The fourth in a four semester sequence, this course prepares graduate students for professional level performance in a variety of stylistic genres, periods, and languages.

Credits: 1

Offered: Offered every semester.

MUSC Music Composition

MUSC 100 - Composition Forum

Required of all first-year music composition majors enrolled in MUSC 125-126. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Offered: Every semester.

MUSC 101 - Beginning Composition I

Introduction to composition, covering the various concepts inherent in composition, with an emphasis on creativity and performance. Students will be expected to begin to understand their own creative process and demonstrate their knowledge through composition projects.

Credits: 2

Prerequisite: MUS 121 or MUS 123. Offered: Every semester.

MUSC 102 - Beginning Composition II

Introduction to composition, covering the various concepts inherent in composition, with an emphasis on creativity and performance. Students will be expected to begin to understand their own creative process and demonstrate their knowledge through composition projects.

Credits: 2

Prerequisite: (MUSC 101 or MUS 129) and MUS 121 and MUS 123. Offered: Every semester.

MUSC 125 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music Composition program.

Credits: 2

Corequisite: MUSC 100. Offered: Every semester.

MUSC 126 - Composition Lessons

Weekly hour private applied instruction for music majors in the Bachelor of Music Composition program.

Credits: 2

Prerequisite: MUSC 125 or MUS 127. Corequisite: MUSC 100.

MUSC 200 - Composition Forum

Required of all sophomore-level music composition majors enrolled in MUSC 225-226. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Offered: Every semester.

MUSC 201 - Songwriting

An experience-based course exploring several aspects of songwriting including lyric structure and poetic forms, thematic types and melody, and harmony and chord progressions.

Credits: 3

Prerequisite: MUS 224. Offered: Every year.

MUSC 225 - Composition Lessons

Weekly hour private applied instruction for students in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUSC 102 or MUS 130. Corequisite: MUSC 200. Offered: Every semester.

MUSC 226 - Composition Lessons

Weekly hour private applied instruction for students in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUSC 225 or MUS 227. Corequisite: MUSC 200. Offered: Every semester.

MUSC 300 - Composition Forum

Required of all junior-level Music majors enrolled in MUSC 325-326. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from

studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Offered: Every semester.

MUSC 301 - Instrumentation

Fundamentals of instrumentation, covering the various timbral and technical characteristics of the instruments within the string, woodwind, brass, and percussion families. Students will be expected to understand how each instrument works and demonstrate their knowledge through quizzes and transcription projects.

Credits: 2

Prerequisite: MUS 121 and MUS 123. Offered: Offered on occasion.

MUSC 302 - Orchestration

Fundamentals of orchestration, covering the techniques of combining instrumental colors in small and large ensembles. Additional instruments that were not covered in MUSC 301 will be studied, as well. Students will be expected to understand the combinative concepts and demonstrate their knowledge through transcription projects.

Credits: 2

Prerequisite: MUSC 301 or MUS 301. Offered: Offered on occasion.

MUSC 310 - Composition Lab: Music Notation

The course will entail study of western musical notation rules and traditions, engraving techniques, and digital note setting using digital notation software. The course will emphasize a practical approach to both the final product and to the process.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Offered on occasion.

MUSC 311 - Composition Lab: Advanced Techniques

The course will concentrate on a specific compositional challenge for the composer by exploring solutions from the repertoire, experimenting in workshops, and composing a culminating project.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUSC 312 - Composition Lab: Styles & Genres I

This course will explore the techniques inherent in major works and styles that have influenced the trends in concert music today.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUSC 313 - Composition Lab: Repertoire & Analysis I

This course will analyze a range of major works of the 20th and 21st centuries.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUSC 314 - Composition Lab: Styles and Genres II

This course will explore the techniques inherent in major works and styles that have influenced the trends in concert music today.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUSC 315 - Composition Lab: Repertoire and Analysis II

This course will analyze a range of major works of the 20th and 21st centuries.

Credits: 1

Prerequisite: MUS 121 and MUS 123. Offered: Every other year.

MUSC 325 - Composition Lessons

Weekly hour private applied instruction for students in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUSC 226 or MUS 228. Corequisite: MUS 300. Offered: Every semester.

MUSC 326 - Composition Lessons

Weekly hour private applied instruction for students in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUSC 325 or MUS 327. Corequisite: MUS 300. Offered: Every semester.

MUSC 400 - Composition Forum

Required of all senior-level music composition majors enrolled in MUS 425-426. One recital/seminar per week, in which students perform and/or critique performances and compositions of colleagues. Recital schedule rotates from studio, to area, to school. Regular faculty and guest presentations and master classes are included.

Credits: 0

Offered: Every semester.

MUSC 401 - Choral Scoring & Arranging

Fundamental techniques of composing and arranging for a cappella and accompanied choral groups. Deals primarily with choral ensembles, their specific characteristics and limitations, including ranges, voice combinations, and suitable material. Includes consideration of use of special choral devices and treatments.

Credits: 2

Prerequisite: MUS 222 and MUS 223 and MUS 224 or MUS 354. Offered: Every year.

MUSC 410 - Digital Music Seminar: Scoring for Video Games

This course is an introduction to the many technical and creative procedures involved when scoring for video games

Credits: 3

Offered: Every other year.

MUSC 411 - Digital Music Seminar:Scoring for Film and Video

This course is an introduction to the many technical and creative procedures involved when scoring for film and video.

Credits: 3

Offered: Every other year.

MUSC 412 - Digital Music Seminar: Digital Orchestration

This course is an introduction to the many technical and creative procedures involved when orchestrating within the digital medium.

Credits: 3

Offered: Every other year.

MUSC 413 - Digital Music Seminar: Sound Design

This course is an introduction to the many technical and creative procedures involved when creating sound design for film, video, and theatre.

Credits: 3

Offered: Every other year.

MUSC 420 - Composition for Electronic Media I: Analog

Basic compositional and technical skills necessary for realization of electronic music. Emphasis on proper recording, editing, mixing, and synthesis techniques as they relate to the composer. Analog synthesis is stressed. An introduction to digital synthesis (MIDI, FM, computer-assisted composition) also included. Brief historical survey of medium presented.

Credits: 3

Offered: Every year.

MUSC 421 - Composition for Electronic Media II: Digital

Electronic music composed and realized using a variety of computer-related techniques. Covers digital recording and synthesis using MIDI and other digital audio hardware/software. Emphasis on MIDI and audio sequencing. Related topics include electronic orchestration, computer assisted software and algorithms, and literature.

Credits: 3

Offered: Every year.

MUSC 425 - Composition Lessons

Weekly hour private applied instruction for students in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUSC 326 or MUS 328. Corequisite: MUS 400. Offered: Every semester.

MUSC 426 - Composition Lessons

Weekly hour private applied instruction for students in the Bachelor of Music in Music Composition program.

Credits: 2

Prerequisite: MUSC 425 or MUSC 427. Corequisite: MUSC 400. Offered: Every semester.

MUSC 1TR - 100 Level Major Transfer Elective

Credits: 0-99

MUTY - Music Therapy

MUTY 112 - Music Therapy Clinical Observation and Seminar

Seminar designed to address beginning knowledge of American Music Therapy Professional Competencies in Clinical Foundations: Exceptionality, Principles of Therapy and the Therapeutic Relationship and Music Therapy: Foundations and Principles, Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structures experiences include 10 hours of clinical observation.

Credits: 1

Offered: Every year.

MUTY 115 - Introduction to Music Therapy

A basic orientation and general introduction to music therapy as a creative arts discipline. Lectures, classroom

discussion, films and classroom demonstrations are used to introduce students to the target populations/disabilities.

Credits: 2

Offered: Every year.

MUTY 116 - Orientation to Clinical Practice

Course designed to introduce the American Music Therapy Association Professional Competencies in the area of Music Foundations: Composition and Arranging; Nonsymphonic Instrumental Skills and Improvisation Skill as well as Music Therapy Competencies: Clinical Foundations and Principles.

Credits: 2

Offered: Every year.

MUTY 211 - Clinical Placement and Seminar I

Seminar designed to address knowledge of American Music Therapy Professional Competencies in Clinical Foundations: exceptionality, principles of therapy and the therapeutic relationship and Music Therapy: Foundations and Principles, novice level Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structured experiences include weekly field placements in area nursing homes, documentation and supervision appropriate to students' first clinical experience.

Credits: 1

Offered: Every year.

MUTY 212 - Clinical Placement and Seminar II

Seminar designed to address knowledge of American Music Therapy Professional Competencies in Clinical Foundations: exceptionality, principles of therapy and the therapeutic relationship and Music Therapy: Foundations and Principles, Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structures experiences include the continuation of weekly field placements in the same area nursing homes as the previous semester, documentation and supervision.

Credits: 1

Offered: Every year.

MUTY 215 - Music Therapy Repertoire

Designed to address the development of American Music Therapy Association Competencies in foundational knowledge and repertoire of Music and Music Therapy experiences in singing, playing instruments, movement, listening, and creating (including composition and improvisation).

Credits: 2

Offered: Every year.

MUTY 240 - Music for Children with Disabilities

Introduction to the needs of students with disabilities, including categories of disabilities; identification and remediation of disabilities and how music can be used as a teaching method. Add INDS 299 Service Learning in Music for Children with Disabilities to this course to gain intern teaching experience teaching music for children with disabilities in classroom settings.

Credits: 1

Offered: Every semester.

MUTY 270 - Social Instruments

Group applied instruction on a variety of social/recreational non-traditional instruments (e.g. autoharp, dulcimer, recorder, ukulele, percussion instruments, tone bells). Designed to develop a playing competence sufficient to accompany general music classes/music therapy clinical sessions.

Credits: 2

Offered: Every semester.

MUTY 311 - Clinical Placement and Seminar III

Seminar designed for music therapy students to address knowledge of American Music Therapy Professional Competencies in Clinical Foundations: exceptionality, principles of therapy and the Therapeutic Relationship and Music Therapy: Foundations and Principles, intermediate Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structured experiences include weekly field placements in a school, day habilitation, or hospital setting, documentation and supervision developmentally appropriate for first semester junior music therapy students.

Credits: 1

Offered: Every year.

MUTY 312 - Clinical Placement and Seminar IV

Seminar designed to address knowledge of American Music Therapy Professional Competencies in Clinical Foundations: exceptionality, principles of therapy and the therapeutic relationship and Music Therapy: Foundations and Principles, Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structures experiences include weekly field placements in school, day habilitation, or hospital settings, documentation and supervision developmentally

appropriate for second semester junior music therapy students.

Credits: 1

Offered: Every year.

MUTY 314 - Impact of Music on Health & Behavior

Designed to address American Music Therapy Professional Competencies in Music Therapy: foundational knowledge of Psychological and Physiological aspects of musical behavior and experience; and Research Methods.

Credits: 2

Prerequisite: MUTY 115. Offered: Every year.

MUTY 315 - Methods of Music Therapy

Designed to address American Music Therapy Association Competencies of the demonstration of basic knowledge of existing music therapy methods and philosophical, psychological, physiological and sociological bases for the use of music as therapy (Music Therapy), as well as Principles of Therapy (Clinical Foundations).

Credits: 2

Offered: Every year.

MUTY 316 - Principles of Music Therapy

Designed to address American Music Therapy Association Professional Competencies of Professional Role/Ethics, Interdisciplinary Collaboration and Supervision and Administration. Includes the development of a job portfolio and a professional presentation.

Credits: 2

Offered: Every year.

MUTY 411 - Clinical Placement and Seminar V

Seminar designed to address knowledge of American Music Therapy Professional Competencies in Clinical Foundations: exceptionality, principles of therapy and the therapeutic relationship and Music Therapy: Foundations and Principles, Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structures experiences include weekly field placements in school, day habilitation, or hospital settings, documentation and supervision. Senior students are expected to be more independent in their clinical work than previous clinical experiences.

Credits: 1

Offered: Every year.

MUTY 414 - Psychology of Music

Science of psychology related to fundamentals of musical talent. The musical mind, sensory capacities, individual differences and psychology of listening. An introduction to musical acoustics.

Credits: 3

Offered: Every other year.

MUTY 416 - Music Therapy Internship Seminar

The course serves as an audit of the senior music therapy students' knowledge and skills listed on the American Music Therapy Association Professional Competencies and results in the final Individualized Training Plan that is required for music therapy interns and their clinical directors upon beginning the internship.

Credits: 1

Offered: Every year.

MUTY 422 - Psychological Research in Music

Students propose, carry out, and write an experimental study in the area of music therapy or music education. Class and individual projects are required.

Credits: 3

Offered: Every other year.

MUTY 450 - Internship in Music Therapy

This two-credit course fulfills 520 hours of the 1,040 hour clinical internship requirement of the American Music Therapy Association leading toward Board Certification. Students' work is supervised by by Board Certified Music Therapists. To qualify for certification, students must complete this class twice, taking 520 hours in one term and another 520 hours in a second term

Credits: 2

Offered: Every semester.

MUTY 500 - Foundations of Professional Music Therapy

This course begins with a basic orientation and general introduction to music therapy as a creative arts discipline, including target populations/disabilities. Next, Music Foundations of Composition and Arranging; Non-symphonic Instrumental Skills and Improvisation Skill as well as Music Therapy Competencies: Clinical Foundations and Principles are addressed. Finally, the development of American Music Therapy Association Competencies in foundational knowledge and repertoire of Music and Music Therapy experiences in singing, playing instruments, movement, listening, and creating (including composition and improvisation) are addressed. This course is the prerequisite equivalency masters course that prepares students for pre-internship clinical placements, and is designed as a Hybrid course that includes 3 face-to-face weekend meetings.

Credits: 3

Offered: Every year.

MUTY 501 - Clinical Placement I: Older Adults

Clinical Placement designed to address knowledge of American Music Therapy Professional Competencies in Clinical Foundations: exceptionality, principles of therapy and the therapeutic relationship and Music Therapy: Foundations and Principles, novice level Client Assessment, Treatment Planning, Therapy Implementation, Therapy Evaluation, Documentation, Termination/Discharge Planning and Supervision. Structured experiences include weekly field placements in area nursing homes, documentation and supervision appropriate to Graduate Music Therapy Equivalency students' first clinical experience.

Credits: 2

Prerequisite: MUTY 500. Offered: Every year.

MUTY 502 - Clinical Placement II: Adults or Children

Music therapy equivalency masters students who have completed Foundations of Professional Music Therapy (MUTY 500) and Clinical Placement I: Older Adults (MUTY 501) will complete one clinical placement with adults or children (MUTY 502: Clinical Placement II), and one clinical placement with adults or children (MUTY 503: Clinical Placement III) of 40 hours each under the supervision of a Board Certified Music Therapist at the site where those music therapists work. With the advisement of Fredonia's Music Therapy Clinical Director, the student is responsible to find his or her own placement, and the requirements of the placement will be at the discretion of the on-site music therapist.

Credits: 2

Prerequisite: MUTY 500 and MUTY 501. Offered: Every year.

MUTY 503 - Clinical Placement III: Adults or Children

Music therapy equivalency masters students who have completed Foundations of Professional Music Therapy (MUTY 500) and Clinical Placement I: Older Adults (MUTY 501) and (Adults or Children) MUTY 502, will complete one clinical placement with adults or children (if MUTY was with Adults, then this course is with Children, and vice versa) of 40 hours each under the supervision of a Board Certified Music Therapist at the site where those music therapists work. With the advisement of Fredonia's Music Therapy Clinical Director, the student is responsible to find his or her own placement, and the requirements of the placement will be at the discretion of the on-site music therapist.

Credits: 2

Prerequisite: MUTY 500 and MUTY 501 and MUTY 502. Offered: Every year.

MUTY 504 - Methods and Principles of Professional Music Therapy

This course is required of music therapy master's equivalency music therapy students who have completed MUTY 500-Foundations of Professional Music Therapy and at least the first two Music Therapy Placements, MUTY 501 MUTY 502. The course addresses the development of a personal theory/philosophy of music therapy, study of advanced music therapy models and professional topics including ethics, development of job proposals, and interdisciplinary collaboration. This is a fully online course.

Credits: 3

Prerequisite: MUTY 500 and MUTY 501 and MUTY 502. Offered: Every year.

MUTY 505 - Foundations of Advanced Music Therapy I

Designed to focus on professional orientation issues related specifically to music therapists seeking licensure in Creative Arts Therapy. Students will examine their own professional awareness, knowledge and skill sets for successfully negotiating work life in music psychotherapy. Topics will include the study of professional responsibilities, history of music therapy, assessment, and group process. Professional involvement with the American Music Therapy Association and the Certification Board for Music Therapists through presentations, publications, or committee membership will be examined and encouraged.

Credits: 3

Offered: Every year.

MUTY 510 - Advanced Guitar Skills for Music Therapists

Designed to help music therapists to advance their skills using the guitar. The focus of the course centers on the fundamentals of guitar technique in music therapy. Course material will be implemented by the use of literature from varying styles and will cover melodic harmonization, chord voicing, strumming techniques, plectrum techniques, as well as reading various guitar notations.

Credits: 2

Offered: Every year.

MUTY 518 - Foundations of Clinical Piano Improvisation

The training will develop the concept of clinical improvisation and provide specific strategies for developing and applying clinical improvisation skills within a therapeutic relationship. Piano is the primary medium and use of the voice will also be addressed. A variety of styles will be explored. In addition, the concept

of developing improvisations based on classical repertoire will be presented. The importance of thematic development specific to individual client profiles will be discussed. Experiential work of improvising with others will provide opportunities for integrating the knowledge, skills and abilities addressed in the training. Required readings as well as video and audio recordings will be utilized as learning tools.

Credits: 2

Offered: Every year.

MUTY 520 - Theory of Vocal Psychotherapy

Students will learn the theories that underlie vocal psychotherapy, and experience this model of in-depth (reconstructive) music therapy that utilizes sounds, vocal improvisation, songs and dialog within a therapeutic relationship to promote intrapsychic and interpersonal change. They will have opportunities to observe and participate in voice-centered therapeutic experiences and interventions. The course format includes lecture, review of assigned readings, demonstration, and participation in individual and group vocal psychotherapy exercises and experiences.

Credits: 2

Offered: Every year.

MUTY 530 - Introduction to Guided Imagery and Music

Introduces the major components of the Guided Imagery and Music (GIM) process. In an overview, the topics include: the history, definitions and session format of GIM, as well as music and imagery; imagery, alternate states of consciousness; processing techniques; guiding techniques; music in alternate states of consciousness; ethics and contra-indications. The course will include an experiential component.

Credits: 2

Offered: Every year.

MUTY 540 - Internship in Music Industry I

Development of clinical skills and experience in the music therapy field under the supervision of an experienced clinician.

Credits: 2

Prerequisite: MUTY 501 and MUTY 502 and MUTY 503. Offered: Every semester.

MUTY 541 - Internship in Music Therapy II

Development of advanced clinical skills and experience in the music therapy field under the supervision of an experienced clinician

Credits: 2

Prerequisite: MUTY 540. Offered: Every semester.

MUTY 550 - Internship in Music Therapy

This fulfills 500 hours of clinical internship requirement for the Office of the Professions of master's students pursuing their license as a Creative Arts Therapist. Development of advanced clinical skills and experience in the music therapy field under the supervision of an experienced clinician.

Credits: 4

Offered: Every semester.

MUTY 560 - Lifespan Human Development

The purpose of this seminar is to provide advanced students with an in-depth knowledge of human growth and development from the prenatal period through old age and death. The course will focus on the interaction of biopsychosocial forces on physical, socio-emotional, and cognitive development across the lifespan with an eye toward application of the material to practical situations as encountered by human service providers, such as Licensed Creative Arts Therapists and other Mental Health practitioners. In addition, special attention will be paid to the major theories of human development as they pertain to development from a lifespan perspective, as well as relevant recent research.

Credits: 3

Offered: Every year.

MUTY 570 - Psychopathology

This course covers theory and research in adult psychopathology, focusing on a comprehensive review and critical examination of behavioral and mental disorders under the most current Diagnostic and Statistical Manual (DSM) published by the American Pscychiatric Association. Etiological, diagnostic, and treatment issues are emphasized, as are issues related to classification of mental disorders. In addition, special attention will be paid to the major theories of psychopathology with an eye toward application of the material to practical situations as encountered by human service providers, such as Licensed Creative Arts Therapists and other Mental Health practitioners.

Credits: 3

Offered: Every year.

MUTY 590 - Special Studies in Music Therapy

Studies not otherwise available as regular course offerings related to the work of Creative Arts Therapists (i.e., body work training, dance/movement or art therapy workshops) pursued in independent, directed or tutorial manner. Student must submit a proposal for approval, available in the School of Music office. Students must also secure agreement of faculty member to sponsor the study.

Credits: 3

Offered: Every year.

MUTY 605 - Foundations of Advanced Music Therapy II

The goals of this seminar are to provide an introduction to the concepts of theory building and philosophical inquiry in music therapy and qualitative research, to exchange ideas in a collaborative process and develop a personal theory and philosophy of music in/as therapy. Students will become familiar with the nature and process of philosophical inquiry and qualitative research, explore the concept of "meaning" in music, therapy and music therapy, and become familiar with existing literature in music therapy philosophical, theoretical and qualitative research.

Credits: 3

Offered: Every year.

MUTY 620 - Vocal Psychotherapy Practice

Students will be trained in vocal psychotherapy, a model of in-depth (reconstructive) music therapy that utilizes sounds, vocal improvisation, songs and dialogue within a therapeutic relationship to promote intrapsychic and interpersonal change. Students will have opportunities to observe, participate in and conduct voice-centered therapeutic experiences and interventions. They will also become experienced in transitioning between musical interventions and verbal interventions. The course format includes lecture, review of assigned readings, demonstration, peer teaching and participation in individual and group vocal psychotherapy exercises and experiences.

Credits: 2

Offered: Every year.

MUTY 630 - Clinical Music and Imagery

Music and Imagery is an advanced technique of music therapy as outlined in the AMTA scope of practice standards and the AMTA Advanced Competencies in the areas of Professional Growth and Development, Clinical Administration, Advanced Clinical Skills, Personal Growth and Development, and Musical and Artistic Development. It also addresses the New York State License in Creative Arts Therapy curriculum in the areas of preparation in music therapy for the practice of creative arts therapy; theories in creative arts therapy; assessment and appraisal of individuals; and clinical instruction. This course emphasizes the use of verally guided meditation and non-directional music.

Credits: 2

Offered: Every year.

MUTY 650 - Advanced Practicum in Music Therapy

This course accompanies Clinical Courses: Clinical Piano Improvisation, Vocal Psychotherapy and Guided Imagery and Music. Clinical sites may be at the students' place of employment or at university created placements. Supervision is provided by Board Certified Music Therapists Licensed Creative Arts Therapists who are university affiliated supervisors. This course may be repeated. A minimum of 500 hours of Advanced Practicum is required for students entering the program as Board-Certified Music Therapists

Credits: 2

Prerequisite: MUTY 518 and MUTY 520 and MUTY 530.
Offered: Every semester.

PHED - Physical Education

PHED 100 - Champs/Lifeskills

The course is based on the National Collegiate Athletic Association (NCAA) CHAMPS/Lifeskills Program. It is designed to assist first year student athletes with a variety of lifeskills components, including commitment, personal development, career development, service commitment and athletics commitment.

Credits: 2

Offered: Offered on occasion.

PHED 101 - Aqua-Aerobics

Course introduces a sequence of water exercises that enhances the student's aerobic fitness.

Credits: 1

Offered: Every semester.

PHED 102 - Learn to Swim

Course emphasizes the basic skills needed to learn to swim. Course is designed for non-swimmers.

Credits: 1

Offered: Every semester.

PHED 103 - Intermediate Swimming

Course emphasizes the intermediate skills needed to develop individual strokes.

Credits: 1

Offered: Every semester.

PHED 104 - Advanced Swimming

Course emphasizes advanced stroke development and training techniques involved in advanced swimming.

Credits: 1

Offered: Every semester.

PHED 105 - Swimming and Conditioning

Course educates students about how to use the swimming pool to develop and maintain a sensible level of physical fitness. Water exercises and technique are taught.

Credits: 1

Offered: Every semester.

PHED 106 - Lifeguard Training

Course emphasizes the skills and techniques needed to gain lifeguard certification. Lifeguard certification is possible at the end of the course.

Credits: 3

Offered: Every year.

PHED 107 - Water Safety Instructor

Course follows the Red Cross guidelines to train Water Safety Instructors. WSI is possible at the completion of this course.

Credits: 2

Offered: Every year.

PHED 108 - Basic Scuba

Course emphasizes the basic skills involved in learning how to SCUBA dive. Classroom sessions and open water dives are planned as part of this class.

Credits: 2

Offered: Every semester.

PHED 110 - Advanced Scuba Diving

Course introduces the advanced techniques of SCUBA diving needed for open water diving.

Credits: 1

Prerequisite: PHED 108. Offered: Every semester.

PHED 112 - ZumbaÂ®

The ZumbaÂ® program fuses hypnotic Latin rhythms and easy-to-follow moves to create a one-of-a-kind fitness program. The routines feature interval training sessions where fast and slow rhythms and resistance training are combined to tone and sculpt the body while burning fat. Add some Latin flavor and international zest into the mix and you've got a ZumbaÂ® class! The course is taught by a licensed ZumbaÂ® instructor and a ZumbaÂ® Instructor Member.

Credits: 2

Offered: Every semester.

PHED 113 - Basic Bowling

Introduces students to the fundamentals of bowling including scoring, approaches and strategies needed to attain basic competencies as a beginning bowler.

Credits: 1

Offered: Every semester.

PHED 116 - Golf - Basic

Course introduces the student to the skills and rules needed to develop introductory golf proficiency.

Credits: 1

Offered: Everyyear.

PHED 117 - Running and Conditioning

Course teaches the student the basics of aerobic conditioning as a means of developing physical fitness.

Credits: 1

Offered: Every semester.

PHED 120 - Ice Skating - Basic

Student will learn the basic skills needed to begin ice skating. Balance, footwork, turning and stopping are emphasized in the course.

Credits: 1

Offered: Every semester.

PHED 121 - Ice Skating - Intermediate

Course emphasizes in-depth skills introduced in basic ice skating.

Credits: 1

Offered: Every semester.

PHED 122 - Figure Skating

Introduces the intermediate skater to the basics of figure skating, power crossovers; movement forward and backwards, 3 turns, mohawks, single jumps and spins. Course will also provide the advanced figure skater an opportunity to continue training in double and triple jumps, combination spins and connecting footwork.

Credits: 1

Offered: Every semester.

PHED 124 - Basic Aerobics

Aerobic exercise involves any physical movement that requires oxygen to perform. This course is designed to teach students about benefits of aerobic fitness and to engage them in aerobic-type activities. Activities may include traditional step aerobics, jump rope, jogging, and sustained rhythmic movement such as Zumba\00A9.

Credits: 2

Offered: Every semester.

PHED 125 - Step Aerobics

Course introduces the student to aerobic exercise through a step aerobics technique.

Credits: 2

Offered: Every semester.

PHED 126 - Body Sculpting (Women)

Course introduces the student to strength training, body toning and the basics of aerobic exercise. The development of individual programs will be directed toward the fitness needs of women.

Credits: 2

Offered: Every semester.

PHED 127 - Yoga

An introduction to "Hatha" yoga. Students will learn basic postures (asanas) as well as breathing techniques (pranayma) and beginning meditation practices. Students will work to increase flexibility, develop balance, deepen respiration and mind-body awareness.

Credits: 2

Offered: Every semester.

PHED 128 - Racquetball - Basic

The basic skills, rules and techniques of scoring are taught in the course.

Credits: 1

Offered: Offered on occasion.

PHED 129 - Racquetball - Intermediate

Strategies of singles and doubles play are emphasized in the course.

Credits: 1

Offered: Offered on occasion.

PHED 131 - Self-Defense

Course emphasizes the basic techniques needed to defend oneself. Stances and defensive strategies are emphasized.

Credits: 1

Offered: Every semester.

PHED 132 - Skiing

The basic techniques needed to ski are taught. The course is designed to meet the needs of beginners as well as intermediate and advanced skiers.

Credits: 1

Offered: Every semester.

PHED 134 - Tennis - Basic

Course emphasizes the rules, grips, stances and elementary stroke development for the beginning player.

Credits: 1

Offered: Every semester.

PHED 135 - Tennis - Intermediate

Course introduces in-depth tennis skills and advanced techniques and strategies for singles and doubles play.

Credits: 1

Offered: Every semester.

PHED 138 - Volleyball

Course introduces basic volleyball skills necessary for the student interested in intramural or recreational play.

Credits: 1

Offered: Every semester.

PHED 139 - Weight Training

Course introduces the student to basic techniques of weight training and body toning. Emphasis is placed on learning specific exercises and training techniques necessary for establishing an effective weight training program.

Credits: 2

Offered: Every semester.

PHED 141 - Advanced Conditioning

The course introduces students to the fundamentals of advanced training techniques. Techniques include weight training, powerlifting, aerobics, agility, interval and plyometric training.

Credits: 1

Offered: Every other year.

PHED 171 - Conditioning for Today's Active Woman

This class is designed for the female student who would like to improve her overall core strength, flexibility, and anaerobic conditioning level. Instruction will be provided in proper active range of motion warm up techniques, proper body position for maximum performance and injury prevention, agility drills, plyometric and explosive training and anaerobic drills and conditioning.

Credits: 1

Offered: Every year.

PHED 180 - Assistant Scuba Instructor

The course will educate people who have basic aquatic skills and basic scuba certification to teach basic skills

associated with scuba diving. The skills taught include skin diving skills, pool safety, equipment inspection, buddy systems, air emergencies, communications, and open water diving. Permission of instructor required.

Credits: 2

Prerequisite: PHED 108. Offered: Every semester.

PHED 187 - Bracketology

Bracketology is the science or art of projecting who will make the NCAA Men's Division I Basketball Tournament. The students will learn why teams are seeded higher or lower than others, or why one team got in while another team was passed over and how to figure out those answers before this information is officially announced. This course will show how to analyze teams critically and objectively. The class will cover the history and evolution of the Tournament and the various rankings and metrics used by the Selection Committee, and the rules the Committee must follow throughout the process. Each student will be assigned conferences to monitor and report on throughout the class. The class will have a formal debate on a major issue in college basketball. Students will learn, and emulate, the process used for selecting and seeding teams. Finally, the class will assemble a bracket as a group before making their own as a final assignment, and see how their bracket compares to those of other professional and amateur bracketologists.

Credits: 1

Offered: Offered on occasion.

PHED 189 - Esports

The course introduces the most popular esports and their terminology, organization, scoring, and team composition. It provides the students with the opportunities to develop problem-solving skills, to work in a team and socialize, to improve their attention and visual acuity, to strengthen their eye-hand coordination, and to develop strategies.

Credits: 2

Offered: Offered on occasion.

PHED 199 - Special Topics

Special topics in wellness.

Credits: 1-6

Offered: Every semester.

PHED 200 - Human Physiology I

A comprehensive overview of the field without being overwhelming. It provides a solid foundation of basic physiology to better interpret and understand sport and exercise physiology. It reviews the major body systems and examines the body's acute response to exercise and its chronic response to training. Students will learn how the environment affects these responses. The course examines various approaches used to optimize performance and focuses on unique concerns of special populations involved in physical activity. It also examines the importance of physical activity to lifelong health.

Credits: 3

Offered: Every year.

PHED 201 - Human Physiology Lab I

Provides exercise science majors with lab exercises that are designed to expose them to the practical aspects of exercise physiology. Sample areas will include stress testing, heart rate and blood pressure and body fat analysis.

Credits: 1

Corequisite: PHED 200. Offered: Every year.

PHED 202 - Human Anatomy

The purpose of this course is to acquaint the student with major aspects of human anatomy from the cell and tissue level through the major organ systems, muscle, and skeletal groups. The emphasis will be on descriptive and structural aspects of human anatomy. The course will also stress function and inter-relationships between different body systems.

Credits: 3

Offered: Every year.

PHED 203 - Human Physiology II

This course is a continuation of Human Physiology I and is designed to provide students with the opportunity to study and learn concepts of human performance and exposes the student to the process of collecting scientific data and presenting those findings. This course emphasizes the digestive, endocrine, nervous and urinary systems, hydration, and ergogenic aids as they relate to human bioenergetics.

Credits: 3

Prerequisite: PHED 200 and PHED 201. Corequisite: PHED 204. Offered: Every year.

PHED 204 - Human Physiology II Laboratory

This course provides exercise science majors with lab exercises that are designed to expose them to the practical aspects of conducting research including formulating a hypothesis, conducting literature reviews, data collection and methodology and project presentations related to PHED 203 Human Physiology II. Laboratory meetings will include a brief instructional lecture, followed by laboratory exercises.

Credits: 1

Corequisite: PHED 203. Offered: Every year.

PHED 214 - Emergency Medical Technician (EMT-B)

The course offers training for pre-hospital care professionals performing emergency care. Students will gain a knowledge of first aid, cardiovascular emergency, shock, fractures, bleeding, defibrillation, and special problems in triage and extrication. The course follows the guidelines of the New York State Department of Health Emergency Services Program.

Credits: 4

Offered: Every year.

PHED 307 - Biomechanics Laboratory

The course is the laboratory component of the biomechanics course. Emphasis will placed on the application of biomechanics concepts, hands-on activities and experiments involving contemporary forms of biomechanical analysis. Sample areas will include video analysis of motion and kinematics of running, jumping throwing, linear motion and equilibrium.

Credits: 1

Corequisite: PHED 306. Offered: Every year.

PHED 311 - The Psychology of Coaching

A course for understanding the application of basic psychological principles to the coaching of the individual athlete, or teams in the competitive environment. One of several courses designed to meet state mandate for interscholastic coaching.

Credits: 2

Offered: Every year.

PHED 350 - Special Topics

Advanced special topics in physical education and/or wellness.

Credits: 1-4

Offered: Offered on occasion.

PHED 499 - Independent Study

The study of a particular topic related to physical education and recreation. Periodic meetings with an appropriate instructor will be scheduled. The topic may encompass individual research or a practical experience.

Credits: 1-4

Offered: Every semester.

PHED 530 - Legal Aspects of Sport and Physical Activity

The course is designed for Athletic and Educational Administrators. The course covers the structure of the legal system, introduces the case study method, aspects of constitutional law, labor and anti-trust law, tort law, product liability, contract law, administrative and statutory law and risk management systems applicable to the sport industry and educational settings.

Credits: 3

Offered: Every year.

PHIL - Philosophy

PHIL 106 - Critical Thinking

The course concerns the study and practice of critical thinking through analysis of issues in theoretical philosophy, applied philosophy, and the public sphere more generally. By applying critical thinking skills to controversial issues and dramatic examples, students will engage in careful thought and hone their analytic skills. The primary feature of the course is the consideration of an abundance of issues, examples, and applications from philosophy and everyday life, ranging from human nature to the courtroom and political debate, and from advertising to current moral and social issues.

Credits: 3

Offered: Every other year.

PHIL 115 - Introduction to Philosophy

Discussion of some central problems in philosophy such as the existence of God, the ultimate nature of reality, the conditions for knowledge, the question of free will versus determinism, and the foundations of morality. How should one live? Why would God allow evil? How much can we know about the world around us? Do we have free will? Can we survive death? Such questions are universal and fundamental to all humanity.

Credits: 3

Offered: Every semester.

PHIL 116 - Introduction to Logic

The development of formal systems of propositional and predicate logic for the evaluation of reasoning. Truth table techniques to distinguish valid from fallacious inferences, symbolizing English in logical notation, proofs in propositional logic, predicate logic with quantifiers.

Credits: 3

Offered: Every year.

PHIL 218 - Introduction to Ethics

This class looks at the nature of morality, across and within specific cultures from various parts of the world. Specifically, it looks at the status of moral sentences, what morality is about (right, good, and virtue), and specific moral issues.

Credits: 3

Offered: Every other year.

PHIL 220 - Medical Ethics

Medical ethics is the study of morality in the context of health and pathology. It concerns metaphysical issues about the nature of physical and mental disorders, and moral issues about treatments and policies. Topics include the creation of life, euthanasia, the Hippocratic Oath, treatment of the diseased or disabled, and the distribution of limited healthcare resources. The course topics are at the heart of moral, metaphysical, and economic issues in applied ethics: for example, creation-of-life and end-of-life issues. This course explores these issues and their consequences for the theoretical and applied fields of healthcare.

Credits: 3

Offered: Offered on occasion.

PHIL 222 - The Greek Way

Introduces students to classical Greek philosophy in the context of the historical, cultural, social, and political conditions of ancient Greece. Part of the course is devoted to a careful examination of the social context of ancient Greece and to the sources and manifestations of Greek values: mythological, religious, literary, educational, and aesthetic.

Credits: 3

Offered: Every other year.

PHIL 223 - Roman Philosophy

This course chronicles philosophy in action -- in historical and political contexts. We examine the crucial role Platonism, Aristotelianism, Stoicism, and Epicureanism played during major social upheaval as Caesar, Pompey, Cicero, Cato, Brutus, and Cassius struggle with the often conflicting demands of seeking personal salvation, honoring philosophical conviction, and fulfilling patriotic duty in the final days of the Roman Republic. Later, during the building of the Roman empire, Seneca, Musonius Rufus, and Marcus Aurelius confronted the same conflicts but in different political settings.

Credits: 3

Offered: Offered on occasion.

PHIL 224 - Medieval Thought

Islamic, Judaic, and Latin-Christian thought of the Middle Ages, particularly the 11th to 13th centuries. The course examines the significance of the Greco-Roman tradition to medieval hopes and fears and addresses problems prevalent in all three cultures: the relationship between faith and reason; the nature of the Supreme Being; the connection between theology and art, politics, and metaphysics; and the origin and cause of the world.

Credits: 3

Offered: Every other year.

PHIL 226 - The Age of Reason and Its Legacy

The nature of reality, knowledge, and experience as portrayed by thinkers such as the Rationalists (Descartes, Leibniz, and Spinoza), the Empiricists (Locke, Berkeley, and Hume), Kant, and Reid. The legacy of these thinkers as reflected in standard notions of causality, truth, proof, and argument will be explored in relation to contemporary thinkers.

Credits: 3

Offered: Every other year.

PHIL 228 - American Philosophy

The political philosophy, epistemology, scientific method, and criteria of truth, argument, and reason which distinctively characterize the Founding Fathers, the Transcendentalists, the Pragmatists, and contemporary inheritors of the Pragmatist tradition. Includes consideration of the question: What is distinctively American about American philosophy?

Credits: 3

Offered: Every other year.

PHIL 238 - Philosophy of Religion

Careful examination of classical and contemporary issues such as the nature of religious experience, the relationship of faith and reason, arguments for and against the existence of God, the significance of the problem of evil, knowing God without arguments, religious language, life after death, miracles, religious ethics, and the differences between Eastern and Western theisms.

Credits: 3

Offered: Every year.

PHIL 258 - Life and Death

The class explores fundamental issues relating to life and death. In particular, it looks at what constitutes life and what, if anything, makes life good. It also investigates what constitutes death and whether death is bad. Using thee notions, the class then analyzes particular moral issues surrounding life and death, such as the moral status of the following practices: abortion, suicide, euthanasia, capital punishment, and war.

Credits: 3

Offered: Every year.

PHIL 265 - Social/Political Philosophy

The proper form of human association, the just balance of economic, political, and social power, and the nature of the relationship between the state and the individual are

explored in the works of prominent historical and contemporary theorists. The course examines the nature of social commitment as viewed by major political philosophies.

Credits: 3

Offered: Every other year.

PHIL 270 - Philosophy of the Arts

Philosophical problems in the arts. Nature of art and aesthetic appreciation; aesthetic attitude, experience, and emotion; relations between art and art institutions; interpretation and evaluation of works of art are among topics considered. Problems specific to music, film, literature, painting, and sculpture are also discussed.

Credits: 3

Offered: Offered on occasion.

PHIL 274 - Existentialism

Existentialism is a philosophical realization of living in a broken, ambiguous, dislocated world into which we are thrown and condemned yet abandoned and free. The course examines the work of authors such as Kierkegaard, Dostoevsky, Nietzsche, Kafka, Heidegger, Sartre, Camus, and de Beauvoir. Students confront the main themes of life: anxiety, authentic living, meaning, love, relationships, God, and death.

Credits: 3

Offered: Offered on occasion.

PHIL 301 - Intermediate Deductive Logic

The development of a formal system of logic with relations and multiple quantifiers, identity and definite descriptions. Other topics may include non-classical logics, modal logic (the logic of possibility and necessity), set theory, or results concerning the scope and limits of logical systems.

Credits: 3

Prerequisite: PHIL 116. Offered: Offered on occasion.

PHIL 302 - Abortion, Philosophy, and Law

Students will explore abortion from theoretical and legal perspectives. They will investigate various underlying theoretical issues and the factual and legal aspects if abortion. Students will combine these concepts and explore the moral status of abortion.

Credits: 3

Offered: Offered on occasion.

PHIL 303 - Crime and Punishment

The course investigates the criminal justice system and the limits of state coercion. May the state coerce persons only to prevent some persons from harming others? May it do so to protect persons from harming themselves or to protect society's moral fabric? The class will then examine the justification of punishment. Is punishment justified because it reforms offenders, because offenders deserve punishment, or because punishment deters other potential defenders? Finally, the class explores contemporary moral issues such as whether the state should criminalize recreational drug use, hate crimes, or blackmail.

Credits: 3

Offered: Every other year.

PHIL 310 - Business Ethics

Careful examination of moral issues arising in business contexts such as the duty to tell the truth, the profit motive, the relationship between private ownership and the public interest, the rights and duties of employees and employers, the responsibilities and liabilities of businesses to consumers, the respective roles of business and government, and business trends and social responsibility.

Credits: 3

Offered: Offered on occasion.

PHIL 312 - Current Moral Issues and Principles

An examination of moral issues of significance today such as abortion, euthanasia, sexual ethics, affirmative action, animal rights, torture, and war. In exploring answers to these issues the course includes an introduction to moral principles produced by traditional theories such as natural law, utilitarianism, Kantianism, and the social contract tradition.

Credits: 3

Offered: Every year.

PHIL 313 - Sex and Love

Addresses three specific areas of sex and love, and includes cross-cultural components. First, sexual ethics: Which kinds of sexual activity are morally permissible under what sort of circumstances? Must morally permissible sex be based on love? What is good sex? Second, the politics of sex: Are versions of proper sexuality used as mechanisms to oppress women and homosexuals? Third, the ideals of love: What are the different kinds of love? Why should persons be concerned with analyzing love?

Credits: 3

Offered: Every year.

PHIL 317 - Philosophy of Science

An examination of the basic concepts and methods of the sciences through the study of topics such as the nature of scientific explanation, the status of laws of nature, the relation between observation and theory, and methods of confirming or refuting hypotheses. Other topics might

include causality, scientific realism, scientific revolutions, evolution and natural functions, and the distinction between science and pseudo-science.

Credits: 3

Prerequisite: PHIL 106 or PHIL 115 or PHIL 218 or PHIL 226 or PHIL 258 or PHIL 265 or PHIL 270. Offered: Every other year.

PHIL 330 - Libertarianism

Libertarianism holds that the only proper function of the state is to protect its citizens from acts of force, fraud, or theft. The class will explore libertarianism and evaluate the arguments for and against it. The class will examine such issues as: whether the state has authority over persons, whether distributive justice allows the state to redistribute wealth, whether rights are inviolable, whether and to what extent property rights should be respected, and whether antidiscrimination laws are justified.

Credits: 3

Offered: Offered on occasion.

PHIL 331 - Eastern Thought

A survey of classic eastern philosophies and religions, including classical Chinese schools (Confucianism, Daoism), some varieties of Hinduism (Advaita Vedanta, Visistadvaita Vedanta), and some varieties of Theravada and Mahayana Buddhism. Topics include human nature, enlightenment, the nature of ultimate reality, reincarnation, karma, moral transformation of individuals and societies, supernatural beings, knowledge, truth, and idealism. Prerequisite: must have completed INDS 120 or at least one 3 credit Philosophy class.

Credits: 3

Offered: Every other year.

PHIL 337 - Religious Pluralism

Religions differ. What should we make of this fact of religious diversity? Theories of religious pluralism hold that in some sense or other, all religions are the same. In this course we'll explore four major religious traditions, and will then explore theories of religious pluralism, as well as critical responses to and theoretical alternatives to them.

Credits: 3

Offered: Offered on occasion.

PHIL 338 - Marxist Thought

Examines the central themes of the tradition: its view of history, economics, the nature of political struggle, the status of law and morality, and the effects of material living conditions on forms of thought. The relevance of Marxism to revolutionary political movements is explored in the works of thinkers such as Lenin, Stalin, Trotsky, Luxemburg, Gramsci, and Marcuse.

Credits: 3

Offered: Every other year.

PHIL 345 - The Meaning of Life

The course addresses the most fundamental questions of human existence in theistic, humanistic, and practical dimensions. Does life as a whole have inherent meaning? Does human life in particular have inherent meaning? If there is no God does that imply that life has no inherent meaning? Even if life has no inherent meaning, can life have meaning created by those who live it? If there is no inherent meaning of life, why do people exist? Does mortality rob human life of any significance it might have?

Credits: 3

Offered: Offered on occasion.

PHIL 346 - Human Happiness

A critical evaluation of major theories of happiness. If people are rational and actively loving, what should people teach their children about more durable forms of life satisfaction? What is success? What is happiness? Is happiness the greatest good? Are all meaningful lives happy? Are all happy lives meaningful lives? What are the sources or conditions of happiness? What is the relationship between heroic, meaningful, and happy lives?

Credits: 3

Offered: Offered on occasion.

PHIL 351 - Metaphysics

An examination of the fundamental categories of reality, such as existence, substance, property, identity, space, time, event, causation, necessity, essence, free will and mind. The philosophical questions in which these categories play a role will also be discussed; e.g., Is free will possible in a deterministic world? and How can something change its properties over time and still remain the very same thing? Prerequisite: 3 credit hours in philosophy.

Credits: 3

Offered: Every other year.

PHIL 353 - Theory of Knowledge

Inquiry into the nature of human knowledge and related concepts such as truth, belief and epistemic justification. Knowledge from experience and a priori knowledge. The course addresses theories of justification such as foundationalism, coherentism and reliabilism. It also confronts problems posed by Skepticism for the scope of human knowledge, especially knowledge about the external world. Prerequisite: 3 credit hours in philosophy.

Credits: 3

Offered: Every other year.

PHIL 362 - Philosophy of Law

The course explores the nature of law and judicial decision-making. Is law simply a union of rules, a social practice, or an attempt to apply justice to interpersonal disputes? The course also examines the content and interpretation of statues. Should the interpretation take into account the statute's plain meaning? The intent of the legislature that voted for it? Considerations of justice? The class will then discuss the role of judges in interpreting both statutes and common law (judge-made law).

Credits: 3

Offered: Every other year.

PHIL 364 - Justice, Law, and Economics

The civil law system adjudicates contractual disputes and disputes involving claims to compensation for injury. The course begins with a discussion of the justification of the system. The class will investigate whether the system is justified by a concern for economic efficiency, justice or both. The class will look at economic rules that relate to the civil laws, such as the rules relating to breach of contract, automobile accidents, liability for defective products, and pollution control. The class will also explore whether justice allows economic factors to be considered.

Credits: 3

Offered: Offered on occasion.

PHIL 369 - Topics in Philosophy

Special topics in philosophy. Variable-content course which may be taken more than once for credit. An in-depth study beyond the standard curriculum.

Credits: 1-3

Offered: Offered on occasion.

PHIL 430 - Philosophy of Mind

Philosophical accounts of the mind and its relation to the world. Topics include the mind-body problem, the intentionality (or "aboutness") of thought, the nature of mental content, consciousness, introspection and knowledge of other minds. Consideration of theories on these topics, such as dualism, behaviorism, type-physicalism, functionalism and eliminativism. Prerequisite: 3 credit hours in philosophy.

Credits: 3

Offered: Every other year.

PHIL 432 - The Age of Analysis: Philosophy Since 1900

Major currents and themes in 20th century analytic philosophy. Attention devoted to the work of such philosophers as Russell, Moore, Wittgenstein, Quine and others. A critical examination of analytic approaches to the philosophy of language, metaphysics, epistemology and other traditional areas of philosophy. Likely topics are theories of meaning and reference, logical atomism, logical positivism, ordinary language philosophy, and recent debates concerning the nature of knowledge, meaning and necessity. Prerequisite: 3 credit hours in philosophy.

Credits: 3

Offered: Every other year.

PHIL 441 - Philosophy of Language and Semantics

Exploration into the nature of language through the examination of such topics as meaning, reference, truth, use, and convention. Contemporary theories about the semantic contribution to sentence meaning made by proper names and definite descriptions; the difference between linguistic and other forms of communication and representation; and the relations between language, thought and reality. Prerequisite: 3 credit hours in philosophy.

Credits: 3

Offered: Offered on occasion.

PHIL 446 - Selected Problems

Advanced special topics and problems not treated thoroughly in other courses. Past examples: Environmental Ethics, Philosophy of War, Philosophy of History, Rationality, Renaissance Philosophy, Autonomy, and Theories of the Good. Current topics specified in the online Course Offerings.

Credits: 3

Offered: Every other year.

PHIL 447 - Selected Problems

Advanced special topics and problems not treated thoroughly in other courses. Past examples: Environmental Ethics, Philosophy of War Philosophy of History, Rationality, Renaissance Philosophy, Autonomy, and Theories of the Good. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 448 - Selected Problems

Advanced special topics and problems not treated thoroughly in other courses. Past examples: Environmental Ethics, Philosophy of War Philosophy of History, Rationality, Renaissance Philosophy, Autonomy, and Theories of the Good. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 449 - Selected Problems

Advanced special topics and problems not treated thoroughly in other courses. Past examples: Environmental Ethics, Philosophy of War Philosophy of History, Rationality, Renaissance Philosophy, Autonomy, and Theories of the Good. Current topics specified in the online Course Offerings.

Credits: 3

Offered: Every other year.

PHIL 460 - Major Philosophers

Intensive study of thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in the online Course Offerings.

Credits: 3

Offered: Every other year.

PHIL 461 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 462 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 463 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offering Bulletin.

Credits: 3

Offered: Every other year.

PHIL 464 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past Examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 465 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 466 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 467 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 468 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

Credits: 3

Offered: Every other year.

PHIL 469 - Major Philosophers

Intensive study of the thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in the online Course Offerings.

Credits: 3

Offered: Every other year.

PHIL 477 - Capstone Seminar

The course centers on some of the following issues: (1) an in-depth study of a particular philosopher or specific topic; (2) detailed reflection on the discipline of philosophy, and the effects, if any, of being a philosophy major on the kind of person one becomes in terms of values, attitudes, and ways of viewing and acting in the world; (3) an examination of the art of philosophical research, writing, and oral presentations. Course format and focus vary depending on instructor. Prerequisite: Philosophy major with junior or senior standing, or by permission of instructor.

Credits: 3

Offered: Every year.

PHIL 481 - Directed Study

Student, with faculty member's guidance, will study a topic not currently offered, or will engage in studies in greater depth than current course offerings permit. Permission of instructor required.

Credits: 1-3

Offered: Every semester.

PHIL 485 - Independent Study

Student will pursue a course of independent study and present evidence of accomplishment at end of semester. Philosophy major and permission of instructor required.

Credits: 1-3

Offered: Every semester.

PHYS - Physics

PHYS 101 - Contemporary Physics for Non-Science Majors

(Designed for students majoring in humanities and social sciences.) Non-mathematical survey of selected areas of contemporary science. Emphasis on ideas and concepts of physics, including its role in society.

Credits: 3

Offered: Every semester.

PHYS 104 - The Big Bang

Non-mathematical presentation of selected topics regarding the latest theories of the formation of the universe including ideas from special and general relativity.

Credits: 1

Offered: Offered on occasion.

PHYS 107 - Particles and Waves

Introductory level course on topics of special interest not covered in regular courses.

Credits: 1-3

Offered: Offered on occasion.

PHYS 111 - Introduction to Physical Sciences

An inquiry and algebra based approach to the major topics of physics: motion, conservation laws, heat, electricity, optics, and introductory atomic physics.

Credits: 3

Offered: Offered on occasion.

PHYS 117 - Sound, Light and Color

A course for the non-major covering topics in acoustics (especially musical acoustics), optics, light, lasers, holograms, and theories of color. The approach is mostly conceptual with some use of simple algebra. Emphasis will be on the physics, but some discussion of perceptual issues concerning the ear, eye, and brain will be included.

Credits: 3

Offered: Every other year.

PHYS 118 - Introduction to Astronomy

An introduction to the study of astronomy, from the early historical development of astronomy as a science to our modern understanding of stars, galaxies, and the Universe. The mathematics will be at the level of high school algebra and geometry.

Credits: 3

Offered: Every year.

PHYS 121 - College Physics I

A non-calculus lecture sequence: motion, dynamics, conservation theorems, heat. Students requiring a laboratory component should include PHYS 123. Student must have taken MATH 105 or N.Y.S. Regents Math B.

Credits: 3

Offered: Every year.

PHYS 122 - College Physics II

A non-calculus lecture sequence: wave motion, sound, electromagnetic fields, circuits, optics, quantum phenomena. Students requiring a laboratory component should include PHYS 124.

Credits: 3

Prerequisite: PHYS 121. Offered: Every year.

PHYS 123 - College Physics Lab I

One three-hour laboratory session per week treating topics covered in PHYS 121.

Credits: 1

Prerequisite: PHYS 121*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

PHYS 124 - College Physics II Lab

One three-hour laboratory session per week treating topics covered in PHYS 122.

Credits: 1

Prerequisite: PHYS 122*. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

PHYS 131 - Waves and Light

This course explores both mechanical wave and electromagnetic (light) wave properties and behaviors. Wave motion will be described pictorially, graphically and mathematically in order to investigate the characteristics of the wave. Interactions with light and matter will be studied with a particular focus on basic optics. The material will be covered at a high level under the presumption that students are able to perform basic algebraic and geometry calculations

Credits: 3

Offered: Every Fall semester.

PHYS 152 - Observing the Sky

An introductory astronomy course aimed at exploring the historical and modern techniques by which scientists observe objects in the sky. Topics will include the historical development of science, motions in the sky, light and telescopes, and digital imaging. While some classes will be held in the planetarium, no nighttime telescope work will be required. The mathematics will be at the level of high school algebra and geometry.

Credits: 3

Offered: Every Fall semester.

PHYS 199 - Special Topics

Introductory level course on topics of special interest not covered in regular courses.

Credits: 1-3

Offered: Offered on occasion.

PHYS 200 - Engineering Graphics

Introduction to tools, language, and procedures basic to training of an engineering draftsperson. Emphasis on drafting techniques, two-dimensional and isometric representation.

Credits: 2

Offered: Offered on occasion.

PHYS 201 - Introduction to Energy Science

This course will explore the fundamental principles of energy in its various forms, its applications, and its environmental impact. Topics covered include the physics of energy, methods of production , energy efficiency, storage, transportation, and environmental impact.

Credits: 3

Offered: Every year.

PHYS 205 - Science and Civilization

A survey of the major scientific discoveries, the scientists behind these discoveries, and the effect that these discoveries have had on the progress of civilization. The course will discuss historical developments from Thales to Einstein.

Credits: 3

Offered: Every year.

PHYS 206 - Genesis of the Universe

A non-mathematical course covering historical, philosophical, theological and scientific aspects concerning the genesis of the universe.

Credits: 3

Offered: Offered on occasion.

PHYS 230 - University Physics I

Calculus-based lecture sequence for science and mathematics majors who have completed a course or courses in University Calculus or the equivalent. Kinematics, dynamics, gravitation. A recitation is included.

Credits: 4

Prerequisite: MATH 122. Corequisite: PHYS 232. Offered: Every year.

PHYS 231 - University Physics II

Calculus-based lecture sequence for science and mathematics majors who have completed a course or courses in University Calculus or the equivalent. Electricity and magnetism. A recitation is included.

Credits: 4

Prerequisite: MATH 123 and PHYS 230. Corequisite: PHYS 233. Offered: Every year.

PHYS 232 - University Physics I Lab

One three-hour laboratory session per week treating topics covered in PHYS 230.

Credits: 1

Corequisite: PHYS 230. Offered: Every year.

PHYS 233 - University Physics II Lab

One three-hour laboratory session per week treating topics covered in PHYS 231.

Credits: 1

Corequisite: PHYS 231. Offered: Every year.

PHYS 234 - Modern Physics

Lecture course for students who have completed University Physics. Topics covered include Special Relativity, wave properties, an introduction to Quantum Mechanics, atomic, solid state, and nuclear physics.

Credits: 3

Prerequisite: PHYS 231. Corequisite: PHYS 235. Offered: Every Spring Semester.

PHYS 235 - Modern Physics Lab

Lab course developing skills in experimental design and implementation along with scientific writing. This course includes a stronger emphasis on assignment of and propagation of uncertainty, and methods of linear fitting, non-linear fitting and statistical analysis. Experiments explore the areas of Special Relativity, wave properties, an introduction to Quantum Mechanics, atomic, solid state, and nuclear physics.

Credits: 1

Prerequisite: PHYS 233. Corequisite: PHYS 234. Offered: Every Spring Semester.

PHYS 311 - Acoustics I

Elements of physics bearing directly on production and assimilation of musical tones: wave motion, resonance, complex waves, physiology of hearing, musical scales, simple acoustical models of musical instruments, and architectural acoustics.

Credits: 3

Prerequisite: PHYS 121 or PHYS 230. Offered: Every year.

PHYS 312 - Acoustics II

Psychoacoustics and architectural acoustics. A study of the mechanics and neurological foundations of the perception of pitch, loudness, timbre, and direction, followed by a contrasting study of the behavior, measurement, and evaluation of sound and music in a variety of environments, utilizing both objective techniques and the psychoacoustical insights gained from the first part of the course.

Credits: 3

Prerequisite: PHYS 311. Offered: Offered on occasion.

PHYS 318 - Basic Electronics

Introduction to electronic circuits, devices, and systems with practical applications to recording engineering and biomedical instrumentation. Non-majors only.

Credits: 3

Prerequisite: (MATH 120 or MATH 122) and (PHYS 122 or PHYS 231). Offered: Every year.

PHYS 321 - Engineering Statics

A calculus treatment of statics applied to the equilibrium of rigid and elastic bodies, including fundamentals of mechanics, vector algebra, free body diagrams, equivalent force/moment systems, distributed forces, centroids and center of gravity, equilibrium of particles and rigid bodies, trusses, frames, beams, internal forces in structural members, friction, first and second moments of area and moments and products of inertia, and methods of virtual work and total potential energy.

Credits: 3

Prerequisite: PHYS 230. Offered: Every year.

PHYS 322 - Mechanics of Solids

Continuation of PHYS 321 including stress and strain tensors, mechanical properties of solids, multidimensional stress-strain relations, section forces in beams, stresses in beams, deflection of beams, torsion, stresses and strain relations at a point, Mohr's circle, energy methods, elastic stability, and vibrations.

Credits: 4

Prerequisite: PHYS 321. Offered: Every year.

PHYS 323 - Circuit Analysis

A development of network analysis including Ohm's and Kirchhoff's laws, dependent and independent voltage and current sources, circuit simplification techniques including node-voltage, mesh-current methods, Thevenin and Norton equivalents, energy-storage elements, operational amplifiers, natural and step response of RL, RC and RLC circuits, sinusoidal steady- state analysis, introduction to Laplace Transforms, passive filters.

Credits: 4

Prerequisite: PHYS 231. Offered: Every year.

PHYS 324 - Circuit Analysis II

Continuation of PHYS 323 including sinusoidal excitation and phasors, AC steady state analysis, three-phase circuits,

complex frequency and network functions, frequency response, transformers, Fourier and Laplace transforms.

Credits: 3

Prerequisite: PHYS 323. Offered: Every year.

PHYS 325 - Electronics

Course treats analog electronics, AC and DC circuits and laws of network analysis. Elements of semiconductor physics. Diodes, rectifiers, filters and regulated power supplies. Bipolar and FET transistors and transistor amplifier circuits. Feedback and operational amplifiers. Discrete and integrated circuit oscillators, multivibrators, and waveshaping.

Credits: 3

Prerequisite: PHYS 231. Corequisite: PHYS 327. Offered: Every other year.

PHYS 326 - Digital Logic

TTL characteristics, Boolean algebra, logic functions, and minimization procedures. Logic gates and implementation. Design of combinational and sequential circuits. Flipflops, counters, shift registers, and arithmetic circuits. Analog to digital and digital to analog conversion. Solid state memories and simple processors.

Credits: 3

Corequisite: PHYS 328. Offered: Every year.

PHYS 327 - Electronics Lab

Laboratory to accompany and supplement PHYS 325.

Credits: 1

Corequisite: PHYS 325. Offered: Every other year.

PHYS 328 - Digital Lab

Laboratory to accompany and supplement PHYS 326.

Credits: 1

Corequisite: PHYS 326. Offered: Every year.

PHYS 329 - Engineering Dynamics

Mechanics applied to the motion of particles and rigid bodies, including kinematics and dynamics of particles, relative motion, work-energy and impulse-momentum methods, and kinematics and dynamics of rigid bodies, including rotation and simple vibration.

Credits: 3

Prerequisite: PHYS 230. Offered: Every year.

PHYS 330 - Thermodynamics

Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations and potentials, processes, properties and cycles, applications to physical systems, introduction to statistical mechanics. MATH 223 is recommended (may be taken concurrently).

Credits: 3

Prerequisite: PHYS 230. Offered: Every year.

PHYS 331 - Theoretical Mechanics

Vector-tensor approach to classical mechanics including kinematics, dynamics, oscillations, Lagrange's and Hamilton's equations, transformations, central force, and rigid body motion.

Credits: 3

Prerequisite: MATH 224 and PHYS 230. Offered: Every year.

PHYS 332 - Sensors and Signals

A sensor is any device that takes a physical input and converts that information into an electrical signal. This sensor may consist of several parts including transducers that change the form of energy of an input and detectors or direct sensors. The output of any sensor is an electrical signal that can be channeled and modified by electronics. This course will be an introduction to several different types of sensors and also to the electronic techniques that can be used to amplify and modify the output electrical signal. Since sensors and signals are used in every part of engineering and scientific exploration, having a fundamental understanding and practical hands-on experience with sensors and signal conditioning is crucial to design and implementation of a solution to a real-world problem.

Credits: 3

Prerequisite: PHYS 318 or PHYS 325. Offered: Offered on occasion.

PHYS 333 - Electricity and Magnetism

Mathematical theory of electrostatics and electromagnetism employing vector calculus. Applications of Maxwell's equations.

Credits: 3

Prerequisite: PHYS 231 and (PHYS 425 or MATH 420). Offered: Every year.

PHYS 340 - Optics

An introduction to geometrical, physical, and modern optics.

Credits: 3

Prerequisite: PHYS 231. Corequisite: PHYS 341. Offered: Every other year.

PHYS 341 - Optics Laboratory

Laboratory to accompany and supplement PHYS 340.

Credits: 1

Corequisite: PHYS 340. Offered: Every other year.

PHYS 350 - Astrophysics

A survey of modern astrophysics, applying the physical and mathematical tools learned in the prerequisites. Topics covered include the physics of stars, interstellar gas and dust, galaxies, and cosmology.

Credits: 3

Prerequisite: PHYS 231 and MATH 223. Offered: Every other year.

PHYS 352 - Measuring the Sky

A laboratory course covering techniques in modern observational astrophysics. Students will be trained to operate the telescope on campus and will gain expertise in the acquisition and analysis of digital images. Nighttime work outside of formal class meeting time will be required.

Credits: 1

Prerequisite: PHYS 152 or PHYS 231. Offered: Every Fall semester.

PHYS 400 - Undergraduate Seminar

Presentations by students discussing topics in physics. Counted once for the physics credit hour requirements.

Credits: 1

Offered: Every year.

PHYS 401 - Special Relativity

Tensor calculus approach to relativistic kinematics, dynamics, optics, electrodynamics, and selected applied topics.

Credits: 3

Prerequisite: PHYS 234. Offered: Offered on occasion.

PHYS 425 - Mathematical Physics I

Applied methods including cartesian and non-cartesian vector and tensor analysis, complex numbers and functions, linear algebra, vectors and coordinate transforms, eigenvectors and eigenvalues, infinite series, multiple integrals, Jacobians, Green's Theorem, Divergence Theorem, Stoke's Theorem and Fourier Series.

Credits: 3

Prerequisite: MATH 224. Offered: Every year.

PHYS 426 - Mathematical Physics II

Applied methods including Fourier and Laplace transforms, partial differential equations, boundary value problems, special functions, Green's functions, and functions of a complex variable.

Credits: 3

Prerequisite: PHYS 425. Offered: Every year.

PHYS 431 - Introduction to Quantum Mechanics

Concept of wave-particle duality, Schroedinger's wave equation with applications to potential problems, to the hydrogen atom, and to atomic spectra; perturbation theory, and spin-orbit interaction.

Credits: 3

Prerequisite: PHYS 234. Corequisite: PHYS 425. Offered: Every year.

PHYS 434 - Solid State Physics

Crystal structure, conduction theory, binding and energy levels and other properties of conductors, semiconductors, dielectrics, and magnetics.

Credits: 3

Prerequisite: PHYS 431. Offered: Offered on occasion.

PHYS 440 - Seminar: Wave Motion in Physics

The course will be devoted to the study of waves and its applications in different fields of physics. The principal objective is to develop an understanding of basic wave concepts and of their relations with one another. Readings and discussions on topics such as free and forced oscillations, superposition principle, traveling and standing waves, modulations, pulses, wave packets, bandwidth, coherence time and polarization, will serve to reach the proposed goal. Applications of different physical systems as water waves, sound waves, light waves, transmission lines, quantum waves, etc. will be illustrated through interesting examples.

Credits: 1

Prerequisite: PHYS 234. Offered: Offered on occasion.

PHYS 442 - Computational Physics and Engineering

Numerical and computational techniques for solving a wide variety of problems in physics and engineering. Various methods for solving ordinary and partial differential equations describing mechanical oscillators (both periodic and chaotic), electrical and magnetic fields, and quantum mechanical wave functions will be explored. Students will be introduced to MATLAB, and some projects will be run in EXCEL. Familiarity with the physical systems involved is not a prerequisite. If time permits, Monte-Carlo methods will also be explored.

Credits: 1

Prerequisite: MATH 223 and PHYS 230. Offered: Offered on occasion.

PHYS 444 - Seminar: Quantum Information and Measurement

Readings and discussion on the measurement process in quantum mechanics. Entangled states, Einstein-Podolsky-Rosen paradox, Bell's inequality, quantum encryption and quantum computation. Experimental techniques. Philosophical issues raised by quantum theory.

Credits: 1

Prerequisite: PHYS 431. Offered: Offered on occasion.

PHYS 450 - Advanced Laboratory

Students explore advanced experimental techniques progressing through introductory stages to applications, devoting two to four weeks to each chosen topic. Student interest accommodated in topics (and respective applications) such as Nuclear Magnetic Resonance (Magnetic Resonance Imaging-MRI), X-Ray Techniques (crystallography/elemental analysis/medical imaging), Hall effect and related techniques (semiconductor characterization/Giant Magneto Resistive computer disc readers, etc.), and Magnetization measurements (data storage/electrical and mechanical power conversion/geological surveying/bird and insect navigation, etc.).

Credits: 1

Prerequisite: PHYS 234 or CHEM 316. Offered: Every other year.

PHYS 461 - Telescope Operations and Outreach

Students enrolled learn how to lead telescope-related outreach activities under faculty supervision. Specific learning objectives include operating the telescope, identification and investigation of celestial objects of interest to the general public, presenting technical information to non-specialists, and public speaking. Approval to register must be obtained from the department. Approximately three hours of work per week, per credit hour, are expected. Course may be repeated for a maximum of 4 credit hours applicable toward fulfillment of physics or mathematics-physics major's supporting course requirements. (A major in physics or mathematics-physics is not a prerequisite.

Credits: 1-2

Offered: Every semester.

PHYS 462 - Planetarium Operations and Outreach

Students enrolled learn how to lead planetarium-related outreach activities under faculty supervision. Specific learning objectives include operating the planetarium, identification and investigation of celestial objects and topics of interest to the general public, presenting technical information to non-specialists, and public speaking. Approval to register must be obtained from the department. Approximately three hours of work per week, per credit hour, are expected. Course may be repeated for a maximum of 4 credit hours applicable toward fulfillment of physics or mathematics-physics major's supporting course requirements. (A major in physics or mathematics-physics is not a prerequisite.)

Credits: 1-2

Offered: Every semester.

PHYS 468 - Independent Study

Independent work on a theoretical or experimental topic under the supervision of a faculty member.

Credits: 1-3

Offered: Offered on occasion.

PHYS 469 - Directed Research

Theoretical or experimental research under the supervision of a faculty member.

Credits: 1-3

Offered: Offered on occasion.

PHYS 470 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 471 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 472 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 473 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 474 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 475 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 476 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 477 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 478 - Special Topics

Area not coveredin regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 479 - Special Topics

Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Every semester.

PHYS 480 - Laboratory Supervision in Physics

Students enrolled serve as laboratory assistants under faculty supervision. Approval to register must be obtained from department. Three hours of work per week are expected for each hour of credit elected. Course may be repeated for a maximum of 6 credit hours applicable toward fulfillment of physics or mathematics-physics major's supporting course requirements. (A major in physics or mathematics-physics is not a prerequisite.)

Credits: 1-3

Offered: Every semester.

PHYS 490 - Honors Thesis

Research project culminating in a thesis. In most cases a full year of work will be required to complete both project and thesis.

Credits: 3

Offered: Every year.

PHYS 530 - Kinetic Theory and Statistical Mechanics

Maxwell-Boltzmann collision theory. H-theorem, transport equation, quantum statistics partition functions, equipartition theorem, applications to thermodynamic systems, ergodicity.

Credits: 3

Offered: Offered on occasion.

PHYS 531 - Mathematical Physics I

Mathematical methods including eigenfunctions and eigenvalues, variational principles, abstract vector spaces, integral equations, Green's functions, partial differential equations of physics.

Credits: 3

Offered: Offered on occasion.

PHYS 532 - Mathematical Physics II

Mathematical methods including eigenfunctions and eigenvalues, variational principles, abstract vector spaces, integral equations, Green's functions, partial differential equations of physics.

Credits: 3

Offered: Offered on occasion.

PHYS 533 - Electromagnetic Theory I

Potential theory and boundary value problems, electromagnetic field relations, magnetohydrodynamics, Leinard-Wiechert potentials.

Credits: 3

Prerequisite: PHYS 531. Offered: Offered on occasion.

PHYS 534 - Electromagnetic Theory II

Potential theory and boundary value problems, electromagnetic field relations, magentohydrodynamics, Leinard-Wiechert potentials.

Credits: 3

Prerequisite: PHYS 531. Offered: Offered on occasion.

PHYS 540 - Modern Optics

Green's functions and linear theory, spatial filters, geometrical theory and aberrations, interference, diffraction and image formation, matrix and coherence theory, partial polarization, Fourier Methods.

Credits: 3

Offered: Offered on occasion.

PHYS 541 - Advanced Dynamics

Lagrangian and Hamiltonian methods, variational principles, relativistic mechanics, transformation theory, oscillations, fields.

Credits: 3

Prerequisite: PHYS 531. Offered: Offered on occasion.

PHYS 543 - Quantum Mechanics I

Solutions to wave equations, approximation methods, time dependent problems, vector spaces, matrix formulation, identical particles, scattering, radiation, second quantization.

Credits: 3

Prerequisite: PHYS 531. Offered: Offered on occasion.

PHYS 544 - Quantum Mechanics II

Solutions to wave equations, approximation methods, time dependent problems, vector spaces, matrix formulation, identical particles, scattering, radiation, second quantization.

Credits: 3

Prerequisite: PHYS 531. Offered: Offered on occasion.

PHYS 546 - Reactor Physics

Nuclear reactions and radiations, reactor theory, instrumentation, control, fuel, shielding, heat transfer, and applications of nuclear reactors.

Credits: 3

Prerequisite: PHYS 432. Offered: Offered on occasion.

PHYS 570 - Special Topics

Areas not covered in regular courses. Broad range of advanced topics consistent with teaching and research interests of department.

Credits: 1-3

Offered: Offered on occasion.

PHYS 630 - Advanced Nuclear Physics

Current experimental and theoretical topics including nuclear properties and systematics, nucleon scattering, nuclear forces and structure, reactions, decay processes, nuclear spectroscopy.

Credits: 3

Prerequisite: PHYS 531 and PHYS 432. Offered: Offered on occasion.

PHYS 631 - Atomic and Molecular Structure

Quantum mechanical treatment of atomic and molecular energy levels including transitions, fine and hyperfine structure, isotopic effects, beam methods, collision and ionization phenomena.

Credits: 3

Prerequisite: PHYS 543. Offered: Offered on occasion.

PHYS 690 - Research

Experimental or theoretical research in physics including a thesis.

Credits: 3

Offered: Offered on occasion.

PHYS 691 - Research

Experimental or theoretical research in physics including a thesis.

Credits: 3

Offered: Offered on occasion.

POLI - Political Science

POLI 100 - Freshman Seminar

The Freshman Seminar in Political Science introduces students to some central aspects of thriving and surviving at Fredonia in academic and social terms and to what is going on in political science. It is an opportunity for freshmen in Political Science to get to know one another, since they will be sharing classes and learning for the next four years. It is also an opportunity for students and political science faculty to get to know one another, their interests, and fields. It is a modest effort to ensure that some fundamental ideas about learning at college are offered to students.

Credits: 1

Offered: Offered on occasion.

POLI 120 - Politics in American Life

We take a critical examination of the American political system through the lens of current and topical controversies. When major issues arise, what areas of the political system become involved, and how do they respond? Who gets to shape the political response? When do social classes or groups have an impact? When are the institutions themselves reshaped by the dynamics of the controversies?

Credits: 3

Offered: Every semester.

POLI 121 - American Public Policy

Introduction to the political economy of policy formation. Emphasis is placed upon the questions of why government intervention in the economy is necessary and the cost-benefit evaluation of the intervention. Political failure is contrasted with market failure in evaluating government public policies. Substantive policy areas such as health care and education policies will be analyzed.

Credits: 3

Prerequisite: POLI 120. Offered: Every semester.

POLI 150 - World Affairs

Studies key reasons for how and why countries behave as they do in international politics taking into account the world diversity in politics, cultures, historic trajectories and different levels of economic development. International Relations and Political Science theories and the research methods in the Social Sciences are applied to enhance the understanding of complex global issues such as human rights violations, ethnic conflict, large migration flows, environmental decay, human insecurity, and terrorism with an emphasis on world's increasing interdependence.

Credits: 3

Offered: Every year.

POLI 200 - Statistics

Introduction to the substantive and technological methodology used in study of politics commonly employed by government and business offices. Attendance required. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.

Credits: 3

Offered: Every year.

POLI 210 - Research Methods

Introduction to the variety of methods of analysis employed in the empirical study of politics. Consideration of the debates concerning the character of social science. A discussion of normative and positive methods of analysis and evaluation of topics suited for quantitative and non-quantitative treatments. Research design, data analysis, and reporting of results.

Credits: 3

Prerequisite: POLI 200 or STAT 200. Offered: Every other year.

POLI 240 - Urbanization and Environmental Challenges

Focuses on the dilemmas posed by urbanization in developing countries, where the relentless process of city growth is challenging governments and placing an enormous burden on societies. The course addresses a key question underlying the studies on development and urbanization: how can cities develop economically, and at the same time preserve the quality of the urban space? The interdisciplinary course relies on concepts and theories drawn from the disciplines of political science, sociology and history, and from the subfields of international political economy, public policy, urban planning and environmental studies. It may be taught abroad with a fieldwork component directed by the instructor.

Credits: 3

Offered: Offered on occasion.

POLI 241 - Democracy Across Societies

An introduction to the general issues and methods of inquiry involved in comparative politics. Issues such as economic development, political system, government structure, representation, political culture, or failed states are discussed by examining in greater depth particular country cases from both the industrialized and developing world as well as those at different stages of democratization.

Credits: 3

Offered: Every year.

POLI 276 - Law and Society

Examination of basic concepts of law, and how these have changed over time; and of the interrelationships of American law to the social settings in which it is made, and which it in turn influences.

Credits: 3

Offered: Every semester.

POLI 277 - Understanding the Law

An examination of Anglo-American legal principles based upon the analysis of court cases and hypothetical fact situations. The range of topics covered includes criminal law and procedure, legal remedies, torts, and contracts. The course highlights the historical development of these principles and values that are explored through simulations and structured debates.

Credits: 3

Offered: Every year.

POLI 280 - Special Topics in Politics

Examination of a current topic in politics, such as presidential or congressional elections. May be taken more than once as topics change.

Credits: 1-4

Offered: Offered on occasion.

POLI 285 - Mock Trial I

Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation.

Credits: 0

Offered: Every year.

POLI 287 - Mock Trial II

Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation.

Credits: 3

Prerequisite: INDS 285 or POLI 285. Offered: Every year.

POLI 311 - Fundamentals of Public Administration

Examination of role of bureaucracy and administration in America. Initial focus on political setting of the bureaucracy as it interacts with other key actors and institutions. Then consideration of internal characteristics and processes, and examination of topics such as organization theory, decision-making, personnel, and budgeting.

Credits: 3

Prerequisite: POLI 120. Offered: Every year.

POLI 313 - American Power Structures

Examination of the power structures of the United States. Analysis of how factors such as economic class, race, or ethnicity influence who holds or controls political power in federal, state, and local governments. Contrasting theories of who governs are studied: pluralist, elite, and class-based models. Students will learn techniques of organizing people to exercise power in behalf of their common interests.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 321 - Political Parties and Interest Groups

The role of political parties and interest groups in the shaping of government policies and the ordering of society is analyzed. Internal structures and membership of both parties and groups is emphasized, especially how the collective action problem is solved. The influences of parties and interest groups upon public policies are evaluated. Proposals to reform parties and groups are presented.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 322 - New York Government

Study of the legal framework of New York's state and local governments. Analysis of state and local executive organization, politics, political participation, and policy making. Critical examination of the economic competitiveness of N.Y. state in the U.S. and global economy. Attention also to the idea of reinventing government techniques and models.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 323 - Elections in America

Critical examination of the social, psychological, and rational choice explanations of voting. Emphasis is placed on the evidence supporting the alternative explanations. In the process of evaluating the alternative explanations, the determinants of voting, the extent of ideological thinking trends in turnout, the political business cycle and historical changes in voting patterns are examined.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 324 - President and Congress

Critical examination of the frequently overlapping and conflicting roles of the American President and Congress in making decisions about public policy in the U.S. Attention will be given to recruitment patterns and behavior while in office as well as the nature of the policy outputs. Analysis of institutional forms in other nations will be included to provide a comparative perspective.

Credits: 3

Prerequisite: POLI 120. Offered: Every year.

POLI 325 - Public Opinion and Participation

The course examines public opinion, political participation, and civic engagement in American democracy. Study of the formation and change in attitudes, preferences, values and identity, and the influence of socialization, media, political and social context. Assesses public trust in government and political behavior including voting and protest. Provides theoretical and practical understanding through data collection and analysis.

Credits: 3

Prerequisite: POLI 120. Offered: Offered on occasion.

POLI 326 - Media and Politics

The study of mass media in American politics, investigating print, broadcast and new media sources and technologies, content and effect. An examination of the media's watchdog role, ownership, regulation, freedom of the press, news management and reform. Analyzes ongoing media coverage of political events, figures and issues, researching the impact of agenda setting, framing and priming on attention and learning.

Credits: 3

Offered: Every other year.

POLI 328 - African American Politics

African Americans have historically been confronted with a number of obstacles when attempting to act in the American political system. Students will critically assess how African Americans can best overcome the obstacles in order to obtain desired policy responses from the political system. In doing so, students will explore the historical context from which these constraints arose, how they have been overcome in the past, and contemplate what factors contribute to their persistence today. Included will be investigations into the role of parties and elections, protest politics, and the Supreme Court.

Credits: 3

Prerequisite: POLI 120. Offered: Offered on occasion.

POLI 329 - Topics in American Politics

Examination in depth of current topic in American politics not falling within any other American politics course. May be taken more than once as topics change.

Credits: 3

Prerequisite: POLI 120. Offered: Offered on occasion.

POLI 330 - Western European Politics

Comparative study and analysis of governments and politics of the United Kingdom, France, Germany, Italy, and other Western European nations. Considerable attention will be given to the changing socioeconomic characteristics of the nations in the context of the evolving European Community and the drive for European integration.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 331 - Canadian Politics

Examination of the background and socioeconomic foundations of contemporary Canadian politics with special emphasis to the impact of linguistic, cultural and geographic divisions and their impact on the institutions and decision making processes in Canada. Attention will also be given to the influence of the U.S., the United Kingdom and France on Canada.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 332 - Russian Politics

Critical introduction to the theory and practice of Russian governmental institutions and political processes in light of Russian history, the Soviet and Marxist efforts to redirect that history, and the rapid political, social, economic and cultural changes in Russia and the former Soviet Union at the end of the 20th century.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 334 - African Politics

Study of contemporary African politics focuses upon processes of political change and conflict. It includes analysis of patterns of colonial rule, nationalist protest, modern political parties and political systems, ethnic conflict, problems of economic development, and the role of social groups, parties, the military, and ideology in the struggle for civil liberties and democracy. Studies of specific countries such as Nigeria, Ghana, South Africa.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 335 - Germany and Europe

The course seeks, through an analysis of post war developments in an occupied, then divided, Germany, to trace the origins of the German Question" and its impact on Germany within the broader context of East-West relations in Europe. The course then seeks to analyze the changing nature of inter-German relations and the factors leading to the dramatic events of 1989/90 and to consider the implications for Germany and Europe."

Credits: 3

Prerequisite: POLI 120 or POLI 150 or HIST 116. Offered: Offered on occasion.

POLI 341 - Political Economy of Development

Examines the ways political-economic factors and relationships condition the patterns of economic development and political change. The course explores: how do economies develop? does class power, domestic and international, determine economic growth patterns and which social groups benefit? Contrasting Marxist and non-Marxist analyses are used. Contemporary and historical studies of development in Europe, the Middle East, Latin America, and Africa are used.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 343 - International Migration and Immigration Politics

Examination of immigration from a comparative historical and political perspective. The course explores theories of migration and its interrelation with globalization, and focuses on the sociology of immigration and integration. Beyond this comparative focus, current U.S. immigration politics and policies receive special attention.

Credits: 3

Prerequisite: POLI 241. Offered: Every other year.

POLI 344 - Comparative Public Policy

Survey and comparative analysis of public policies in advanced industrial democracies, with emphasis on the U.S., Western Europe, Japan, and Canada. Special emphasis on government-business relations, labor relations, regional trading blocs, industrial planning, public ownership of economic enterprises, privatization, tax policy, and government-delivered health care systems.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 345 - Film and Politics

The course uses film to explore major aspects of political life and the cultural creation of meaning about social and political power, values, and activities. Films are studied as social and political products and to enhance understanding of political phenomena in the American and other cultures. These phenomena include social/political movements, war, law, and race, gender, and class differences and conflicts. Major feature films are used.

Credits: 4

Offered: Every other year.

POLI 346 - East Asian Political Economy

The course focuses on the political, social and economic institutions that have driven the economic development of these East Asian countries which are increasingly creating competitive problems for the United States. Extensive discussion of the role of government planning and group structures such as the keiretsu and chaebol. Also analyzed are the determinants and extent of the development of democratic government in Confucian societies.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 348 - The European Union

Study and analysis of the politics of the European Union (EU). Topics include: theories of international organization and functional integration; the EU institutions (e.g., EU Commission, Parliament, Council of Ministers, European Council); and the treaties and substantive policies. Students may participate in a model EU at SUNY Fredonia or in Europe in alternate years.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 349 - Topics in Comparative Politics

Examination in-depth of current topics in comparative politics not falling within any other comparative politics course. May be taken more than once as topics change.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Offered onoccasion.

POLI 351 - The Inter-American System

Comparative course focusing on the political development of Western Hemisphere countries, encompassing North, Central, South America and the Caribbean. Examines the Americas as a continent of contrasts and similarities, sources of conflict, and the potential for cooperation in the region. Special emphasis on the political/economic relations between the United States, Mexico and South America; also explores the new role played by Canada as a conflict mediator in the continent.

Credits: 3

Prerequisite: POLI 150 or POLI 241. Offered: Every other year.

POLI 352 - World Political Geography

Examination of the ways humans have arranged the territory of the Earth's surface, including how personal space, territoriality, and perception inform an understanding of politics; the analysis of countries within a geopolitical framework; case studies of how geography has impacted empires, civil divisions, and international relations; comparison of distribution of major political systems and their applications to territory.

Credits: 3

Prerequisite: POLI 120. Offered: Every year.

POLI 353 - International Law and Organization

Examination of the role of public international law in regulating relations among sovereign states. Explores the sources of international law as well as its institutions, such as international organizations and international tribunals. Includes topics such as the use of force, the conduct of war, human rights, economics and the environment.

Credits: 3

Prerequisite: POLI 150. Offered: Every other year.

POLI 354 - Politics of the Middle East

Analysis of Middle East politics, society, and international conflicts. Covers the historical and cultural background of Middle East states, the rise of Arab, Israeli, and other nationalisms, and the contemporary politics and political economy of major Middle East states. Assesses three entangled dimensions of conflict: inter-Arab struggles, the Arab-Israeli conflict, and the contest for influence by external powers.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Every other year.

POLI 355 - International Political Economy

Focuses on the dynamics of the international economy, economic policies and problems of major states, postwar international institutions, and trade and monetary systems. Considers theories and practices of the role of major powers and multinational corporations in the international economy. Interest in the dramatic changes in the division of world productive power, impact of globalization of capital and production upon the well-being of countries and outbreak of crises, and developing country struggles to change their economic relationships with the world economy. ECON 202 recommended.

Credits: 3

Prerequisite: ECON 210. Offered: Every other year.

POLI 356 - U.S. Foreign Policy

Analysis of U.S. foreign policy in the post-World War II period. Assesses the corporate, ideological, institutional, and strategic influences in policy-making. Studies patterns of U.S. relations with the U.S.S.R., Europe, Latin America, and the Third World up to the present in the context of the Cold War, the arms race, Third World struggles, U.S. responses to revolutionary change, and U.S. efforts to maintain a world order.

Credits: 3

Prerequisite: POLI 150. Offered: Every other year.

POLI 359 - Topics in International Politics

Examination in-depth of current topic in international politics not falling within any other international politics course. May be taken more than once as topics change.

Credits: 3

Prerequisite: POLI 150. Offered: Offered on occasion.

POLI 360 - Classical Political Theory

Analytical treatment of main problems of political theory by examination of the writings of Plato and Aristotle. Discussion of contending theories of justice, equality, and political obligation.

Credits: 3

Prerequisite: POLI 120 or POLI 150 or POLI 276 or POLI 277. Offered: Every other year.

POLI 361 - Modern Political Theory

Analytical treatment of main problems of political theory by examination of the writings of Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Rawls. Discussion of contending theories of individual rights and obligations, as well as the justification and limits of the state.

Credits: 3

Prerequisite: POLI 120 or POLI 150 or POLI 276 or POLI 277. Offered: Every other year.

POLI 362 - Terrorism and Counterterrorism

The course is designed to introduce students to many aspects of modern terrorism, its evolution through history and efforts to counter it. Topics will cover both theoretical and conceptual questions in studies of terrorism as well as empirical case studies of terrorism.

Credits: 3

Prerequisite: POLI 150. Offered: Every year.

POLI 363 - Game Theory

The course will use rational choice theory to analyze how individuals and groups make decisions in strategic and non-strategic situations. Strategic situations are the result of the interdependent decisions of several individuals, e.g., nuclear deterrence or business competition. Problems covered include how computers beat humans at chess to the evolution processes of society. How do group norms arise where individual competition is the usual course of action? A low level of mathematical background is required.

Credits: 3

Prerequisite: POLI 200 or BUAD 200 or ECON 200 or EDU 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200. Offered: Every other year.

POLI 365 - American Political Thought

Critical examination of the development of American political thought, Colonial period to the present. Discussion of questions regarding the status of rights, the limits of the state, equality, and social justice. Includes analysis of the role in American politics of such ideologies as liberalism, conservatism, communitarianism, and socialism.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 369 - Topics in Political Theory

Examination in-depth of topics in political theory not falling within any other political theory course. May be taken more than once as topics change.

Credits: 3

Prerequisite: POLI 120 or POLI 150 or POLI 276 or POLI 277. Offered: Offered on occasion.

POLI 370 - American Constitutional Law

Study of nature and limitations of judicial review and Supreme Court decisions regarding distribution of powers among national and state governments, division of powers between president and Congress, and limitations upon congressional and presidential powers.

Credits: 3

Prerequisite: POLI 120 or POLI 276. Offered: Every year.

POLI 371 - Civil Rights and Liberties

Study of judicial cases involving safeguarding of individual civil and property rights, special emphasis upon recent developments in interpretation of the due process and equal protection of the law clauses and First Amendment of the U.S. Constitution.

Credits: 3

Prerequisite: POLI 120 or POLI 276. Offered: Every year.

POLI 373 - Law & Constitutional Design

Examination of the ways in which law and politics shape constitutional design across nations, including electoral rules, structures of parliaments and presidencies, modes of judicial appointments, extent of protected rights, modes of amendment, and degree of devolution to subnational states or units. Explores stresses on various constitutional systems in times of crises, and the impact on developing a stable or growing society.

Credits: 3

Prerequisite: (POLI 120 or POLI 150 or POLI 241 or POLI 276 or POLI 277). Offered: Every other year.

POLI 375 - The Judicial Branch

American courts make decisions that impact major political issues. Justices are political appointees, and their decisions often reflect the biases of the president who selected them. The course examines the political role of courts in relation to the other branches of government, and to the political system as a whole.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 379 - Topics in Public Law

Examination in-depth of topics in public law not falling within any other public law course. May be taken more than once as topics vary.

Credits: 3

Prerequisite: POLI 120 or POLI 150 or POLI 276 or POLI 277. Offered: Offered on occasion.

POLI 380 - Policy Evaluation

In-depth examination of the methods and techniques used to assess the success/failure of public policies. Students learn how to evaluate, acquiring skills that could be applied to any policy area. Topics include choice of goals, identification of measures, collection of data, interpretation of data and use of an appropriate yardstick of success. Familiarity with statistics not required. Student learning reinforced by use of several case studies of specific evaluations.

Credits: 3

Prerequisite: POLI 120 and POLI 210 and (POLI 200 or STAT 200). Offered: Every other year.

POLI 381 - Urban Politics and Policy

Investigation of the events and processes that have shaped the development and decline of U.S. cities. Topics include the evolution of cities, urban form and design, theories of urban planning, urban politics and governance, urban policy and economics, racial and socioeconomic isolation, urban unrest, and the impact of technology.

Credits: 3

Prerequisite: POLI 120. Offered: Every other year.

POLI 382 - Social Welfare Policy

Examination of the politics and operation of the social welfare system in the United States. Emphasis on a policy analysis of current social welfare issues such as the Social Security crisis, welfare reform, the relationship between welfare and national economic policy, the functions of public welfare versus private charity, and the connections between direct service and social reform.

Credits: 3

Prerequisite: POLI 120 or SOCW 249. Offered: Every year.

POLI 383 - Courts and Social Policy

Examines role of the Supreme Court and other courts in the shaping of public policies in such areas as school systems in desegregation cases, mental hospitals, prisons, and nursing homes. The course will choose from current cases involving major social policy issues such as abortion, prayer in public schools, affirmative action, and capital punishment in order to illustrate the dramatic and

controversial role of the courts, especially the Supreme Court, in the shaping of policies in America.

Credits: 3

Prerequisite: POLI 276. Offered: Every other year.

POLI 387 - Environmental Policy

A synthesis of the political, ecological, economic, historical and cultural events and issues shaping U.S. and international environmental policy. A broad range of topics are covered, including environmental history, population growth, the global commons, environmental justice, natural hazards, nuclear growth, the role of business, and regulations governing endangered species and habitats, waste disposal, water and air.

Credits: 3

Prerequisite: ECON 101 or ECON 102 or ECON 210 or ECON 205 or BIOL 111 or BIOL 115 or CHEM 107 or CHEM 113 or CHEM 114 or CHEM 115 or GEO 140 or GEO 141 or GEO 142 or GEO 145 or GEO 148 or GEO 149 or GEO 160 or GEO 165 or GEO 180 or PHYS 101 or PHYS 111 or PHYS 121 or PHYS 230. Offered: Every other year.

POLI 389 - Topics in Public Policy

Examination in-depth of topics in public policy not falling within any other public policy course. May be taken more than once as topics vary.

Credits: 3

Prerequisite: POLI 120 or POLI 150. Offered: Offered on occasion.

POLI 401 - Washington (D.C.) Seminar

Prior selection required.

Credits: 4

Offered: Every semester.

POLI 402 - Washington (D.C.) Internship

Prior selection required.

Credits: 1-12

Offered: Every semester.

POLI 403 - Independent Study (Washington, D.C.)

Prior selection required.

Credits: 3

Offered: Every semester.

POLI 405 - Independent Study (Albany, N.Y.)

Prior selection required.

Credits: 3

Offered: Every semester.

POLI 406 - Seminar in State Politics - Albany, N.Y.

Prior selection required.

Credits: 3

Offered: Every semester.

POLI 407 - Albany (N.Y.) Internship

Prior selection required.

Credits: 3-12

Offered: Every semester.

POLI 419 - Directed Study: Public Administration

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 120 and POLI 311. Offered: Offered on occasion.

POLI 429 - Directed Study: American Politics

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 311 or POLI 313 or POLI 321 or POLI 322 or POLI 323 or POLI 324. Offered: Offered on occasion.

POLI 439 - Directed Study: Comparative Politics

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 120 and POLI 150 and (POLI 330 or POLI 331 or POLI 332 or POLI 334 or POLI 341 or POLI 344 or POLI 346 or POLI 352 or POLI 354 or POLI 355 or POLI 356). Offered: Offered on occasion.

POLI 440 - Senior Seminar Preparation

Thes course will prepare students for their senior seminar thesis, which will be written as part of POLI 450. The class will meet every other week. Each student will choose a research questions, have it approved, choose a faculty member to supervise the thesis, and begin to review the literature relevant to the chosen topic.

Credits: 1

Offered: Every year.

POLI 449 - Directed Study: Political Economy

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 120 and POLI 150 and (POLI 334 or POLI 341 or POLI 344 or POLI 346 or POLI 354). Offered: Offered on occasion.

POLI 450 - Capstone Seminar

A capstone seminar requiring Political Science majors to integrate the theoretical, empirical and methodological skills developed by previous course work in the major. Students will complete a research project and present it to the class. The seminar will emphasize the student's research and presentation skills. The course is required of all Political Science majors.

Credits: 3

Offered: Every semester.

POLI 459 - Directed Study: International Politics

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 120 and POLI 150 and (POLI 341 or POLI 346 or POLI 354 or POLI 355 or POLI 356). Offered: Offered on occasion.

POLI 469 - Directed Study: Political Theory

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 120 and POLI 150 and (POLI 360 or POLI 361 or POLI 363 or POLI 365). Offered: Offered on occasion.

POLI 479 - Directed Study: Law

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 120 and (POLI 276 or POLI 277 or POLI 370 or POLI 371 or POLI 383). Offered: Offered on occasion.

POLI 489 - Directed Study: Public Policy

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 380 or POLI 381 or POLI 382 or POLI 383 or POLI 387. Offered: Offered on occasion.

POLI 490 - Internship in Local Politics and Government

Assignment to office of county, city, or village administrative official, public service agency, legislator, political party, judge, or attorney. Provides opportunities for testing theories and concepts developed in classroom. Involves full-time work during part of semester.

Credits: 1-9

Offered: Every semester.

POLI 491 - Seminar in Local Politics and Government

Discussion and reporting on selected readings and experiences encountered in internships at local government level, including assessment of roles and/or power position of particular agencies, offices, or departments to which interns are assigned. Also involves writing a research paper.

Credits: 3

Prerequisite: POLI 490. Offered: Every semester.

POLI 492 - Legal Intern

Assignment to law-related office. Provides opportunities for testing theories and concepts developed in classroom. Involves full-time work during part of semester.

Credits: 3-6

Offered: Every year.

POLI 494 - Legal Internship Seminar

Discussion and reporting on selected readings and experiences encountered in legal internships. Also involves writing a research paper.

Credits: 3

Prerequisite: POLI 492. Offered: Offered on occasion.

POLI 495 - Political Science Honors Thesis I

A zero credit course to be taken in the fall of a student's senior year. The purpose of the course is to start a student on a major research paper. It is expected that the student

will define their research question, and begin their bibliographic research and/or data collection during the fall semester. Only students admitted by the department to the honors sequence are eligible.

Credits: 0

Offered: Every year.

POLI 496 - Political Science Honors Thesis II

To be taken in the spring semester of a student's senior year. The course will allow the student the time to complete the writing of their research paper. The requirement for the course will be an oral presentation of the student's research presented at a joint student-faculty reception, and a major research paper. The length of the research paper will be at least 45 pages for an analytical or case study, and at least 25 pages for a quantitative research paper. Only students admitted by the department to the honors sequence are eligible.

Credits: 3

Prerequisite: POLI 495. Offered: Every year.

POLI 499 - Directed Study: Political Science

Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.

Credits: 1-3

Prerequisite: POLI 150 and POLI 200 and POLI 210. Offered: Offered on occasion.

POLI 520 - Civic Education and Engagement

The course covers the evolution and contemporary shape of political knowledge, learning, and civic engagement in American democracy. To be studied is formation and change in political learning, attitudes, values and identities, and the influence of socialization, media, and the cultural and educational environment. Students learn how to gather data, conduct analysis, and report on the state of civic education and engagement through oral presentation, research, and written analysis.

Credits: 3

Offered: Offered on occasion.

POLI 525 - The Presidency and the Law

The course examines the intersection of the presidency, the Congress, and the judiciary under the dictates of the Constitution. Topics covered include: the powers and the weaknesses of the presidency as an institution; the authority of unilateral action; presidential prerogatives; presidential war powers; the relationship between the president and the Congress; the presidency and civil rights and civil liberties; presidential efforts to alter judicial interpretation.

Credits: 3

Offered: Offered on occasion.

POLI 530 - Seminar in Comparative Politics: Western Europe

Intensive cross national comparative study and analysis of the government and politics of several of the states of Western Europe including the United Kingdom, France, Germany and other countries. The course will also examine the growing impact of the European Union on domestic politics and growth of multilayered governance in an era of increasing social change and globalization.

Credits: 3

Offered: Offered on occasion.

POLI 535 - Political Economy of Macro Political Institutions

The course will compare and contrast the macro-institutions of societies. The course will review the theoretical literature, case studies and empirical tests of the various hypotheses of how macro-political institutions affect public policy and/or protect minority rights.

Credits: 3

Offered: Offered on occasion.

POLI 548 - European Union

The course covers, broadly, six areas: creating the new Europe, institutions and decision-making processes of the European Union (EU), policies of the EU, enlargement, EU in the world, and transatlantic relations.

Credits: 3

Offered: Offered on occasion.

POLI 550 - Seminar in International Politics

The graduate seminar focuses on the nature of foreign policy, the American foreign policy process and the challenges the United States faces abroad.

Credits: 3

Offered: Offered on occasion.

POLI 595 - Special Topics in Political Science

An in-depth examination of selected areas of political science for graduate students. Topics are determined by faculty and student interests and emphasize recent developments in the discipline. Examples of topics may include the following: Public Opinion and Elections, Issues in Constitutional Law, Comparative Political Institutions, The Foundations of Political Parties and Interest Groups, Congressional Delegation of Authority, The Growth of the Executive Branch and Topics in Public Policy.

Credits: 1-6

Offered: Offered on occasion.

POLI 596 - Special Topics in Political Science

An in-depth examination of selected areas of political science for graduate students. Topics are determined by faculty and student interests and emphasize recent developments in the discipline. Examples of topics may include the following: Public Opinion and Elections, Issues in Constitutional Law, Comparative Political Institutions, The Foundations of Political Parties and Interest Groups, Congressional Delegation of Authority, The Growth of the Executive Branch and Topics in Public Policy.

Credits: 1-6

Offered: Offered on occasion.

POLI 599 - Independent Study

The course is intended for individual work at the graduate level in areas where regular courses are unavailable. Topics determined through prior consultation with instructor.

Credits: 3

Offered: Offered on occasion.

POLI 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 1-15

POLI 3SA - 300 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

PSY - Psychology

PSY 100 - First-Year Seminar

New Psychology majors will learn about the department and what it has to offer. Career options will be explored and students will be introduced to the faculty. Students also will be made aware of campus resources and taught appropriate study skills.

Credits: 1

Offered: Every year.

PSY 129 - Foundations of Psychology

Basic concepts, methods, and points of view in psychology. Specific topics span the range from biological to personal to social determinants of behavior.

Credits: 3

Offered: Every semester.

PSY 200 - Statistics for Psychology

Investigation of basic principles of descriptive and inferential statistics used in the social sciences. A sample of the topics covered includes probability, hypothesis testing (e.g., t-tests, analysis of variance, non-parametrics), correlation and regression. Both raw score formulas and computer software are employed for computational purposes.

Credits: 3

Offered: Every semester.

PSY 237 - Sport Psychology

An introduction to the basic concepts, principles, and techniques employed in the field of sport psychology. Major topics include research methods, behavioral principles, personality and assessment, the social psychology of sport, the coach, exercise psychology, youth sport, the female athlete, the minority athlete and ethical issues.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 246 - Personality

Biological and social determinants of personality and its development. Methods of studying personality.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 247 - Health Psychology

Explores the role of psychological factors in the prevention of illness and maintenance of good health, the treatment of already existing illness, and the recovery from or adjustment to ongoing illness.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 255 - Psychology of Women

An examination of the biological, psychological and sociological factors that shape women's lives. Attention to the intersection of gender with ethnicity, sexual orientation, and social class. Specific topics include theories of gender development, images of women in the media, work, childbirth and motherhood, violence, and physical and mental health.

Credits: 3

Prerequisite: PSY 129 or WGST 201 or ETHN 202 or WGST 202. Offered: Every year.

PSY 273 - States of Consciousness

Scientific overview of ordinary consciousness and other states of consciousness including sleep and dreams,

meditation, biofeedback, hypnosis, drug-induced states, and parapsychology. The potentials, limitations, and dangers of the various states of consciousness are considered.

Credits: 3

Offered: Offered on occasion.

PSY 276 - Human Sexuality

Introduction to theoretical explanations of empirical evidence regarding human sexual behavior. Consideration of reproductive anatomy and physiology; sexually transmitted diseases; sexual attitudes and behaviors throughout the life cycle; contraception; social issues related to sexuality; sexual dysfunctions; and communication in intimate relationships.

Credits: 3

Prerequisite: PSY 129 or ETHN 202 or WGST 202. Offered: Offered on occasion.

PSY 289 - Lifespan Human Development

Survey of human life cycle, covering physical, mental, personality, and social development taking place during different periods (infancy, childhood, adolescence, adulthood). Attention to developmental issues and particular processes operating within and between specific periods (e.g., marriage, parenthood, career, death, and bereavement).

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 291 - Psychology of Religion

Introduction to the major issues, theories, and research in the psychology of religion through critical analysis of classical and modern literature from Western and Eastern cultures. Topics discussed will help illuminate the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 313 - Psychology of Prejudice and Discrimination

The purpose of this course is to provide an empirical overview of the psychological processes involved in prejudice and discrimination. Students will investigate the fundamentals of how prejudice is formed against individuals with a focus on stereotypes and interpersonal discrimination, and focus on ways to decrease prejudice with the goal of social justice for all people.

Credits: 3

Prerequisite: PSY 129 or ETHN 202 or WGST 202. Offered: Every year.

PSY 315 - Research Methods

Introduction to various research methodologies employed in the social sciences ranging from observational through experimental research. Students are familiarized with basic principles of research design, data collection, data analysis, and manuscript preparation (APA format).

Credits: 3

Prerequisite: PSY 129 and PSY 200. Offered: Every semester.

PSY 317 - Psychological Assessment

Introduction to the principles of testing including reliability and validity. The nature and application of different types of tests (measures of achievement, aptitude, intelligence, personality, and interests) are discussed. Both occupational and educational testing are covered.

Credits: 3

Prerequisite: PSY 129 and PSY 200. Offered: Every other year.

PSY 328 - Positive Psychology

Positive Psychology focuses on human strengths and positive outcomes. Research on positive psychological states such as optimism, hope, wisdom, courage, mindfulness, flow, and self-efficacy will be presented. We will consider how empathy, gratitude, and forgiveness contribute to positive interpersonal relations; and how our educational system, sense of community, and institutional priorities can contribute to our self-fulfillment.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 342 - Perception

An investigation of the mental operations involved in the process of obtaining information from one's everyday environment and constructing the psychological representations that form the basis of the capacity to adapt to that environment. Topics include the perception of space, motion, and form; perceptual constancies; perceptual organization; attention and search; learning and development.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 343 - Cognitive Psychology

Examines the mental operations involved in information processing at the conceptual level. Topics include pattern recognition and attention, memory structures and processes, imagery, the interaction of language and thought, the basic thought process of problem-solving, reasoning and decision-making.

Credits: 3

Prerequisite: PSY 129. Offered: Every semester.

PSY 344 - Psychology of Language

The study of human language and thought processes. The course covers the following topics: speech perception, the role of memory systems in processing sentences and storing knowledge, the development of the language rule system in children, the influence of mother's language on the acquisition process, and second language acquisition.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 345 - Social Psychology

Introduction to interpersonal behavior. Topics include attraction, prejudice and discrimination, attitudes, social influence, aggression, social perception, and group behavior.

Credits: 3

Prerequisite: PSY 129. Offered: Every semester.

PSY 347 - Organizational Psychology

Examination of the dynamic nature of interpersonal behavior within an organizational context. Topics include motivation, group processes, leadership, stress, decision-making, and communication. Personnel matters including selection, training, and appraisal are discussed.

Credits: 3

Prerequisite: PSY 129. Offered: Every other year.

PSY 349 - Child Psychology

A review of research findings and normative data pertaining to children in such areas as perception, learning, cognition, and personality.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 351 - Physiological Psychology

Study of physiological basis of behavior.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 356 - Psychological Disorders

Introduction to psychological disorders, focusing on theoretical approaches to conceptualizing atypical behavior and current research regarding the symptomatology, etiology, and treatment of disorders. Methods of assessment and diagnosis of mental disorders will also be examined.

Credits: 3

Prerequisite: PSY 129. Offered: Every semester.

PSY 358 - Psychology and the Law

An examination of the legal system through the use of psychological concepts, methods, and research results. Controversial legal issues will be examined. Topics will include theories of crime, forensic assessment, the insanity defense, the trial process, and the impact of gender and ethnicity. Influential cases will be analyzed from a psychological perspective.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 361 - Cognitive Neuroscience

Cognitive neuroscience is the study of the biology of the mind. The disciplines of cognitive psychology, behavioral neurology, and neuroscience, have combined to form this relatively new field. The course will address the neural bases of cognition including topics such as perception, attention, memory, language, cerebral lateralization and specialization, motor control and development.

Credits: 3

Prerequisite: PSY 129. Offered: Every other year.

PSY 363 - Psychopharmacology

Examines the effects of psychotropic substances on mood, sensation, cognition, and behavior, with a focus on the mechanism of action of drugs in the brain. General brain structure and function, from the neurochemical and psychological perspectives, will be studied for a wide range of psychoactive drugs, including legal and illegal substances and therapeutic/prescription medications used to treat psychological disorders.

Credits: 3

Offered: Every year.

PSY 364 - Cognitive Development

A study of the conceptual changes which occur during childhood. Topics include theories of cognitive development, infant perceptual capabilities, the evolution of representations, memory systems, language acquisition, and reasoning. Focus is on current research and theory.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 365 - Social Development

Explores the process of socialization. Theories and research relating to social development in areas such as achievement, self-concept, aggression, altruism, and gender roles are covered. Emphasis on the impact of and linkage between various socialization agents (e.g., parents, peers, and school). Social issues (e.g., divorce, drug abuse, etc.) and intervention programs will be considered.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 366 - Psychology of Adulthood

Examination of data and theory having to do with psychological issues of importance in adult development (perception, cognition, identity, intimacy, socialization, life phases, etc.), and implications of these for adults and those working with them.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 370 - Cross-Cultural Psychology

An introduction to psychological theory and research from the perspective of other cultures. Investigates the origins of psychological thought and overviews the development of the discipline in various historical and political contexts. Focus will vary from semester to semester depending upon instructor.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 373 - Human Factors

The study of how humans perceive, think about, and interact with technology and machines. Includes evaluating human performance with technological systems, and designing such systems for reducing human error.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 379 - Child Psychological Disorders

An introduction to the assessment, diagnosis, and treatment of atypical behavior in children and adolescents, with consideration of variability in symptomatology and treatment as a function of developmental status.

Credits: 3

Prerequisite: PSY 129. Offered: Every year.

PSY 380 - Special Topics

Special topics in psychology not covered in detail by regular courses and not offered on a regular basis.

Credits: 1-3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 391 - Multicultural Counseling

The course will focus on the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environments, and their relations within and outside of their culture. The impact of concepts like ethnocentrism, stereotypes, racism and prejudice will be explored in-depth to help students understand how they are ever-present, especially during the counseling process. Issues relevant to providing effective multicultural counseling will be explored from a theoretical perspective. The course will provide a solid foundation for an applied course in multicultural counseling at the graduate level.

Credits: 3

Prerequisite: PSY 129. Offered: Every other year.

PSY 415 - Advanced Research Methods

Further exploration of methodologies employed in psychology, including factorial design. Students are familiarized with advanced principles of research design, data collection, data analysis, and manuscript preparation (APA format).

Credits: 3

Prerequisite: (PSY 315 or PSY 210). Offered: Every year.

PSY 429 - History and Systems of Psychology

This course provides an in-depth analysis of the major theories in the development of psychology as the scientific study of how we think, feel, and behave. The course places the discipline of psychology in historical context in relation to the philosophical and scientific underpinnings of the field, as well as the intersection and overlap of psychology with other disciplines. Topics include the mind-body problem, nature versus nurture in personality development, and the social, cultural, and political influences in the care and treatment of individuals with mental illness.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

PSY 430 - Theories of Psychology

A discussion of the principles, assumptions, construction, and application of various theories of human behavior. The content of this capstone course will differ depending on the instructor's area of expertise.

Credits: 3

Prerequisite: PSY 210 or PSY 315. Offered: Every year.

PSY 439 - Senior Honors Seminar

In-depth analysis of selected topics.

Credits: 3

Prerequisite: PSY 210 or PSY 315. Offered: Every year.

PSY 447 - Introduction to Counseling

Provides an overview to the fields of counseling and clinical psychology, focusing on current theoretical approaches to conducting psychotherapy and counseling, assessment tools and techniques used in the fields of clinical and counseling psychology, and the basic skills (e.g., interviewing, problem-solving, active listening) used

in counseling interventions with clients. Abnormal Psychology is a recommended prerequisite.

Credits: 3

Prerequisite: PSY 129. Offered: Every semester.

PSY 458 - Practicum in Teaching

Under faculty supervision, Learning Assistants (LAs) experience various aspects of teaching, including course building and preparation, leading discussions, assisting with assignments or group activities, holding office hours, and/or leading study groups outside of class.

Credits: 3

Prerequisite: PSY 315. Offered: Every semester.

PSY 479 - Internship in Psychology

A number of internships are available to psychology students. These vary in setting but all involve work under supervision in a community setting. Students should see the department internship director for a description of internships available.

Credits: 1-6

Offered: Every semester.

PSY 480 - Practicum in Mentorship

This course provides upper-level students with the opportunity to mentor first year psychology majors and develop professional skills in leadership and mentoring by communicating essential knowledge about the major and campus to new students enrolled in the first-year seminar course.

Credits: 2

Prerequisite: PSY 129. Offered: Every Fall semester.

PSY 481 - Mentored Research

This course allows a student to conduct research on a Psychological topic of interest, under the supervision and mentoring of a Psychology faculty member. Students may engage in literature review of past research and theories of human behavior, project conceptualization and development, research question and hypothesis refinement, research design and methodology delineation, running study procedures and collecting data, data cleaning and statistical analysis, and writing and presenting conclusions. This course may be taken multiple times for credit.

Credits: 1-3

Prerequisite: PSY 315. Offered: Every semester.

PSY 489 - Independent Study

Individual student research conducted under guidance of selected instructors, with permission of instructor.

Credits: 1-3

Offered: Every semester.

PSY 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

RELS - Religious Studies

RELS 099 - Non-Major Transfer Elective

Credits: 1-3

ROBT - Robotics

ROBT 330 - Motion Planning

Motion planning is about computing the motions of one or several real or virtual objects in some workspace in order to achieve a goal-specified task, such as: going to location A in a given environment, building a map of this unknown environment, finding an object B in a given environment, assembling a product P from its separated individual parts, orienting a part by pushing on it. The purpose of this course is to present a coherent framework for solving motion planning problems, as well as a number of existing methods to solve specific problems. This presentation will use the concepts of configuration space and related spaces (state, control, motion, and information spaces) to formulate problems. It will use algorithms based on random sampling and cell decomposition to explore the connectivity of these spaces. Most of the methods presented will involve various forms of geometric computing (e.g., interference detection between objects, distance computation, space partitioning, shape matching, etc).

Credits: 3

Prerequisite: PHYS 230 and PHYS 232. Offered: Every other year.

ROBT 350 - Intermediate Robotics Lab

Intermediate Robotics Lab" is a hands-on course where students delve into the fascinating world of robotics using state-of-the-art kits and systems available in the robotics laboratory. Through practical application and experimentation, students will explore the capabilities of robots such as Adeept RoboArms, Adeept RoboVehicles, and Quanser Self-driving Car Kit, implementing projects outlined in the kits' manuals. As the course progresses, students will advance to the final stage where they will unleash their creativity and design their own simple robots, fabricating and programming them from scratch. This course provides an ideal opportunity for students to expand their robotics expertise while nurturing their innovative problem-solving skills.

Credits: 3

Prerequisite: CSIT 232 and PHYS 325 and PHYS 3274. Offered: Every year.

RUSS - Russian

RUSS 100 - Introduction to Russian

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language.

Credits: 2

Offered: Every semester.

RUSS 110 - Essential Russian

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course RUSS 100 at Fredonia.

Credits: 3

Prerequisite: RUSS 100. Offered: Every semester.

RUSS 115 - Elementary Russian I

Designed for students with no previous preparation. Study of fundamental speech patterns in Russian. Initial emphasis on developing listening comprehension, speaking skills, including pronunciation, with progressive emphasis on reading and writing skills.

Credits: 3

Offered: Offered on occasion.

RUSS 116 - Elementary Russian II

Continuation of RUSS 115. Further introduction to fundamental speech patterns. For students with one semester of college level Russian or equivalent. Stress on listening comprehension, oral ability, reading, and writing skills.

Credits: 3

Prerequisite: RUSS 115. Offered: Offered on occasion.

SCED - Science Education

SCED 105 - Nature of Science and Science Education

The course provides an introduction to planning, teaching styles, classroom management, and instructional materials for the secondary classroom. It will also examine the history and foundations of education and the roles of school staff, students, parents and the community in student learning. In addition, the course will prepare (7-12) science teachers to have knowledge and skills in order to accurately represent what scientists do, how scientific knowledge is produced and debated, and what are the limits to scientific inquiry. Direct experiences with children are an integral part of the course via the field component, SCED 106.

Credits: 3

Corequisite: SCED 106. Offered: Every year.

SCED 106 - Nature of Science Education Field Experience

The course is the field component to SCED 105 and provides candidates the opportunity to gain experience teaching the nature of science in 7-12 classroom.

Credits: 0

Corequisite: SCED 105. Offered: Every year.

SCED 276 - Literacy and Technology for Science and Mathematics

The course provides an overview of the processes involved in literacy acquisition and instructional technologies available to enhance teaching in science and mathematics. The relationship of reading and writing, and aspects of writing development and writing process appropriate to each stage of reading development will be presented. Topics: conceptual and methodological issues related to instruction and acquisition of reading, the role and use of technology in literacy instruction, assessment of candidate's reading and writing, diversity in reading acquisition, and use of computers, graphing calculators and other multimedia applications.

Credits: 3

Offered: Every Spring Semester.

SCED 303 - Assessment for Inquiry-Based Science

Different models of evaluation and various techniques used in the assessment of science knowledge and skills will be developed. Examples and procedures directly related to the teaching of inquiry-based science will be stressed. The course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice.

Credits: 3

Prerequisite: SCED 105 and SCED 106 or (EDU 105 and EDU 106) or (MAED 105 and MAED 106). Offered: Every year.

SCED 305 - Diversity in the Teaching of Science and Mathematics

The course provides a theoretical framework for exploring and developing a culturally responsive approach to the teaching of mathematics and sciences. In exploring

different instructional formats, the course allows candidates to develop approaches that prepare them for an ever-increasing population of students that reflect diverse backgrounds and abilities. The field experience is a co-requisite that allows the candidates the opportunity to apply their knowledge on the issues presented in the course work to a diverse population.

Credits: 3

Prerequisite: SCED 105. Corequisite: SCED 313. Offered: Every year.

SCED 313 - Diversity in Teaching Math and Science Field Experience

The course is the field component to SCED 305. Candidates will use different instructional formats to develop effective approaches for teaching science and math to students with different backgrounds and abilities in diverse educational learning environments.

Credits: 0

Corequisite: SCED 305. Offered: Every Fall semester.

SCED 419 - Adolescence Science Methods

Principles, materials and methods for teaching social studies in the secondary schools. Note: Must be taken before student teaching. Required for Adolescence Education.

Credits: 3

Offered: Every year.

SCED 430 - Student Teaching for Science/Adolescence Education - Grades 7-9 Placement

Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for State University of New York at Fredonia students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development. Student Teaching assignments are arranged by the Office of Field Experiences. Open only to students accepted in Adolescence Education Certification.

Credits: 6

Prerequisite: SCED 419. Offered: Every semester.

SCED 431 - Student Teaching for Science/Adolescence Education - Grades 10-12 Placement

Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for State University of New York at Fredonia students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development. Student Teaching assignments are arranged by the Office of Field Experiences. Open only to students accepted in Adolescence Education Certification.

Credits: 6

Prerequisite: SCED 419. Offered: Every semester.

SCED 491 - Special Topics in Science Education

Courses which are interdisciplinary in science and education. Titles and topics will vary each semester based on instructor and student interest.

Credits: 3

Offered: Every year.

SCED 510 - Nature in the School Curriculum

Students will focus on using the local environment as a unifying theme for interdisciplinary learning at all grade levels. Field work will predominate. Students will investigate soils, rocks and fossils; plants; animals; and other components of natural systems; and how these factors interact to create ecosystems. Students will write and model lesson plans and accompanying assessments which will address N.Y.S. learning standards.

Credits: 3

Offered: Every year.

SCED 511 - Teaming with Nature

Students learn how to use a one-square-kilometer area surrounding their school as an outdoor laboratory for interdisciplinary learning. Students learn how to keep field journals, read and create maps, do ecological survey, use community resources, and create a plan for interdisciplinary place-based natural and cultural studies linked to their curriculum.

Credits: 3

Offered: Every year.

SCED 512 - Vernal Pool Project

Students will learn how to use a specific component of the local natural environment - vernal pools - in their standards-based curriculum. Students will learn how to keep field journals, read and create maps, identify vernal pool organisms, enter data into the project Website, and become part of a growing community of citizen scientists focused on these unique and threatened ecosystems.

Credits: 3

Offered: Every year.

SCED 540 - The Earth in Space

An examination of how science ideas are constructed in informal and formal social settings. Exemplary science teaching methods will be demonstrated and evaluated. Research focusing on elementary students' formal and naive science understanding concerning the relationships between the Earth, Moon, and the Sun will be investigated in detail.

Credits: 3

Offered: Every other year.

SCED 541 - Electricity and Magnetism

The behavior of simple electronic circuits is examined as a basis for the constriction of scientific models, which allow for the prediction and explanation of electrical phenomena. The course concludes by examining magnetic interactions to develop a model of behavior of magnets and magnetic materials.

Credits: 3

Offered: Every other year.

SCED 542 - Light and Color

An examination of how science ideas are constructed in informal and formal social settings. The course investigates and begins with the investigation of the formation of shadows and images. The course then develops a mental model that helps students account for the behavior of light in the formation of images and the effects of color. Exemplary science teaching methods will be demonstrated and evaluated. Research focusing on elementary students' formal and naive science understanding of light and color will be examined.

Credits: 3

Offered: Every other year.

SCED 543 - Moving Objects

The course studies how motion can be described in terms of the concepts of position, displacement, force and speed. Graphical and algebraic representations are introduced and used to predict and represent the motion of objects.

Credits: 3

Offered: Every other year.

SCED 544 - Properties of Matter

An examination of how science ideas are constructed in informal and formal social settings. The course investigates some basic properties of matter. The course will also develop the concepts of mass, volume, and density and use these in the context of how students explain physical phenomena. The inquiry will be extended to the study of solutions while providing a context for developing the important scientific skills of proportional reasoning, reasoning by analogy, and control of variables.

Credits: 3

Offered: Every other year.

SCED 560 - Foundations of Teaching Science to Adolescent Learners

Participants will develop foundational science teaching knowledge, skills, and reflective dispositions that are characteristic of effective beginning secondary science teachers. The course is an active inquiry into the nature and purposes of teaching science. Participants will strengthen their content knowledge, learn ways to investigate their students' prior ideas in science, and design responsive instruction using inquiry approaches. Participants will develop professional reasoning and dispositions by participating in field experiences, professional activities in the community and science education organizations. The course is accompanied by a 50-hour field component.

Credits: 3

Offered: Every year.

SCED 561 - Foundations of Teaching Science Field Experience

This course is the field component to SCED 560: Foundations of Teaching of Science, and provides candidates the opportunity to observe teaching in diverse classrooms, and assist teachers with school related tasks, including beginning teaching.Candidates will reflect upon their experiences with reference to learning objectives and materials in SCED 560 and submit weekly reports with analysis. Candidates will spend 1-2 days weekly, or the equivalent in middle and high school classrooms, prior to student teaching. Co-requisite(s): SCED 561 Credits: 1

Credits: 1

Offered: Every Fall semester.

SCED 591 - Special Topics in Science Education

Courses which are interdisciplinary in science and education. Titles and topics will vary each semester based on instructor and student interest.

Credits: 1-3

Offered: Every year.

SCED 600 - Graduate Seminar for Science Teachers

Presentations by students, faculty and visitors on current science teaching practices. Students will engage in professional literature searching, and the preparation and presentation of a professional seminar.

Credits: 1

Offered: Every year.

SCED 660 - Developing Expertise in Science Teaching

Students in the course will use a reflective approach based on research and classroom experiences, to examine three aspects of teacher knowledge that are known to contribute to science teaching expertise: Teachers' knowledge about their subject area, knowledge of student's understandings and preconceptions, and ways teachers design instruction by transforming their subject so that it is accessible to their students. The teacher as inquirer" disposition will be fostered through the planning of projects to teach problematic concepts and investigate student learning. Developing ways to effectively assess student learning throughout the instructional process will be a focus in the class. A 50-hour field component is also a part of the course."

Credits: 3

Offered: Every year.

SCED 661 - Developing Expertise in Science Teaching Field Experience

This course is the field component to SCED 660 Developing Expertise in Science Teaching, and provides candidates the opportunity to observe teaching in diverse classrooms, and assist teachers with school related tasks, including beginning teaching. Candidates will reflect upon their experiences with reference to learning objectives and materials in SCED 660 and submit weekly reports with analysis. Candidates will spend 1-2 days weekly, or the equivalent in middle and high school classrooms, prior to student teaching. Co-requisite(s): SCED 661 Credits: 1

Credits: 1

Offered: Every Fall semester.

SCED 670 - Student Teaching - Middle School Science

A field assignment to teach middle school science. Assignments provided in grades 5 through 9; arrangements made by the Office of Field Experiences. Open only to students in the MAT Science program.

Credits: 6

Prerequisite: SCED 560 and SCED 660. Corequisite: SCED 680. Offered: Every year.

SCED 671 - Student Teaching - Secondary School Science

A fieldassignment to teach secondary school science. Assignments provided in grades 7 through 12; arrangements made by the Office of Field Experiences. Open only to students in the M.A.T. Science program.

Credits: 6

Prerequisite: SCED 560 and SCED 660. Corequisite: SCED 680. Offered: Every year.

SCED 680 - Inquiry into Science Teaching in Context

This seminar, which accompanies student teaching, is designed to provide the support necessary to apply and develop professional competencies while working with students and educators in the school setting. In this context, participants will have the opportunity to analyze student learning through action research projects, engage in collaborative problem solving with colleagues, and strengthen professional dispositions. Using classroom experiences as a focus, the class will use collaborative reflection, theories and research to frame new understandings of expertise in science teaching.

Credits: 3

Prerequisite: SCED 560 and SCED 660. Corequisite: SCED 670 or SCED 671. Offered: Every year.

SCED 690 - Graduate Research Project in Science Learning

Students will design, implement and analyze a research project concerning science learning in a 7-12 classroom. This will include an oral research proposal, written thesis and oral defense.

Credits: 3

Offered: Every year.

SCI - Science

SCI 301 - Essential Science I

In-depth focus on key concepts in the areas of chemistry and physics. Application of these concepts to real world situations are emphasized.

Credits: 3

Offered: Every semester.

SCI 302 - Essential Science Lab

Designed for hands-on exploration of everyday phenomena, the laboratory engages students in experiments from biology, chemistry, geology and physics. Most of the experiments are interdisciplinary in nature. The students will plan and execute experiments and then evaluate their data and document their conclusions. Evaluation will be based on laboratory notebook, written lab reports and oral presentation of experimental results

Credits: 1

Offered: Every semester.

SCI 303 - Essential Science II

In-depth focus on key concepts in the areas of biology and geology. Applications of these concepts to real world situations are emphasized.

Credits: 3

Offered: Every semester.

SCI 325 - Science Teaching Assistantship

The course is designed to provide science education majors with science teaching experience guided by science faculty. Students will assist in curriculum development, preparation and instruction for interactive and laboratory experiments in the areas of biology, chemistry, earth science and physics. The students will be learning assistants for SCI 301, 302, and/or 303 and outreach to local schools.

Credits: 1-2

Prerequisite: SCI 301 and SCI 302 and SCI 303. Offered: Every semester.

SCI 491 - Special Topics in Interdisciplinary Science

Courses which are interdisciplinary in science. Titles and topics will vary each semester based on instructor and student interest.

Credits: 1-6

Offered: Every year.

SCI 591 - Special Topics in Interdisciplinary Science

Courses which are interdisciplinary in science. Titles and topics will vary each semester based on instructor and student interest.

Credits: 3

Offered: Every year.

SDEG - Time Shortened Degree

SDEG 100 - Humanities

Advanced English 12 class taken by students in the 3-1-3 Program. A year-long writing intensive course that provides a survey of western literary texts.

Credits: 3-6

Offered: Every year.

SDEG 102 - Chemistry

Students from specific area high schools earn general education credits for fourth year high school Chemistry. Students must pass the Regents or earn a C or better if non-Regents. For specific course description, contact 3-1-3 Program (Fourth Floor Reed Library (716) 673-3550).

Credits: 3-6

Offered: Every year.

SEN - Seneca

SEN 115 - Elementary Seneca I

For students with no previous preparation. Study of fundamentals of speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.

Credits: 3

Offered: Offered on occasion.

SOC - Sociology

SOC 116 - Introductory Sociology

The methods, insights, and perspectives of sociology; how sociologists do their work; how individuals are influenced by society and culture; how people learn to become members of society (the socialization process), and how people interact with others in it. Review of major topics of sociological interest and concern.

Credits: 3

Offered: Every semester.

SOC 160 - Special Topics

A course covering material not covered by existing courses. Offered on an occasional basis.

Credits: 3

Offered: Offered on occasion.

SOC 200 - Statistics in the Real World

An introduction to the place of statistics in the research process; develops understanding of statistics as a valuable tool in analyzing data. Deals with probability, sampling, tables, graphs, averages, measure of variation, measures of association, tests of significance, and multivariate statistics. Special emphasis given to analysis of survey data using computers. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.

Credits: 3

Prerequisite: SOC 116. Offered: Every semester.

SOC 201 - Social Problems

Review of the causes, nature, dynamics, and modes of alleviating some major social problems in contemporary U.S. Among the problems which may be reviewed are poverty, deviance, crime and delinquency, discrimination (racism, sexism, ageism), ecological-environmental threats, and over population, as well as problems of vital institutions (familial, medical, political, economic).

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 204 - Social Psychology

The forms of social interaction that relate people to each other in everyday life and the consequences for individuals of their social experiences. Theoretical models applied and evaluated for their explanatory power in illuminating such issues as socialization into roles, attitude formation, development of self concept, conflict resolution, etc.

Credits: 3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 215 - Introduction to Public Health

Public Health is an interdisciplinary field concerned with the physical, mental and environmental health concerns of communities and populations at risk for disease and injury. Topics examined in this course include traditional public health" issues: infectious and chronic diseases injuries diet maternal/child health and threats to the natural environment. The course will also examine "newer public health" concerns including bioterrorism/superterrorism human-generated and natural disasters and public health hoaxes."

Offered: Every year.

SOC 218 - Introduction to Social Work

Introduction to theoretical and practical foundations of social work. Examination of values, knowledge, and skills underlying a generalist approach to social work. Analysis of role of social workers in such settings as hospitals, schools, mental health agencies, and family and child welfare agencies.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 219 - Cultures of the World

This course employs the methods and concepts of Anthropology to understand humanity through the study of cultural practices such as religion, social organization, economies, politics, and the arts. Includes describing and comparing cultural groups to appreciate both the diversity and interconnections of humans. The course broadly examines cultural change and survival in the contemporary world.

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 272 - Exploring Community-Based Social Work

Explores how communities and the social work profession respond to social problems. Traditional classroom-based learning is combined with service learning activities to increase student knowledge of the social service delivery system.

Credits: 3

Prerequisite: SOC 218. Offered: Every year.

SOC 275 - Social Inequalities

This class addresses the complexity and interactions of contemporary social inequality, as contemporary societies are stratified by a combination of social class, race/ethnicity, gender, and sexuality. Marginalized social groups construct moral systems to define dignity, a sense of worth, and social status. They display agency by challenging dominant regimes. Students will learn about social inequalities from a national and a global perspective, and explore how marginalized groups mobilize for rights and social equality.

Credits: 3

Offered: Every year.

SOC 300 - Research Methods

A course concerned with knowing; emphasis is placed on the evaluation of information and the research process: conceptualization, design, measurement, and data collections methods of survey, experiment and observation are discussed.

Credits: 3

Prerequisite: SOC 116 and (SOC 200 or BUAD 200 or ECON 200 or EDU 200 or POLI 200 or PSY 200 or STAT 200). Offered: Every semester.

SOC 306 - Sex and Gender

Description and analysis of sex and gender roles and relationships from a variety of societies at different levels of socio-cultural complexity. Note: Also listed as WGST 302.

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 310 - Sociology of Deviant Behavior

The sociology of deviant behavior investigates social groups in society that deviate from dominant social norms. Deviance is relative to its historical context and place. Depending on your social position in society, you may find yourself defined as committing informal social deviance, in that you are different from the dominant norm, or you may commit formal deviance, in that you break the law and engage in criminal behavior. Committing an act of deviance does not make one abnormal, and deviant groups are still structured by familiar social norms. Deviance is an analytical concept to understand how difference organizes social oppression.

Credits: 3

Prerequisite: SOC 116. Offered: Every semester.

SOC 311 - Sociology of Addiction

Examination of all that behavior which has come to be identified as addiction including tobacco smoking, alcoholism, substance abuse, eating disorders and gambling. An analysis of competing theories of addiction and treatment. The political, economic and social ramifications of addiction control.

Credits: 3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 312 - Plagues and Peoples

The course explores the impact of disease on human populations in terms of demographic, cultural and social changes. The rise of health care delivery systems is addressed as a response to epidemics. Examples include the bubonic plague of the 14th and 17th centuries, cholera, influenza, polio and AIDS.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 320 - Family Sociology

Overview of sociological perspectives on the family; emphasis on current state of the family in society. Topics include premarital sexual behavior and attitudes; dynamics of mate selection; marriage as an institution; marriage and sex roles; family dynamics (parenthood, childhood, family politics, violence in the family, divorce, etc.); marriage and the family as a subjective reality; alternative family forms; and the future of the family. Relationship between family and other social institutions.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 324 - City and Community

Urbanization and its consequences for people in metropolitan areas throughout the world. Process of urbanization, metropolitan social organization, ethnicity and lifestyle, community power structure, urban problems, and cities in developing nations.

Credits: 3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 331 - American Utopian Communities

An examination of the background conditions producing utopias and an ethnographic/historical analysis of selected utopian ventures (e.g. Amish, Shakers, Counterculture Communes).

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 335 - Sociology of Sport

Introduction to sport as a social institution; social function of sport; sport and culture, schools, and socialization; sport and women, race, and ethnic groups; sport and mass media; sport and stratification and social change.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 337 - Sociology of Aging

In-depth overview of social gerontology, focusing on aging in modern societies. How major institutional changes affect the aged. Review of major problems: status as a minority, retirement adjustment, income, social attitude towards the aged, kinship and other roles.

Credits: 3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 338 - Sociology of Death and Dying

Examines the growing body of sociological and social psychological literature on humankind's last major status passage. Institutions which structure death are considered and the processes accompanying dying are investigated. Cross-cultural as well as American death phenomena are included.

Credits: 3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 340 - Medical Sociology

Examines the social psychology of health and illness, social epidemology and the social correlates of illness, and the organization of health care, including the doctor-patient relationship, the health professionals, and health institutions.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 342 - Food and Culture

This course offers a critical look at the role of foodways in human prehistory, history, and contemporary life. Food is examined as an integral part of culture in terms of creating social bonds, identity, economies, and political systems. These issues are explored through diverse topics such as gender, food taboos, ethnicity, industrialization, human health, and the environment. The course includes discussion of attempts to address problems related to food by looking at policy, technologies, and movements towards sustainable food systems.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 345 - Women, Health and Society

Examines ways in which health and illness for women are defined and managed. Topics include the medicalization of pregnancy and birth, adolescence and sexuality, addiction, mental health, menopause, body image, and, women as health care providers.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 350 - Special Topics

Special topics in sociology not covered in detail by regular courses and not offered on a regular basis.

Credits: 1-3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 361 - Law in the World

Compares criminal law and justice systems of a variety of contemporary societies. Details characteristics of common law, civil law, and socialist law legal systems as contexts to explore the practices of specific countries. Examines crime patterns across countries.

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 363 - Victimology

Introduction to the study of victim-criminal relationships. Issues of conceptual and empirical interest covered include: history of the status of victims of crime in Western criminal justice systems; sociological characteristics of victims; victim-risk; victim-precipitated crimes; and victim compensation programs.

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 364 - Juvenile Delinquency

An examination of delinquent behavior and its distribution in society. Topical issues discussed include the juvenile justice system, theories of delinquency, and methods of social control of this behavior.

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

SOC 365 - Family Violence

The variety of forms of family violence child abuse, partner abuse, and elder abuse are examined with regard to its range and scope as well as legal and cultural issues. Explanations of and societal responses to the phenomena are detailed and evaluated. Junior standing required.

Credits: 3

Prerequisite: SOC 116. Offered: Offered on occasion.

SOC 380 - Sociological Theory

The evolution of sociological theory is traced from the traditions established by Marx, Durkheim, Weber, and Mead through contemporary phenomenological, critical, feminist, postmodern, and late modern schools of thought in order to understand the different assumptions and claims about what human beings are like, what society is, and what society can know about the two that have arisen in different social contexts.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

SOC 400 - Senior Seminar

A capstone course required for senior sociology majors designed to provide the opportunity to engage in an intensive examination of a topic of broad and enduring social and sociological significance. The topic will be of sufficient breadth to raise theoretical, methodological, and substantive issues, some of which may have been already encountered in other courses. The seminar format and the senior status of its members will provide a context in which these issues can be examined in greater depth and integrated into a more developed and coherent sociological perspective through extensive reading and writing. The seminar format also demands that students assume greater responsibilities for their own learning and that of their fellow members.

Credits: 3

Prerequisite: SOC 116 and SOC 300 and SOC 380. Offered: Every year.

SOC 415 - Seminar in Public Health

In-depth exploration of selected topics in public health, with special emphasis on epidemiological investigations and applications. Major focus varies from semester to semester depending on interests of students and instructor. The general goal of the course is to help students (a) further develop their skills in epidemiology, the science of public health; and (b) integrate course topics and themes from disciplines comprising the Public Health minor, so that they can use this knowledge to explore jobs, careers and graduate education in public health. Students must have completed 15 hours of course work in the Public Health minor, including Introduction to Public Health. Permission of instructor required.

Credits: 1

Prerequisite: SOC 215. Offered: Every year.

SOC 450 - Mentored Research

This course allows students in the Sociology major to conduct a research project, with the mentorship and supervision of a faculty member. Students will engage in the entirety of the research process, including reviewing

the academic research on their chosen topic, designing a research project, applying for human-subjects review approval, carrying out their approved project, and constructing a journal-article style manuscript. This course may be taken multiple times for credit.

Credits: 3

Prerequisite: (SOC 200 or BUAD 200 or ECON 200 or POLI 200 or STAT 200 or STAT 200) and SOC 300. Offered: Every semester.

SOC 470 - Directed Study

One to 3 credit hours of credit for individualized study under guidance of a member of the faculty. Permission of instructor.

Credits: 1-3

Offered: Every semester.

SOC 472 - Sociology Internship

Supervised placement with a public or private organization. A limited number of opportunities to observe and participate in sociology-related endeavors in the workplace. Permission of department.

Credits: 1-15

Prerequisite: SOC 116. Offered: Every semester.

SOC 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

SOCW - Social Work

SOCW 249 - Social Welfare History

Beginning social welfare policy course focusing on the history of social welfare issues, policies, and practices beginning in the 1600s through the 20th century. The experience of vulnerable populations including ethnic, racial and sexual minorities is featured. Advanced Status required.

Credits: 3

Prerequisite: SOC 218. Offered: Every year.

SOCW 315 - Child Welfare

A survey of the child welfare field of practice. Emphasis is on services provided to children and their families and the local, national, and state policies that guide them.

Credits: 3

Prerequisite: SOC 116 or SOC 218. Offered: Every other year.

SOCW 325 - Foundations of Generalist Practice

The first of four sequenced social work practice courses in which students learn generalist social work practice theory and method. In-depth presentation and study of the foundation layers of knowledge needed to implement generalist problem-solving within and between micro, mezzo and macro systems. Advanced status required.

Credits: 3

Offered: Every year.

SOCW 340 - Human Behavior in Social Environment I

Introduces theory and knowledge used in the person-in-environment perspective to prepare a foundation on which to build generalist practice skills. A focus on systems theory approach will lead to an understanding of how the biological, psychological, and social systems are interrelated and affect human development throughout the lifespan. Advanced status required.

Credits: 3

Prerequisite: BIOL 110*. Corequisite: SOCW 325. Cross-Listed as: * Indicates that the course can be taken in the same semester. Offered: Every year.

SOCW 341 - Human Behavior in Social Environment II

Builds on the knowledge and theory learned in Human Behavior in Social Environment I. A combination of social systems and life span theoretical frameworks will continue to be utilized to provide a foundation for understanding human behavior from middle adulthood through late adulthood.

Credits: 3

Prerequisite: SOCW 340. Offered: Every year.

SOCW 355 - Diversity, Oppression, and Human Rights

This course emphasizes the systematic nature of oppression and the responsibility of the social work profession to advance human rights and social, economic and environmental justice. Emerging professional social workers' self-awareness is integral to the capacity to engage diverse service participants, colleagues and constituents in practice. Students will explore their own personal values, beliefs, and behavior that may impede their ability to practice social work ethically with people of diverse backgrounds. Students should leave this course with a better understanding of themselves, of diverse groups they will be working with in practice, and the capacity to engage in practices that advance human rights via the promotion of social and economic justice.

Credits: 3

Prerequisite: SOC 218 or ETHN 202 or WGST 202. Offered: Every year.

SOCW 370 - Generalist Practice Skills

Second course in the social work course practice sequence builds on SOCW 325. Focus is on the skills needed to implement the generalist problem solving method within and between micro, mezzo and macro systems.

Credits: 3

Prerequisite: SOCW 325. Offered: Every year.

SOCW 385 - Social Work Practice in Health Care

This elective course provides knowledge and skills essential for competent social work practice in an integrated health care setting, such as a hospital, primary care clinic or nursing home. Topics include health behavior theory, health care policy, research-informed practice in health care, and intervention in health care social work

Credits: 3

Prerequisite: SOCW 370. Offered: Every year.

SOCW 390 - Practice with Individuals, Families and Small Groups

The third practice methods course challenges the students to increase their generalist problem-solving, communication, assessment, and intervention skills with multiple systems. The Monitoring and Evaluation stage of generalist problem solving is highlighted.

Credits: 3

Prerequisite: SOCW 340 and SOCW 341 and SOCW 370. Corequisite: SOCW 480 or SOCW 485. Offered: Every year.

SOCW 399 - Selected Topics

Variable-content course; topic will be announced in the online Course Offerings each semester offered.

Credits: 3

Offered: Every semester.

SOCW 400 - Practice with Organizations and Larger Social Systems

This final course in the practice sequence builds on all the preceding practice courses with a specific focus on indirect practice. The content and activities are designed toward mastery of the skills, values and knowledge competencies needed to work with, and in, organizations, communities, political institutions and global contexts.

Credits: 3

Prerequisite: SOCW 390. Corequisite: SOCW 490 or SOCW 495. Offered: Every year.

SOCW 450 - Mentored Research

This course allows students in the Sociology major to conduct a research project, with the mentorship and supervision of a faculty member. Students will engage in the entirety of the research process, including reviewing the academic research on their chosen topic, designing a research project, applying for human-subjects review approval, carrying out their approved project, and constructing a journal-article style manuscript. This course may be taken multiple times for credit.

Credits: 3

Prerequisite: (SOC 200 or BUAD 200 or ECON 200 or POLI 200 or STAT 200) and SOC 300. Offered: Every semester.

SOCW 470 - Independent Study

In-depth exploration of a social work topic under the direction of a social work department faculty member, who is willing to sponsor the student. Students should have specific topics in mind before approaching an instructor and are expected to complete a research project and present his or her findings to the professor on the agreed upon topic. Once an Independent Study has been arranged and prior to the semester beginning, the student must complete the Independent Study Contract with the sponsoring faculty member.

Credits: 1-3

Offered: Every semester.

SOCW 480 - Field Practicum I

The first semester of a professionally supervised 450 total hour placement in a human services agency. Students are expected to complete 225 hours of direct service to individuals, families, groups or communities and/or other duties expected of a beginning-level social worker during the semester. Students are expected to apply social work theory, knowledge and method to actual cases, identify areas of professional growth, process their experiences, and begin assessing their practice using standard research methods. Social Work majors only.

Credits: 3

Prerequisite: SOCW 325 and SOCW 340 and SOCW 341 and SOCW 370 and SOC 300 and POLI 382. Corequisite: SOCW 390 or SOCW 485. Offered: Every year.

SOCW 485 - Field Practicum I with Seminar

An extension of SOCW 480: Field Practicum I allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Students are divided into sections and assigned faculty field liaisons who assist students develop and implement an individualized professional learning contract for their practicum placements. Weekly meetings are held to analyze issues discovered through the practicum experience. Faculty liaisons monitor and evaluate student performance for the entire practicum experience (SOCW 480 and 485).

Credits: 3

Prerequisite: SOCW 325 and SOCW 370 and SOC 300 and POLI 382. Corequisite: SOCW 390 or SOCW 480. Offered: Every year.

SOCW 490 - Field Practicum II

The continuation of the student's experiential learning at the same agency in which the student was placed in during SOCW 480. Students need to complete 225 or more hours of direct service practice and/or other duties expected of the beginning level social worker.

Credits: 3

Prerequisite: SOCW 480 and SOCW 485 and SOCW 390. Corequisite: SOCW 495. Offered: Every year.

SOCW 495 - Field Practicum II with Seminar

An extension of SOCW 490: Field Practicum II which allows for the sectioning of practicum students into small peer groups for weekly group meetings. Expectations for student performance increase and new Learning Contracts are constructed and implemented. Weekly meetings focus on the critical assessment of the student's use of skill, knowledge, and theory in their practicum placement. Faculty field liaisons facilitate group meetings and monitor the practicum experience, evaluating student performance for both SOCW 490 and 495.

Credits: 3

Prerequisite: SOCW 480 and SOCW 485. Corequisite: SOCW 490. Offered: Every year.

SPAN - Spanish

SPAN 100 - Introduction to Spanish

Students will be introduced to the language, familiarized with its basic vocabulary and grammar, and prepared to communicate at an elementary level. They will also be introduced to the distinctive features of the cultures where the language is spoken. The course is for students with none or very little background in the language.

Credits: 2

Offered: Every semester.

SPAN 110 - Essential Spanish

Students develop essential communicative skills and cultural awareness necessary in order to interact with people from that culture, whether it is in their home country or in the United States. In order to take this course, students must have scored a level 2 or 3 in the approved placement test or have taken the introductory course SPAN 100 at Fredonia.

Credits: 3

Prerequisite: SPAN 100 or Spanish Lang Placement Score of an 2 or better or Spanish Lang Placement Score of an 3 or better. Offered: Every semester.

SPAN 115 - Introduction to Spanish

Introduction to the fundamentals of the Spanish language. Emphasis will be given to all four communicative skills: speaking, writing, listening, and reading. Course is designed for students with less than two years of high school Spanish or no background at all. Enrollment by permission of the department.

Credits: 3

Offered: Every semester.

SPAN 116 - Elementary Spanish II

Continuation of SPAN 115. Further introduction to fundamental speech patterns. For students with one semester of college-level Spanish or equivalent. Stress on listening comprehension, oral ability, reading and writing skills.

Credits: 3

Prerequisite: SPAN 115 or NY Regents Spanish Exam Score of an 80 or better. Offered: Every semester.

SPAN 120 - Spanish in Action: Online Component

Provides intensive practice of Spanish vocabulary and grammatical structures. Online activities are self-paced and are required preparation for SPAN 121. Successful completion of SPAN 120 and 121 fulfills the College Core Curriculum Foreign Language requirement at the proficiency level for students enrolled in programs granting the B.A. degree. For students with two or more years of high school Spanish or equivalent.

Credits: 2

Corequisite: SPAN 121. Offered: Every year.

SPAN 121 - Spanish in Action: In-Class Component

The course builds on the fundamentals of Spanish and applies them to real situations. It is also an introduction to the different Hispanic cultures. It emphasizes communicative skills applying the vocabulary and grammar concepts learned in SPAN 120. Successful completion of SPAN 120 and 121 fulfills the College Core Curriculum Foreign Language requirement at the proficiency level for students enrolled in programs granting the B.A. degree. For students with two or more years of high school Spanish.

Credits: 3

Corequisite: SPAN 120. Offered: Every year.

SPAN 215 - Intermediate Spanish I

Increases proficiency in listening, speaking, reading and writing skills in Spanish. Further development of

vocabulary and grammar. Selected cultural and literary readings.

Credits: 3

Prerequisite: SPAN 116 or (SPAN 120 and SPAN 121) or NY Regents Spanish Exam Score of an 85 or better or SPAN 110 or Spanish Lang Placement Score of an 4 or better. Offered: Every semester.

SPAN 216 - Intermediate Spanish II

Development of listening, speaking, reading and writing skills to attain proficiency required for upper level courses in Spanish. Expansion of vocabulary and advanced grammar. Selected cultural and literary readings.

Credits: 3

Prerequisite: SPAN 215 or Spanish Lang Placement Score of an 5 or better. Offered: Every semester.

SPAN 280 - Topics in Spanish

The mini course provides an in-depth study of a specific topic of Spanish language or culture. Students can repeat course as its content changes

Credits: 1

Offered: Every year.

SPAN 301 - Intensive Spanish Grammar

An in-depth examination and review of grammar categories in Spanish. It will provide extensive oral and written practice.

Credits: 3

Prerequisite: SPAN 216. Offered: Offered on occasion.

SPAN 305 - Spanish for the Professions

Designed to enhance student's language skills so as to permit them to use Spanish meaningfully in the professional world. Study of commercial vocabulary, introduction to professional correspondence and practices.

Credits: 3

Prerequisite: SPAN 216. Offered: Every year.

SPAN 307 - Special Topics

Topics in Spanish language and literature.

Credits: 3

Prerequisite: SPAN 216. Offered: Offered on occasion.

SPAN 308 - Advanced Spanish Phonetics and Diction

Detailed study of rules of pronunciation and transcription into International Phonetic Alphabet (IPA). Pronunciation drills, exercises in sound discrimination and intonation.

Credits: 3

Prerequisite: SPAN 216. Offered: Every year.

SPAN 313 - Spanish Conversation

Oral-aural drills, conversational exercises to provide practice in understanding and speaking Spanish. Emphasis on improving pronunciation and fluency.

Credits: 3

Prerequisite: SPAN 216. Offered: Every semester.

SPAN 314 - Spanish Composition

Writing colloquial and formal Spanish. Translations and free compositions.

Credits: 3

Prerequisite: SPAN 216. Offered: Every year.

SPAN 315 - Readings in Spanish

The course will improve the students' reading comprehension in Spanish through a varied array of texts, from social media to literature. The class begins with a study of what it involves reading in the language. The last part of the course will be devoted to literary texts and their analysis.

Credits: 3

Prerequisite: SPAN 216. Offered: Every year.

SPAN 319 - Survey of Spanish Literature I

Principal literary movements and writers studied against historical, social, and cultural backgrounds. Selected masterpieces through the 17th century. Outside readings.

Credits: 3

Prerequisite: SPAN 315. Offered: Every year.

SPAN 320 - Survey of Spanish Literature II

Principal literary movements and writers studied against historical, social, and cultural backgrounds. Selected masterpieces from the l8th century to the present. Outside readings.

Credits: 3

Prerequisite: SPAN 315. Offered: Every year.

SPAN 325 - Survey of Spanish-American Literature

Principal literary movements in Spanish America from Colonial period. with emphasis on post-Independence literature.

Credits: 3

Prerequisite: SPAN 315. Offered: Every year.

SPAN 329 - Introduction to Spanish Linguistics

The course introduces students to the various areas of modern Spanish linguistics concentrating in phonology,

morphology, and syntax, with special reference to contrasts with English. It will also explore areas of pragmatics, sociolinguistics, and second language acquisition.

Credits: 3

Prerequisite: SPAN 314 and SPAN 315. Offered: Every other year.

SPAN 340 - Cultural Issues in the Hispanic World

The study of a cultural issue or theme during a specific period and/or region. Students will gain insight into what the issues are and their ramifications, while developing an understanding of the diversity and complexity of contemporary societies in the Spanish-speaking world.

Credits: 3

Prerequisite: SPAN 314 and SPAN 315. Offered: Every other year.

SPAN 375 - Themes in Hispanic Literature

The course focuses a major theme or issue in literature written in Spanish. Students will follow the explorations of different writers in order to gain a better understanding of the issue at hand.

Credits: 3

Prerequisite: SPAN 314 and SPAN 315. Offered: Every other year.

SPAN 377 - Special Topics

Topics in Spanish language and literature.

Credits: 1-3

Prerequisite: SPAN 315. Offered: Offered on occasion.

SPAN 388 - Spanish Civilization and Culture

A comprehensive introduction to aspects of Spanish civilization and culture: geography, history, social customs, political movements, literature and art.

Credits: 3

Prerequisite: SPAN 313 or SPAN 314 or SPAN 317. Offered: Offered on occasion.

SPAN 400 - Special Topics in Spanish

Special areas in Spanish language, literature, or culture and civilization not covered by regular courses.

Credits: 1-3

Prerequisite: SPAN 313 or SPAN 314 or SPAN 317. Offered: Offered on occasion.

SPAN 401 - Imperial Spain

Analysis of main currents of Spanish culture in Siglo de Oro through readings in history, sociology, and literature.

Credits: 3

Prerequisite: SPAN 319. Offered: Offered on occasion.

SPAN 407 - Special Topics

Special areas in Spanish not covered by regular courses.

Credits: 3

Offered: Every year.

SPAN 410 - Directed Study

Individual directed study of a particular area or topic in Spanish language or literature. Periodic meetings with instructor, writing of a substantial paper.

Credits: 1-3

Offered: Offered on occasion.

SPAN 413 - Advanced Communication in Spanish

Practice of different styles and levels of communication such as narrative, critical commentary, debate, and dramatic dialogue to strengthen oral skills and develop advanced oral proficiency. Study of idiomatic expressions.

Credits: 3

Prerequisite: SPAN 313 and SPAN 314. Offered: Every year.

SPAN 415 - Individual Oral Proficiency Development In Spanish

Student will develop a list of weekly activities, such as watching movies, listening to music, reading of articles and books, etc. that will further enhance the student's oral proficiency in Spanish. Student will meet once a week with instructor to discuss the activities. The course will end with retaking of Oral Proficiency Interview (OPI) exam. Student is responsible for the cost of the exam.

Credits: 1

Offered: Every year.

SPAN 423 - Senior Seminar

In-depth study of a literary or cultural topic selected by the instructor. Major written paper and oral presentation required. All work to be done in Spanish.

Credits: 3

Prerequisite: (SPAN 319 and SPAN 320) or (SPAN 319 and SPAN 325) or (SPAN 320 and SPAN 325). Offered: Every year.

SPAN 424 - Spanish Creative Writing

Study of literary techniques. Direct composition in Spanish to encourage incorporation of these devices into student's own writing.

Credits: 3

Prerequisite: SPAN 315 and (SPAN 318 or SPAN 314). Offered: Every year.

SPAN 425 - Spanish-American Fiction

Prose fiction in Spanish America with special emphasis on 20th century authors.

Credits: 3

Prerequisite: SPAN 325. Offered: Offered on occasion.

SPAN 427 - The Art and Craft of Translation

Discussions of translation theory and problems of translation, followed by translation from Spanish to English, ending with translation from English to Spanish.

Credits: 3

Prerequisite: SPAN 315 and (SPAN 318 or SPAN 314) and (SPAN 320 or SPAN 325). Offered: Every year.

SPAN 472 - Hispanic Literary Figures

The course focuses on a writer whose work has made significant contributions to the literature written in Spanish. The writer's work provides new ways of examining and understanding the history and culture of the Spanish-speaking world.

Credits: 3

Prerequisite: SPAN 315 and SPAN 319 or SPAN 320 or SPAN 325 or SPAN 375. Offered: Every other year.

SPAN 478 - Great Moments in Hispanic Literature

The study of a significant period or movement in literature written in Spanish: how the intersections of artists, writers, and cultural ideas of that moment have impacted what we now know as the Spanish-speaking world. SPAN 315 is required, at least one 300 level Spanish course recommended.

Credits: 3

Prerequisite: SPAN 315 and SPAN 319 or SPAN 320 or SPAN 325 or SPAN 375 or SPAN 424 or SPAN 425 or SPAN 427 or LANG 327. Offered: Every other year.

SPAN 480 - Internship in Spanish

Students will be sponsored by a faculty in the Modern Languages and Literature department. Additionally, they must have completed the application required by the campus Office of Internships.

Credits: 1-6

Offered: Offered on occasion.

SPAN 485 - Undergraduate Learning Assistant for Spanish

Students serve as undergraduate learning assistant for the hybrid course, Spanish in Action. Assistants help the instructor both in the classroom as well as outside the classroom monitoring class activities online and offering tutoring. Assistants are also responsible for developing and teaching a lesson on a topic agreed upon with the instructor. Assistants learn and develop best practices in language teaching. Students in education certification programs preferred.

Credits: 3

Prerequisite: SPAN 313 and SPAN 314 and SPAN 315. Offered: Every semester.

SPAN 500 - Special Topics

Special areas in Spanish not covered by regular courses. Permission of department required.

Credits: 3

Offered: Offered on occasion.

SPAN 507 - Special Topics in Spanish

Special areas in Spanish not covered by regular courses.

Credits: 1-3

Offered: Every year.

SPAN 510 - Directed Study in Spanish

Individual supervised study of particular area or topic in any of the department's Spanish language or literature offerings. Periodic meetings with instructor and writing of a substantial paper. Permission of department required.

Credits: 1-3

Offered: Offered on occasion.

SPMG - Sport Management

SPMG 100 - Pathway to Success

The course is intended to help students to succeed and become lifelong learners. It introduces the student to the academic and social aspects of college coupled with a general orientation to functions and available student resources. In addition, it will help build a support network with faculty, staff and peers while improving study skills both within and outside the classroom.

Credits: 3

Offered: Every year.

SPMG 210 - Principles of Sports Management

The course provides the student with an overview of the basic philosophies, principles and organizational structure of sport programs. The course will cover leadership, communications, business structure, marketing, management styles, sportsmanship, ethical behavior, diversity, liability, and child abuse. The course further explores career opportunities and the skills needed to

manage sport programs ranging from youth sports to professional sports.

Credits: 3

Offered: Every semester.

SPMG 211 - Facility Management

The course is designed to provide the students with comprehensive knowledge on the operation and management of sport facilities. It covers mastering of facilities planning, design, management liability, personnel management, supervision and health and safety. Program promotion, facility scheduling and fundraising will also be covered in the course.

Credits: 3

Prerequisite: SPMG 210. Offered: Every year.

SPMG 212 - Event Management

The course will provide comprehensive information on sport event management. The students will gain an understanding of the key components of organizing, marketing, and planning of on-campus intercollegiate athletic events. After several weeks of instruction, students will be responsible for the coordination, supervision, and progression toward the management of on-campus athletic events during the semester.

Credits: 3

Prerequisite: SPMG 210. Offered: Every year.

SPMG 218 - Technology in Sports

The course explores the evolving role of technology across athletic performance, training, coaching, and fan engagement. It examines how digital tools and emerging innovations shape decision-making and transform the sports landscape. Students will analyze case studies, consider ethical and social implications, and evaluate how technological advances influence athletes, teams, and audiences. The course encourages critical thinking about the future of entertainment in a tech-driven world.

Credits: 3

Offered: Every year.

SPMG 221 - Philosophy, Principles and Organization of Athletics in Education

The course will fulfill the NYSED Philosophy, Principles and Organization of Athletics in Education requirement for certification as a coach in New York State. The components for certification include a basic knowledge of coaching philosophy, and principles and organization of associations and leagues. Child maltreatment and abuse are also covered in the course.

Credits: 3

Offered: Every year.

SPMG 230 - Sport in Diverse Societies

This course examines the philosophical and sociological foundations of sport in a global society. Through lecture, small and large group discussions, film, personal reflection, and research, students will explore the cultural contributions, challenges, and outcomes that diverse populations have provided to global sport. Students will be challenged to reflect upon how sport has been influenced by various cultures and diverse groups to develop their own personal philosophy and explore current issues in sport through this historical lens.

Credits: 3

Offered: Every semester.

SPMG 250 - Digital Marketing for Sport Management

The course will introduce students to digital marketing technologies associated with sport management. It will discuss business models, media best practices, building fan communities, construction of marketing web sites, online security and payment systems, and inbound marketing. Guerilla marketing, third party online retail and distribution options, online press, promotion, and advertising options, analytics and measurement, ethical and social issues associated with online marketing, as well as collaborative online marketing and supply chain management will also be covered.

Credits: 3

Offered: Every year.

SPMG 298 - Pre-Internship

The course is a prerequisite to SPMG 400 Internship. The intent of the pre-internship is to increase a student's awareness of the critical aspects of preparing for an internship. The experiences are designed to give students an opportunity to begin career exploration, develop skills to make contacts in the Sport Management and Exercise Science profession, and apply what they learn to real world situations. At least sophomore standing required.

Credits: 1

Offered: Every semester.

SPMG 300 - Sport Law and Risk Management

The structure of the legal system, introduces the case study method, aspects of constitutional law, labor and anti-trust law, tort law, product liability, contract law, administrative and statutory law applicable to the sport industry. The course also covers establishing a risk management system for facilities and sports programs.

Credits: 2

Prerequisite: SPMG 211 or PHED 211. Offered: Every year.

SPMG 305 - Economics of Sport

Course covers the principles of macro and micro economics related to the sport industry on a regional and national level, supply and demand, growth of the sport industry, venues and events, economic impact of facilities manufacture and television on intercollegiate and professional sport.

Credits: 3

Prerequisite: ECON 210 or ECON 205. Offered: Every year.

SPMG 321 - Theory and Techniques of Coaching

A course designed to introduce the prospective coach to the basic skills, strategies and coaching techniques required in organizing a particular sport. While the course is one of several courses designed to meet state mandates for interscholastic coaching, the student is expected to have completed all other courses in the mandate before enrolling in SPMG 321 or attain the permission of the instructor.

Credits: 2

Offered: Every semester.

SPMG 325 - Sport Through Film and TV

This course will examine and explore the various components of sport through film, media and television. Students will assess the representation of sport as well as analyzing the role athletes play within film, media and television today, and the lessons that can be learned from these areas such as ethics, race, equality, etc. Additionally, students will analyze and evaluate specific sport themes within these feature films and television aspects and how these have impacted the sport industry in the past, present and heading into the future. Students will also explore the various concepts of sport through a social media lens and the interpretation of messages on these platforms, while studying the interactions between the athlete and fan within the sport industry today.

Credits: 3

Offered: Offered on occasion.

SPMG 330 - Leadership and Management in Sport

The course investigates the important aspects of leadership theory, management practices and human resource allocation for sports management. The course follows the guidelines of the North American Association for Sports Management. The guidelines mandate that students learn to define the elements of leadership theory and describe the various skills, roles and functions of sport managers as they relate to managerial responsibilities. Students will learn about the role of leadership, management and resource allocation for sport operations.

Credits: 3

Prerequisite: SPMG 210 or PHED 210. Offered: Every year.

SPMG 380 - Social Media Enterprise in Sport

This course is designed as an evaluation of social media platforms from a sport organizational perspective. It examines social media history, users, user motivations, and social/psychological impacts. It also looks toward the future of this rapidly evolving group of communications platforms. The students will be exposed to a combination of the hands-on approach of exploring social media to disseminate messages that sport organizations use for business purposes with the theoretical background needed to best understand and use social media. In addition, students will learn and apply several strategies intended to maximize social media effectiveness that are current to the sport industry.

Credits: 3

Prerequisite: SPMG 210. Offered: Every year.

SPMG 398 - Pre-Internship

The course is a prerequisite to PHED 400 Internship. The intent of the pre-internship is to increase a student's awareness of the critical aspects of preparing for an internship. The experiences are designed to give students an opportunity to begin career exploration, develop skills to make contacts in the Sport Management and Exercise Science profession, and apply what they learn to real world situations.

Credits: 1

Offered: Every semester.

SPMG 399 - Special Topics in Sport Management

Variable-content course; topic announced in the online Course Offerings each semester.

Credits: 1-6

Offered: Every semester.

SPMG 400 - Sport Studies Internship

Working under supervision in a community setting, the internship will emphasize theory, knowledge and skills needed when working with and within groups and organizations. Students will be expected to complete direct service to individuals, groups or organizations. A Learning Contract encompassing job requirements, learning objectives and methods will be utilized in student's evaluation.

Credits: .5-12

Offered: Every semester.

SPMG 410 - Sport Law and Risk Management

The structure of the legal system, introduces the case study method, aspects of constitutional law, labor and anti-trust

law, tort law, product liability, contract law, administrative and statutory law applicable to the sport industry. The course also covers establishing a risk management system for facilities and sports programs.

Credits: 3

Prerequisite: SPMG 211. Offered: Every year.

SPMG 428 - Marketing and Public Relations in Sport

The course is designed to prepare students with the tools needed to develop effective marketing and public relations strategies for sports and athletic programs. A myriad of topics such as marketing, advertising, public relations theories, consumer behavior and practical applications will be explored. Emphasis will be on developing students' written and verbal communication skills. The course content is in line with recommendations of the relevant professional associations regarding the marketing and public relations of sport management.

Credits: 3

Prerequisite: SPMG 210 and SPMG 211. Offered: Every year.

SPMG 440 - Data Analytics for Sport Management

The course explores decision-making methods and software to measure performance and gain advantage in the competitive sports arena. It aims at developing analytical skills from practical points of view useful in sport management. Topics include data and data management; decision making approaches; metrics; regression, decision trees, time series; simulation; performance measurement and prediction; and team and players ratings. These topics will be explored using data analytic software for data visualization, statistical functions, data storage in various formats, and data interfaces. The theoretical knowledge will allow sport professionals to solve typical sport management problems such as predicting team performance; creating winning strategies; player analysis; player or team ranking and others. The classes will be a mix of lectures, practical data exploration, and software use.

Credits: 3

Prerequisite: (STAT 200 or ECON 200 or BUAD 200 or POLI 200 or SOC 200 or PSY 200) and (CSIT 104 or CSIT 151). Offered: Every year.

SPMG 450 - International Sport Management

The students will research several transformational forces in the world today: the end of communism, the global economy, the electronic village, and their impact on management within the sport industry. As the sport industry continues its global expansion, this course serves as an invaluable guide for students as they build careers that require an international understanding of the relationships, influences, and responsibilities in sport management.

Credits: 3

Prerequisite: SPMG 210. Offered: Every year.

SPMG 460 - Business of Esports

The course is an introduction to the business of the esports industry, while assessing and analyzing the business model of esports, marketing of tournaments, sponsorship, media partnerships and the current strategies impacting consumers and professional gamers. The students will also be introduced to the entertainment aspects within the esports industry and business trends shaping the gaming field today. Lastly, they will assess the future trends and business strategies that will shape the esports gaming industry.

Credits: 3

Prerequisite: SPMG 210. Offered: Every year.

SPMG 499 - Independent Study

The study of a particular topic related to sport management. Periodic meetings with an appropriate instructor will be scheduled. The topic may encompass individual research or a practical experience.

Credits: 1-4

Offered: Offered on occasion.

SPST - Special Studies

SPST 101 - Biology Study Skills

The course, offered by the Educational Development Program, is designed to meet the needs of program participants enrolled in BIOL 111 Foundations of Biology. Intended for students with limited biological backgrounds, it enhances the understanding of biological skills in the following areas: biological chemistry, energy, genetics, evolution, physiology, development, and ecology.

Credits: 1

Corequisite: BIOL 111. Offered: Every year.

SPST 107 - Writing in the Arts and Sciences

Study of the writing and analysis process used for the explanatory and persuasive prose for the humanities, social sciences, and natural sciences. The course work focuses on coherence, development, organization, and conventions of writing papers in each discipline.

Credits: 3

Offered: Every year.

SPST 114 - Survey of Pre-calculus Lab

The course, offered by the Educational Development Program, is designed to meet the needs of program participants enrolled in MATH 105, Survey of Precalculus. Intended for students with a limited mathematics background, it enhances the understanding of skills necessary for success in precalculus and calculus in the following areas: algebra, solutions to equations, factoring, simplification of algebraic expressions, etc.

Credits: 1

Corequisite: MATH 105. Offered: Offered on occasion.

SPST 115 - Pillars of College Success

Students will develop a strong grounding in and network for college success at Fredonia. With work in communication and study skills, goal setting, and time management, students gain confidence in their abilities to navigate their academic paths.

Credits: 1

Offered: Every year.

SPST 118 - Survey of Calculus Laboratory

The purpose of the course is to provide students enrolled in the Educational Development Program with the opportunity to develop and improve the study skills necessary to successfully complete the required coursework for MATH 120.

Credits: 1

Corequisite: MATH 120. Offered: Every year.

SPST 127 - Educational Development Program Freshman Orientation I

Designed to assist Educational Development Program students manage the demands of the college experience by helping them develop life management and study skills necessary to reach their academic and personal goals.

Credits: 1-2

Offered: Every year.

SPST 128 - Writing Lab

A 1-credit interdisciplinary, supplemental instruction course designed to instruct, supplement, and assist Educational Development Program students in a variety of areas including: active reading, enhanced vocabulary, brainstorming, organization, sentence and paragraph construction, addressing a specific audience, revision, editing, and understanding the author's responsibility in college-level discourse.

Credits: 1

Offered: Offered on occasion.

SPST 132 - Topics in Contemporary Science Recitation

A 1 credit recitation course mainly to supplement PHYS 101 Topics in Contemporary Science for students from the Educational Development Program. Provides additional drill for solving simple physics problems to understand PHYS 101 topics.

Credits: 1

Corequisite: PHYS 101. Offered: Every semester.

SPST 147 - Educational Development Program Freshmen Orientation II

A continuation of SPST 127 focusing on assisting students develop the basic tools necessary to engage in self-discovery, acquaint them with career planning and exploration of major and career choices.

Credits: 1

Offered: Every year.

SPST 160 - Project Success

SPST 160 is a 1 credit, satisfactory/unsatisfactory course designed to provide resources, tools, and skills for students who are not in good academic standing. Class meetings will include discussions, activities, and assignments related to motivation, attitude, study aids, concentration, learning styles, and other student-success techniques.

Credits: 1

Offered: Every semester.

SPST 199 - Special Topics

Topics of special interest or need offered periodically and taught from an interdisciplinary perspective. Topics will vary each term based on instructor.

Credits: 1-5

Offered: Offered on occasion.

SPST 302 - Exploring Leadership and Ethics

Through this course students will gain a broad understanding of historical and current theories of leadership and management and the shift from the dominant paradigm to the emergent paradigm. Students will also explore how normative ethics affects their leadership philosophy and decision making. As a way to recognize their leadership strengths, students will participate in several instruments that will assist them in defining their leadership strength and style.

Credits: 3

Prerequisite: SPST 201. Offered: Every Fall semester.

SPST 228 - Writing Lab II

This 1-credit interdisciplinary, supplemental instruction course will support and assist Educational Development

Program students in a variety of areas, including: academic planning, time management, reading comprehension, and writing process. SPST 228 is an intermediate level course for students who wish to reinforce and advance their learning skills and cognitive tools for higher-level research processing. (Students who feel that they need an introductory level course to develop these skills should consider taking SPST 128 first.) Furthermore, SPST 228 will introduce universal research techniques used across a variety of scholarly disciplines such as source evaluation, citing, avoiding plagiarism, synthesizing information, and proper formatting.

Credits: 1

Prerequisite: SPST 128. Offered: Every semester.

SRT - Sound Recording Technology

SRT 105 - Recording Techniques for Music

A non-technical introduction to recording technology. Students will learn established recording techniques, how to make good audition tapes, the possibilities of digital editing, how to purchase the right equipment, and other recording essentials.

Credits: 1

Offered: Every year.

SRT 200 - Recording Practicum

Applied instruction in basic audio techniques. Includes studio instruction in the use of microphones, loudspeakers, tape recorders. Taken concurrently with SRT 250-251. Open to majors only.

Credits: 2

Corequisite: SRT 250. Offered: Every year.

SRT 201 - Recording Practicum

Applied instruction in basic audio techniques. Includes studio instruction in the use of microphones, loudspeakers, tape recorders. Taken concurrently with SRT 250-251. Open to majors only.

Credits: 2

Corequisite: SRT 251. Offered: Every year.

SRT 250 - Recording Techniques

A two-semester course in recording, including audio measurements, use of loudspeakers, microphones, tape recorders, and mixing consoles. Emphasis on sterophony, live recording, and the development of high standards of audio craft. Open to majors only.

Credits: 2

Offered: Every year.

SRT 251 - Recording Techniques

A two-semester course in recording, including audio measurements, use of loudspeakers, microphones, tape recorders, and mixing consoles. Emphasis on stereophony, live recording, and the development of high standards of audio craft. Open to majors only.

Credits: 2

Offered: Every year.

SRT 300 - Recording Practicum

Applied instruction in multi-track recording, sound reinforcement, and audio systems analysis techniques. Includes in-depth study of mixing consoles, tape recorders, and signal processors. Students will record assigned projects and assist seniors in production projects. Taken concurrently with SRT 350-351. Open to majors only.

Credits: 2

Prerequisite: SRT 200 and SRT 201 and SRT 250 and SRT 251. Corequisite: SRT 350. Offered: Every year.

SRT 301 - Recording Practicum

Applied instruction in multi-track recording, sound reinforcement, and audio systems analysis techniques. Includes in-depth study of mixing consoles, tape recorders, and signal processors. Students will record assigned projects and assist seniors in production projects. Taken concurrently with SRT 350-351. Open to majors only.

Credits: 2

Prerequisite: SRT 200 and SRT 201 and SRT 250 and SRT 251. Corequisite: SRT 351. Offered: Every year.

SRT 310 - Studio Installation and Maintenance

Provides maximum hands-on experience in recording studio installation and maintenance. Students will learn to analyze signal flow and troubleshoot equipment with passive (resistors, capacitors, inductors) and active components (transistors and op-amps). Transmission lines are discussed by evaluating principles and standards of connectors and cabling for audio and video. Further emphasis is placed on the phenomenon of noise in audio/video circuits and transmission lines: evaluating and measuring noise in individual components and systems, and minimizing or eliminating noise through the principles of grounding, shielding and filtering. Students will learn soldering and wiring techniques as well as a variety of audio measurement procedures.

Credits: 1

Offered: Offered on occasion.

SRT 320 - Studio Installation and Maintenance Laboratory

The one semester, 1-credithour course, provides maximum hands-on experience in recording studio installation and maintenance. Students will learn to analyze signal flow and troubleshoot equipment with passive (resistors, capacitors, inductors) and active components (transistors and op-amps). Transmission lines are discussed by evaluating principles and standards of connectors and cabling for audio and video. Further emphasis is placed on the phenomenon of noise in measuring noise in individual components and systems, and minimizing or eliminating noise through the principles of grounding, shielding and filtering. Students will learn soldering and wiring techniques as well as a variety of audio measurement procedures.

Credits: 1

Prerequisite: MATH 121 or MATH 123 and PHYS 123. Offered: Offered on occasion.

SRT 350 - Technology and Practices of the Recording Industry

A two-semester course in multi-track recording technology, and Digital Signal Processing (DSP). Open to majors only.

Credits: 3

Prerequisite: SRT 200 and SRT 201 and SRT 250 and SRT 251. Offered: Every year.

SRT 351 - Technology and Practices of the Recording Industry

A two-semester course in multi-track recording technology, and Digital Signal Processing (DSP). Open to majors only.

Credits: 3

Prerequisite: SRT 200 and SRT 201 and SRT 250 and SRT 251. Offered: Every year.

SRT 450 - Senior Seminar/Project

Each student will prepare a professional quality recording production and a research paper. In addition, the seminar will address areas of professional concern, including career development and survival skills, current studio developments, and elements of style in recording. Open to majors only.

Credits: 2

Prerequisite: SRT 300 and SRT 301 and SRT 350 and SRT 351. Offered: Every year.

SRT 451 - Senior Seminar/Project

Each student will prepare a professional quality recording production and a research paper. In addition, the seminar will address areas of professional concern, including career development and survival skills, current studio developments, and elements of style in recording. Open to majors only.

Credits: 2

Prerequisite: SRT 300 and SRT 301 and SRT 350 and SRT 351. Offered: Every year.

SRT 460 - Independent Study

Studies in studio maintenance, booking, traffic management, and research are available on a limited basis. Maximum of 6 credit hours of MUS, MUED, or SRT independent study. Open to majors only.

Credits: 2

Offered: Every semester.

SRT 461 - IndependentStudy

Studies in studio maintenance, booking, traffic management, and research are available on a limited basis. Maximum of 6 hours of MUS, MUED, or SRT independent study. Open to majors only.

Credits: 1-3

Offered: Every semester.

SRT 470 - Studio Supervision

Students supervise recording studio inventory and use. Open to majors only. Permission of instructor required.

Credits: 2

Offered: Offered on occasion.

SRT 480 - Internship

A 15-week, full-time work position in a facility appropriate for the individual student's goals. Duties are specified by college and sponsoring firm. Open to majors only.

Credits: 1-15

Offered: Every semester.

SSED - Social Studies Education

SSED 204 - World Regional Geography

Interrelationship of location, climate, landforms, and natural resources with the history and cultural economic and political systems of the world's realms and regions.

Credits: 3

Offered: Every year.

SSED 205 - Economics in Global History

The course provides an introduction to micro- and macroeconomic concepts and global economic history with a special emphasis on the ability to weave those basic tools

of analysis into the presentation of a narrative of global history.

Credits: 3

Offered: Every year.

SSED 276 - Literacy and Technology

In this course, students explore literacy development and instructional approaches that support listening, speaking, reading, and writing skills for all students. Students will leave the course with a strong foundation in how to use technology to support student learning. They will also develop skills for evaluating and selecting technological tools for information acquisition, communication, and learning.

Credits: 3

Offered: Every year.

SSED 299 - Special Topics in Social Studies Adolescence Education

Varies in content from semester to semester. Students should consult the online Course Offerings and department notices for specific subject covered each semester.

Credits: 3

Offered: Offered on occasion.

SSED 419 - Secondary (Adolescence) Social Studies Teaching Methods

Principles, materials and methods for teaching social studies in the secondary schools. Note: Must be taken before student teaching. Required for Adolescence Education.

Credits: 3

Offered: Every year.

SSED 420 - Student Teaching Colloquium

The course complements the student teaching practicum in Adolescence Social Studies Education. Candidates receive detailed instruction in the completion of the applied teaching and learning projects associated with their student teaching placements.

Credits: 3

Prerequisite: SSED 419. Corequisite: SSED 430 or SSED 431. Offered: Every Spring Semester.

SSED 430 - Student Teaching for Social Studies/Adolescence Education - Grades 7-9 Placement

Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for State University of New York at Fredonia students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Credits: 6

Prerequisite: SSED 419. Corequisite: SSED 420 or SSED 431. Offered: Every semester.

SSED 431 - Student Teaching for Social Studies/Adolescence Education: Grades 10-12 Placement

Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for State University of New York at Fredonia students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Credits: 6

Prerequisite: SSED 419. Corequisite: SSED 420 or SSED 430. Offered: Every semester.

STAT - Statistics

STAT 150 - Statistical Ideas

Introduction to the field of statistics, including sampling, experiments, measurement, descriptive statistics, probability, inference, correlation, regression and prediction. The emphasis will be on data and concepts rather than on calculations and mathematical theory. Not open to students who have completed a 200-level statistics course with a grade of C- or better. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Offered on occasion.

STAT 200 - Statistical Methods I

An introductory study of statistical methods with applications to business, economics, education, and the social sciences. Topics covered include: descriptive statistics and graphs, probability and probability distributions, estimation, confidence intervals, hypothesis testing and linear regression. The course focuses on when to use each of the different methods. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Every semester.

STAT 250 - Statistics for Scientists

Introduction to statistical methods with special emphasis on uses in the natural sciences. Topics will include descriptive statistics, data collection, probability distributions, confidence intervals, hypothesis testing, regression, and analysis of variance. The course will include use of analytical labs and statistical computer packages. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.

Credits: 3

Offered: Every year.

STAT 260 - Introduction to Data Science

An introduction to the art and science of transforming data into information. Working with data using R and RStudio; data collection, wrangling, modelling, and visualization; data storytelling." Background assumed: N.Y.S. Algebra II or equivalent."

Credits: 3

Offered: Every year.

STAT 300 - Statistical Methods II

Continuation of STAT 200. Review of the basics of estimation, confidence intervals and hypothesis testing. Simple and multiple regression, time series, analysis of variance and non-parametric methods. A statistical software package will be used extensively.

Credits: 3

Prerequisite: STAT 200 or BUAD 200 or ECON 200 or EDU 200 or POLI 200 or PSY 200 or SOC 200 or STAT 250 or STAT 350. Offered: Offered on occasion.

STAT 350 - Probability and Statistics

Basics of probability; descriptive statistics; discrete and continuous distributions; confidence intervals and tests of hypotheses concerning means and proportions; simple linear regression; statistical software. MATH 210 is recommended, in addition to the prerequisites listed.

Credits: 3

Prerequisite: MATH 121 or MATH 123. Offered: Every semester.

STAT 351 - Regression and Analysis of Variance

Simple linear regression and multiple regression including inference, diagnostics and transformations. One-way and multi-way analysis of variance including inference, diagnostics and transformations. Use of professional statistical software.

Credits: 3

Prerequisite: (STAT 350 or STAT 250 or STAT 200 or BUAD 200 or ECON 200 or SOC 200 or POLI 200 or PSY 200). Offered: Every other year.

STAT 352 - Categorical Data Analysis

Techniques for analyzing categorical response data - confidence intervals, tests of significance for a proportion, the difference of two proportions, contingency tables, regression, odds, odds ratios, logistic regression, logit models, loglinear models and diagnostics.

Credits: 3

Prerequisite: (STAT 350 or STAT 250 or STAT 200 or BUAD 200 or ECON 200 or SOC 200 or POLI 200 or PSY 200). Offered: Every other year.

STAT 354 - Probability with Applications

A first course in probability with selected applications. Definition of probability and basic axioms; calculation of probabilities; mutually exclusive and independent events; conditional probability and Bayes Theorem; discrete random variables and distributions; continuous random variables and distributions; calculation of expected value, mode, median, percentiles, variance, standard deviation, and coefficient of variation; functions of random variables and transformations. Applications selected from Markov chains, random walks, queueing theory, and inventory theory

Credits: 3

Prerequisite: MATH 121 or MATH 123. Offered: Every other year.

STAT 355 - Mathematical Statistics

Multivariate distributions, functions of random variables, sampling distributions and central limit theory, theory of estimation, the method of moment and maximum likelihood, and hypothesis testing.

Credits: 3

Prerequisite: MATH 223 and STAT 354. Offered: Every other year.

STAT 360 - Topics in Data Science

A continuation of STAT 260: statistical foundations of data science; bootstrap methods; supervised learning; unsupervised learning; simulation; interactive data graphics; working with spatial data and text; working with large data sets.

Credits: 3

Prerequisite: STAT 260. Offered: Every year.

STAT 400 - Independent Study

Independent study of a selected list of readings approved by the faculty advisor. Departmental approval required.

Credits: 1-3

Offered: Offered on occasion.

STAT 405 - Statistics Seminar

This is a capstone course for the statistics minor. Students will complete a major statistics project. It will include designing an experiment, collecting the data, analyzing the data, and giving oral and written reports explaining the analysis and conclusions. Departmental permission is required.

Credits: 1

Offered: Every Spring Semester.

STAT 407 - Special Topics

Selected readings, discussions, data analysis on a topic in statistics. Permission of department required.

Credits: 1-2

Offered: Offered on occasion.

STAT 408 - Special Topics

Selected readings, discussions, data analysis on a topic in statistics. Permission of department required.

Credits: 3

Prerequisite: (STAT 200 or STAT 250 or STAT 350 or PSY 200 or SOC 200 or ECON 200 or BUAD 200 or EDU 200 or POLI 200). Offered: Offered on occasion.

STAT 451 - Time Series

Study of linear time series, moving averages and auto regressive models. Estimation, confidence intervals, forecasting and data analysis with time series models will be examined.

Credits: 1

Corequisite: STAT 351. Offered: Offered on occasion.

STAT 460 - Risk Management for Actuarial Science

Development of fundamental mathematical tools and language of quantitative risk management. Multivariate probability distributions including joint, conditional and marginal distributions, probabilities, moments, variance and covariance.

Credits: 2

Prerequisite: MATH 223 and STAT 350. Corequisite: STAT 354. Offered: Every other year.

THEA - Theatre Arts

THEA 100 - Theatre & Dance Majors' Seminar

A foundational course for first-year students in the Department of Theatre and Dance. Content will include a survey of Departmental policies and procedures, academic requirements, and an introduction to campus resources and processes.

Credits: 1

Offered: Every year.

THEA 101 - Theatre and Dance Productions

Laboratory in performance or production involving applications of theatre techniques to the various aspects of departmental productions. Majors and minors only.

Credits: 1

Offered: Every year.

THEA 102 - Theatre and Dance Productions

Laboratory in performance of production involving applications of theatre techniques to the various aspects of departmental productions. Majors and minors only.

Credits: 1

Offered: Every year.

THEA 103 - Fundamentals of Theatre Technology

Students will be assigned slots to complete all three rotations of instruction. Each rotation will consist of four sessions. Sessions will cover demonstrations and hands-on repetition of fundamental skills in Scenery, Costume and Lighting. This will include power tool safety and basic use, fundamental sewing/wardrobe skills and techniques, operating the rigging system, basic sound skills and hang/focus of lighting instruments.

Credits: 1

Offered: Every semester.

THEA 110 - Practicum

Areas of theatre not covered in regular curriculum such as travel courses, practical experiences in the field, etc. May be repeated for credit. Permission of instructor.

Credits: .5

Offered: Offered on occasion.

THEA 114 - Introduction to the Performing Arts

A broad introduction to the Performing Arts including an historical perspective, elements of the performer's craft and repertoire, representative contributors to each Performing Art and the role of the audience member. The Performing Arts areas include theatre, music, dance, musical theatre and opera. Attendance at five Performing Arts events is required.

Credits: 3

Offered: Every semester.

THEA 117 - Script Analysis

Explores the process in evaluating/discovering production and performance values in a playscript.

Credits: 3

Offered: Every year.

THEA 121 - Introduction to Technical Theatre

One-semester course covering terminology and processes of stage production including stagecraft, materials, lighting, sound, properties, costumes, etc. Lecture and laboratory participation. Concurrent enrollment in THEA 101 or 102 by majors and minors strongly suggested. Written production critiques required.

Credits: 3

Offered: Every semester.

THEA 123 - Introduction to Technical Production

Explores the responsibility of technical personnel, safety and organization of the backstage and scene shop, stage rigging, drafting for the stage, scenic materials and hardware. Practical work on department productions may be required. Lab fee required.

Credits: 3

Prerequisite: THEA 121. Offered: Offered on occasion.

THEA 125 - Drawing and Drafting for the Theatre

Provides the student with a working knowledge of hand drafting as applied to theatre. Includes but is not limited to reading and interpreting set design plans, light plots, costume pattern drafting, creation of single and multiple plate drafting packets including plan views, design and construction elevations, section views, and detail drawings. B.F.A. Theatrical Production and Design majors only. Other theatre majors by permission of instructor.

Credits: 3

Prerequisite: THEA 121. Offered: Every year.

THEA 129 - Backstage Magic

Ever been to a play, musical, opera or rock concert and wonder, "How did they do that?" This course will study the elements of design, tools and technology in the behind the scenes creation for the performing arts. This course delves into the areas of scenic, lighting, costume, and sound design and how they are implemented. The student will critique selected works as well as the works of classmate projects. Concurrent enrollment in THEA 229 CAD Lab is required and includes a $40 lab fee.

Credits: 3

Corequisite: THEA 229. Offered: Offered on occasion.

THEA 130 - Acting for Non-Majors

Basic techniques of acting with emphasis on improvisation, script analysis and scene study. Attendance at campus theatrical events required.

Credits: 3

Offered: Every semester.

THEA 131 - Acting Studio: Acting I

Introduction to basic craft skills of acting with emphasis on self-awareness and discovery, spontaneity, and improvisation. B.F.A Acting and Musical Theatre majors only.

Credits: 3

Offered: Every year.

THEA 132 - Acting Studio: Acting II

Introduction to theory and practice of the basic principles of Stanislavski realism with emphasis on character exploration and analysis. B.F.A. Acting and Musical Theatre majors only.

Credits: 3

Prerequisite: THEA 131. Offered: Every year.

THEA 133 - Introduction to Acting

Basic craft skills of acting with emphasis on improvisation, character study, analysis and scene work. B.A. Theatre Arts majors and minors only.

Credits: 3

Offered: Every year.

THEA 140 - Stage Dialects

Acquisition of basic skills by the performer or director in the use of major dialects. B.F.A. Acting and Musical Theatre majors only.

Credits: 3

Offered: Every other year.

THEA 201 - Theatre and Dance Productions

Continuation of THEA 101-102.

Credits: 1

Offered: Every year.

THEA 202 - Theatre and Dance Productions

Continuation of THEA 101-102.

Credits: 1

Offered: Every year.

THEA 215 - Voice and Movement for the Stage

This course will introduce students to a range of vocal and physical techniques for creative expression in performance. Through a series of exercises, trainings, and performance exercises, students will have the opportunity to reduce habitual tensions finding maximum affect with minimum effort, connect their movement and voice to imagery and text, and increase physical and vocal range, power, flexibility, and articulation. The class will cover techniques drawn from a wide variety of voice and movement pedagogies including Linklater, Viewpoints, Pilates and others.

Credits: 3

Offered: Every Fall semester.

THEA 220 - Makeup

Selection, application, and evaluation of stage makeup. Includes wigging and facial hair techniques. Theatre majors and minors only.

Credits: 1

Offered: Every year.

THEA 221 - Digital Tools for the Performing Arts

Introduces the student to the use of discipline-specific software programs and peripheral hardware used in the creation of designs and preparation of drawings used in technical production and for scenic costumes and lighting design. Includes in-depth training in Computer Aided Drafting techniques, and the study of VectorWorks software. 2-D drafting will be covered with an introduction to drawing in 3-D.

Credits: 3

Prerequisite: THEA 125. Offered: Every year.

THEA 222 - Stagecraft I

Hands-on introductory course that covers standard theatrical scenic construction methods including metal and wood tools and fabrication, rigging and safety. Shop participation required. Lab fee required.

Credits: 3

Prerequisite: THEA 121. Offered: Every year.

THEA 223 - Lighting and Sound Technology

This course is an introduction to the mechanics of stage lighting and sound. It includes basic electricity, tools, equipment, distribution and control for theatrical lighting and sound. The course will deal with the many aspects of implementing lighting and sound for a production.

Credits: 3

Prerequisite: THEA 121. Offered: Every year.

THEA 226 - Scene Painting I

Color theory, preparation of painting surfaces, and basic painting techniques as they pertain to the theatre. B.F.A. Theatrical Production and Design majors only.

Credits: 3

Prerequisite: THEA 123 or THEA 125. Offered: Every year.

THEA 228 - Costume Construction I

Laboratory exploration of basic costume construction techniques. Majors only.

Credits: 3

Offered: Every year.

THEA 229 - Computer Aided Drafting Lab

Non-credit lab allowing the B.F.A Theatrical Production and Design student access to the theatre CAD Lab. Open to B.F.A. Theatrical Production and Design majors only.

Credits: 0

Offered: Every semester.

THEA 231 - Acting Studio: Scene Study I

Skills and techniques for role analysis and performance in realistic plays. B.F.A. Acting and Musical Theatre majors only.

Credits: 3

Prerequisite: THEA 132. Offered: Every year.

THEA 232 - Acting Studio: Scene Study II

Skills and techniques for role analysis and performance in realistic plays. B.F.A. Acting and Musical Theatre majors only.

Credits: 3

Prerequisite: THEA 231. Offered: Every year.

THEA 233 - Acting Lab I

A laboratory for exploration and development of acting technique both in conjunction with Directing I and in an external lab setting.

Credits: 2

Offered: Every year.

THEA 234 - Acting Lab II

A laboratory for exploration and development of acting technique both in conjunction with Directing I and in an external lab setting.

Credits: 2

Offered: Every year.

THEA 242 - Acting Studio: Introduction to Voice and Movement I

Designed to support the actor in freeing the voice/body and imagination for creative response. Physical/vocal awareness and ability are enhanced through the exploration of relaxation, alignment, flexibility, strength, breath, sound, and resonance.

Credits: 3

Prerequisite: THEA 132. Offered: Every year.

THEA 243 - Acting Studio: Introduction to Voice and Movement II

A continuation of THEA 242 in supporting the actor in freeing the voice/body and imagination for creative response. Exercises to reinforce basic skills and further develop the actor's physical and vocal range, power, flexibility, and articulation.

Credits: 3

Prerequisite: THEA 242. Offered: Every year.

THEA 245 - Sound for the Theatre

Study of the artistic elements of sound for the theatre and build upon the technical elements studied in THEA 223 Lighting and Sound Technology. Areas of study include: sound systems, electricity, recording techniques, script analysis for sound design, principles of sound design and the controllable qualities of sound. Each will be studied through class lectures, practical examples, and projects.

Credits: 3

Prerequisite: THEA 315 and THEA 223. Offered: Every other year.

THEA 270 - Theatre For Social Change

THEA 270 Theatre for Social Change (TSC) is an introductory course on practices and theories of Augusto Boal's Theatre of the Oppressed, Community-based Theatre and Theatre for Development. Eminently practical, we will explore and apply principles and techniques of six participatory theatre modalities: 1. Games for non-actors 2. Image theatre 3. Newspaper theatre 4. Invisible theatre 5. Forum theatre 6. Breaking the Oppression/Cop in the head In addition, we will survey the principles and practices of Community-Based Theatre and Theatre for Development models.

Credits: 3

Prerequisite: THEA 117 and THEA 133. Offered: Every Fall semester.

THEA 301 - Theatre and Dance Productions

Continuation of THEA 201-202.

Credits: 1

Offered: Every year.

THEA 302 - Theatre and Dance Productions

Continuation of THEA 201-202.

Credits: 1

Offered: Every year.

THEA 303 - Rendering Technique I

Explores the graphic media and drawing techniques used by the designer in preparing drawings for the theatre with a focus on freehand sketching, gridding, and drop point perspective.

Credits: 3

Prerequisite: THEA 125. Offered: Every year.

THEA 304 - Rendering Technique II

Continuation of THEA 303. Explores the graphic media, drawing techniques, color theory and composition used by the designer in preparing drawing and painting for the theatre. With emphasis in graphite, water color, guache, acrylic and marker.

Credits: 3

Prerequisite: THEA 303. Offered: Every year.

THEA 305 - Rendering Technique III

Continuation of THEA 304. Explores the graphic media and drawing techniques used by the designer in preparing drawings for the theatre.

Credits: 1

Prerequisite: THEA 123 and THEA 125. Offered: Offered on occasion.

THEA 315 - The Dramatic Imagination

Design students study the nature of the relationship between playscripts and theatrical designs through script and text analysis, literary criticism and research. Exploration of how dialogue and themes can be visualized through design. B.F.A. Theatrical Production and Design majors only.

Credits: 3

Prerequisite: THEA 121. Corequisite: THEA 229. Offered: Every year.

THEA 319 - Costume Construction II

Intensive laboratory exploration of advanced costume construction techniques. Focus on growth of stitching skills.

Credits: 3

Prerequisite: THEA 228. Offered: Every year.

THEA 320 - Advanced Makeup

Design and application of special effects, 3-D prosthetics, and appliances. Majors only.

Credits: 3

Prerequisite: THEA 220. Offered: Offered on occasion.

THEA 321 - Costume Crafts, Dyeing and Painting

A rotation of basic costume accessory design and construction including but not limited to millinery, mask making, leather work, etc. As well as a laboratory exploration of the art and craft of dye/paint techniques for costumes. Union, acid, and fibre-reactive dyes, silk and fabric paints, and health and safety for costume artisans are covered. B.F.A. Theatrical Production and Design majors only. Theatre and Dance majors by permission.

Credits: 3

Offered: Every year.

THEA 322 - Stagecraft II

Course covers the planning, organization and management skills needed to execute the construction of a theatrical scenic design. Lecture and computer lab participation required. Lab fee required.

Credits: 3

Prerequisite: THEA 222. Offered: Every year.

THEA 324 - Lighting Design I

Principle of Stage Lighting Design and its application to a theatrical production. Will study the what and why lighting can bring to a production through practical projects.

Credits: 3

Prerequisite: THEA 315 and THEA 125. Offered: Every year.

THEA 325 - History of Costume

Chronological survey of clothing and fashion; their sociological and artistic implications from the Egyptians to the 20th century.

Credits: 3

Offered: Every year.

THEA 326 - Scene Design I

Principles, procedures, and development of scene design. Students must enroll in THEA 303, 304 or 305 simultaneously. B.F.A. Theatrical Production and Design majors only.

Credits: 3

Prerequisite: THEA 315. Offered: Every year.

THEA 327 - Costume Design I

Costume design methods and concepts. Students must enroll in THEA 303, 304 or 305 simultaneously. B.F.A. Theatrical Production and Design majors only.

Credits: 3

Prerequisite: THEA 325. Offered: Every year.

THEA 328 - Costume Design II

Continuation of THEA 327: development of more complicated sophisticated concepts. Students must enroll in THEA 303, 304 or 305 simultaneously. B.F.A. Theatrical Production and Design majors only.

Credits: 3

Prerequisite: THEA 327. Offered: Every year.

THEA 329 - Flat Patterning

Flat pattern techniques as applied to the costume cutter. Use of slopers, methodology, and interpretation of sketches are emphasized. B.F.A. Theatrical Production andDesign majors only.

Credits: 3

Prerequisite: THEA 228. Offered: Every year.

THEA 331 - Acting Studio: Styles

Introduction to various acting tools for creating and sustaining characters and action in elevated and poetic texts from major periods of theatre history. Emphasis on ability to approach historical periods and genres while remaining intimately connected to personal truth.

Credits: 3

Prerequisite: THEA 232. Offered: Offered on occasion.

THEA 334 - Digital Tools for the Performing Arts II

Exploration in creating theatre in a digital age. The class will focus on digital rendering but will also include some drafting, budget tracking and an artists digital presence on the web. Programs explored in the class will be Photo Shop, Corel Paint, Vectorworks and others.

Credits: 3

Prerequisite: THEA 221 and THEA 304. Offered: Every year.

THEA 337 - Properties for the Stage

This course is an introduction to the craft, process, and administration associated with the work of the theatrical properties artisan and master. Topics covered will include found properties, refurbishment, creation of new properties, consumables, budgeting, and tracking.

Credits: 3

Prerequisite: THEA 121 and THEA 125. Offered: Every other year.

THEA 338 - Special Topics

Study of selected areas of theatre arts not covered in regular curricular program. May be repeated for credit. Permission of instructor.

Credits: .5-3

Offered: Offered on occasion.

THEA 339 - Stage Management

Introductory course that covers the organizational and interpersonal skills needed to stage manage live productions of theater, musical theater, or dance. Topics include the stage manager's role during casting, design process, rehearsals, technical production and performance.

Credits: 3

Prerequisite: THEA 121. Offered: Every other year.

THEA 341 - Acting Studio: Shakespeare

An introduction to the basic techniques used in Shakespearean acting. Major emphasis is placed on approaching Shakespeare through a careful analysis of the use of language and construction of the text. Enrollment limited to B.F.A. Acting/Musical Theatre majors or permission of instructor.

Credits: 3

Prerequisite: THEA 230 or THEA 232. Offered: Every year.

THEA 345 - Acting Studio: Voice and Movement III

Explores additional methods to increase flexibility and range in speaking with an emphasis on heightened responsiveness to imagery and rhythms, along with additional methods to increase precision and range of movement with an emphasis on physical character work. B.F.A. Acting and Musical Theatre majors only.

Credits: 3

Prerequisite: THEA 243. Offered: Every year.

THEA 346 - Acting Studio: Voice and Movement IV

Explores additional methods to increase precision and range of movement with an emphasis on unarmed and armed stage combat.

Credits: 3

Prerequisite: THEA 242 and THEA 243. Offered: Every year.

THEA 347 - Stage Combat: Unarmed

This is a preliminary acting class designed to instruct students in the performance techniques, skills and illusions of unarmed stage combat.

Credits: 3

Prerequisite: THEA 215. Offered: Every year.

THEA 350 - Introduction to Musical Theatre

The course will offer an introduction to the techniques of performing in, and auditioning for, musical theatre. Students will work on duet, solo, and group dance numbers, and on finding appropriate audition material. The class will focus on strengthening all aspects of the performer: singing, acting, and dancing. The class will treat musical theatre material with respect, approaching the texts as actors, as well as singers/dancers.

Credits: 3

Prerequisite: THEA 131 or THEA 133. Offered: Every other year.

THEA 353 - History of Musical Theatre

Development of the theatrical genre known as musical theatre. Special emphasis on musical comedy roots in 19th century America tothe present.

Credits: 3

Offered: Every other year.

THEA 359 - Physical Theatre

The beginning of the professional theater in the western world can be traced directly from the Italian Renaissance form of physical theater known as the commedia dell'Arte. No study of actor training would be complete without a thorough examination of the commedia, underlying principles, and contemporary developments and applications of the form. Actors will develop a heightened sensibility and understanding of movement and character through direct practice with the various masks and techniques of original and contemporary physical theatre forms

Credits: 3

Prerequisite: THEA 232 and THEA 243. Offered: Every year.

THEA 370 - Scene Study

The course will present the fundamental principles of approaching the creation of a character on stage using the techniques of Stanislavski realism.

Credits: 3

Prerequisite: THEA 117 and THEA 133. Offered: Every year.

THEA 371 - Fredonia Young Company I

Fredonia Young Company is an educational tour company devoted to bringing theatre shows to the schools that belong to Chautauqua School District. Composed entirely of BA students, FYC serves as a training ground for actors, designers, stage managers, dramaturgs, and directors, as well as the capstone experience to seniors who wish so. THEA 371 is a theoretical-practical course dedicated to the conceptualization, design, and basic blocking of the production. The production process culminates with a theatre tour in schools every spring semester.

Credits: 1

Prerequisite: THEA 133 and THEA 215. Offered: Every Fall semester.

THEA 372 - Fredonia Young Company II

Practical course devoted to finalizing the staging phase initiated in THEA 371 FYC I and tour the show in four schools in the Dunkirk/Fredonia area. THEA 498 Senior Project students who have been admitted into the company may choose to use it as their senior project. The show will be performed in local elementary schools, and Envision: Senior Showcase" in the months of March /April."

Credits: 3

Prerequisite: THEA 371. Offered: Every Spring Semester.

THEA 381 - Technical Theatre Seminar

Discussion seminar on problems and procedures of mounting theatrical productions. Includes scheduling personnel, weekly rehearsals and other pertinent current production needs. Does not apply to the required hours for major in Theatre Arts. May be repeated

Credits: .5

Offered: Every semester.

THEA 382 - Musical Theatre Styles I

The course, through scene study of musical theatre repertory, focuses on integration of song, dance and acting skills for the junior B.F.A. Musical Theatre student.

Credits: 3

Prerequisite: THEA 232 and MUS 236. Offered: Every year.

THEA 383 - Acting Studio: Theatre Games

Through the study of improvisational techniques in the theatre, students will be exposed to a variety of long-form improvisation techniques designed to enhance spontaneity on the stage, develop sensory and perceptive skills, and approach character creation from a non-analytical perspective.

Credits: 3

Prerequisite: THEA 232. Offered: Every other year.

THEA 384 - History of Architecture and Decor for Theatre

This course is a study of architecture, decorative arts, and stage technology throughout history as they impact design for theatre. This course will look at periods of design from ancient Greece to the early Twentieth Century.

Credits: 3

Prerequisite: THEA 125 and THEA 315. Offered: Every year.

THEA 401 - Theatre and Dance Productions

Continuation of THEA 301-302.

Credits: 1

Offered: Every year.

THEA 402 - Theatre and Dance Productions

Continuation of THEA 401.

Credits: 1

Offered: Every year.

THEA 410 - Acting for Media I

This course is designed to introduce the actor to fundamental theories and practices of acting for the camera.

Credits: 3

Offered: Every semester.

THEA 411 - Acting for Media II

THEA 411, Acting for Media II, will acquaint students with intermediate-level theories and practices of acting for the camera.

Credits: 3

Prerequisite: THEA 410. Offered: Every year.

THEA 415 - Stage Combat: Medieval Weapons

This is an advanced acting class designed to instruct students in the performance techniques, skills and illusions of medieval weapons for stage combat.

Credits: 3

Prerequisite: THEA 347. Offered: Every year.

THEA 416 - Stage Combat - Renaissance Weapons

This is an advanced acting course designed to instruct students in the safe and effective performance techniques, skills, and illusions of Stage Combat involving the use of Renaissance Weapons.

Credits: 3

Prerequisite: THEA 347. Offered: Every Spring Semester.

THEA 420 - Special Studies in Technical Theatre

Seminar and laboratory experience exploring a variety of processes and techniques in depth. B.F.A. Theatrical Production and Design majors only.

Credits: 3

Offered: Every semester.

THEA 422 - Stagecraft III

Intermediate to advanced scenic construction techniques as well as an introduction to scenic automation. Topics covered include: simple engineering principles and structural analysis, pneumatic power, electric motors and control systems.

Credits: 3

Prerequisite: THEA 222. Offered: Every other year.

THEA 423 - Acting Studio: Alternative Acting Styles

An exploration of alternative acting techniques such as non-realistic and non-western styles of acting. B.F.A. Acting/Musical Theatre majors only.

Credits: 3

Prerequisite: THEA 232. Offered: Every year.

THEA 424 - The Business of Acting

Intensive study of skills needed by actors to increase their marketability in today's theatre. Open to B.F.A. Acting and Musical Theatre majors only.

Credits: 3

Prerequisite: THEA 232. Offered: Every other year.

THEA 426 - Scene Design II

Continuation of Scene Design I with specific emphasis on artistic requirements of the production. B.F.A. Production and Design majors only.

Credits: 3

Prerequisite: THEA 326. Offered: Every year.

THEA 427 - Scene Painting II

An intensive laboratory experience exploring advanced techniques in painting, dimensional texture and surface treatments. May require practical work on productions. Will also co-supervise and mentor Scene Painting I students on some projects as part of learning how to run a paint crew. B.F.A. Theatrical Production and Design majors only

Credits: 3

Prerequisite: THEA 226. Offered: Every year.

THEA 429 - Lighting Design II

This course is an introduction to the mechanics of stage lighting and sound. It includes basic electricity, tools, equipment, distribution and control for theatrical lighting and sound. The course will deal with the many aspects of implementing lighting and sound for a production.

Credits: 3

Prerequisite: THEA 324. Offered: Every other year.

THEA 432 - Musical Theatre Styles II

Advanced scene study and techniques for integrating all resources of the singing actor in musical theatre. B.F.A. Musical Theatre majors only or by permission of instructor.

Credits: 3

Prerequisite: THEA 232. Offered: Every year.

THEA 434 - Musical Theatre Styles Lab

A co-requisite for THEA 432, the laboratory allows for exploration, musical coaching and preparation for the Musical Theatre Styles acting class.

Credits: 1

Prerequisite: THEA 232. Offered: Every year.

THEA 435 - Rehearsal and Performance

Application of advanced techniques in preparation for studio and major productions.

Credits: 1

Offered: Every semester.

THEA 436 - Design/Technical Production

Application of advanced production techniques in a leadership position, preparing and executing Mainstage productions for the Department of Theatre and Dance.

Credits: 1-3

Offered: Every semester.

THEA 441 - Directing I: Principles of Directing

Theoretical and practical course in which we will discuss the fundamental principles of directing. Following the performance process from the proto performance to the aftermath, the goal of the class is to learn, step by step, how to transpose the dramatic writing of the text into scenic writing. Since the same dramatic text may produce an infinite number of readings, the crucial task of a director is to determine and concretize a unique way of staging the script. In this class we will exercise and develop the necessary skills, strategies, and methodologies to conceive a strong director's concept, which will be implemented in THEA 442 Directing II.

Credits: 3

Offered: Every semester.

THEA 442 - Directing II

Theoretical and practical course in which we will discuss and apply the fundamental principles of directing you were introduced to in the THEA 441 course.Topics include the director's function and responsibilities including play selection, auditioning/casting, staging techniques, and script analysis using the motivational unit as a basis of approach. Emphasis will be placed on preparation and presentation of the one-act play chosen in THEA 441, which will be presented in the context of Envision Showcase.

Credits: 3

Prerequisite: THEA 441 and THEA 481. Offered: Offered on occasion.

THEA 449 - Introduction to Playwriting

This class introduces the craft of playwriting to undergraduate students. The course will culminate in a 10-minute play written by the students.

Credits: 3

Prerequisite: THEA 117 and (THEA 133 or THEA 232). Offered: Every other year.

THEA 451 - World Theatre in Context I

A survey of theatre history from pre-Greek to the 18th century. Performance and production elements in all ages will be covered. Junior or senior standing.

Credits: 3

Offered: Every year.

THEA 452 - World Theatre in Context II

A survey of theatre history from 18th century to present. Performance and production elements in all ages will be covered. Prerequisite: Junior or senior standing.

Credits: 3

Offered: Every year.

THEA 460 - Performing Arts Organization and Management

Performing Arts management including philosophy, management procedures, budgets, publicity/promotion, ticket office and house management procedures for educational, community and professional resident performing arts organizations. For Theatre, Dance and Music majors, Arts Administration minors, or permission of instructor.

Credits: 3

Offered: Every year.

THEA 467 - Meisner Technique

This course explores the basic tenets of the Sanford Meisner acting technique, including repetition, activities, preparation, and scene work.

Credits: 3

Prerequisite: THEA 231 or THEA 330 or THEA 470. Offered: Offered on occasion.

THEA 468 - Devising Theatre

The course is designed to give the student of theatre opportunities to create original theatre in a workshop setting. The course will introduce students to various processes of creating original theatre texts, scenarios and performances through group collaboration for a variety of contexts. Permission of instructor is required.

Credits: 3

Offered: Every year.

THEA 470 - Styles

A continuation/culmination of the THEA 133 Intro to Acting (technique and craft),and THEA 370 Scene Study (elements of characterization, scene arc, fine tuning craft) sequence. The Introduction to Styles allows a modified departure from the Realism we have studied to heightened language and period movement (Shakespeare, Coward, Moliere), physicalization (Comedy, Restoration, Melodrama) or elements of both (Soap Opera, Slap-stick, Sit-com, Simon).

Credits: 3

Prerequisite: THEA 117 and THEA 133 and THEA 370. Offered: Every year.

THEA 481 - Senior Projects Seminar

A seminar course that discusses challenges that BA and BFA students often face after graduation and starts to prepare them for their capstone projects. Topics may include, but are not limited to: resumes, cover letters, graduate schools, portfolios, and life as an artist.

Credits: 1

Offered: Every year.

THEA 482 - Independent Studies in Theatre

Intensive individual study of an aspect of theatre that is of particular interest to the student. Criteria for Independent Study will be developed on a case-by-case basis between the student and their chosen faculty mentor. Completed Independent Study proposal form required for registration. May be repeated for credit.

Credits: 1-6

Offered: Every semester.

THEA 490 - Professional Theatre Intern

Approved and supervised work-training experience in professional theatre company. Permission of department required.

Credits: 1-15

Offered: Every semester.

THEA 498 - Senior Project

Development of a capstone project intended for public presentation. Students will be expected to execute a theatrical project in either performance, design, or other area in theatre as approved by faculty advisement. The project should demonstrate competence in all aspects of the student's degree program.

Credits: 3

Prerequisite: THEA 481. Offered: Every semester.

THEA 499 - Performance/Production Seminar

Development and public presentation of a creative project as a senior recital. Senior standing; B.F.A. Acting or Theatrical Production and Design majors only.

Credits: 3

Offered: Every semester.

THEA 530 - Selected Studies in Theatre Arts

In-depth study of various specific areas in the theatre, either literature or production. Student should have an undergraduate degree in Theatre; permission of department required.

Credits: 1-12

Offered: Offered on occasion.

THEA 531 - Selected Studies in Theatre Arts

In-depth study of various specific areas in the theatre, either literature or production. Student should have an undergraduate degree in Theatre; permission of the department required.

Credits: 1-12

Offered: Offered on occasion.

WGST-Women-Gender-Studies

WGST 201 - Topics in Gender Studies

Interdisciplinary study of the social construction of gender and its relationship to class, race, age, ethnicity, nationality and sexual identity. Analysis of the causes and implications for the changing definition of women in the contemporary world, especially in the United States.

Credits: 3

Offered: Every year.

WGST 202 - Foundations of Social Justice

This course introduces students to foundational concepts in the study and practice of social justice in American society, historically and at present, and in comparative global perspective. The course can include social justice topics as related to: racism; classism; religious oppression; sexism; heterosexism; transgender oppression; ableism; ageism; and environmentalism. The course will also engage students in the process of putting thought into practice by introducing various research methodologies such as quantitative, qualitative, and cultural studies approaches. Students will explore the course concepts, coupled with research methodologies, to identify and analyze social problems and to use information to formulate and engage in problem-solving strategies for social change.

Credits: 3

Offered: Every year.

WGST 205 - Women in Art

A thematic and topical course exploring women's roles as both productive subjects and depicted objects in western visual culture. Cross-listed as ARTH 205.

Credits: 3

Prerequisite: ART 115 or ARTH 101 or ART 116 or ARTH 102. Offered: Every other year.

WGST 210 - LGBTQ Literature & American History

This course will take an interdisciplinary approach to the study of LGBTQ American identities, combining historical and literary analysis and methodologies. We will examine major events, developments, themes, and concepts within LGBTQ American history from the nineteenth-century to the present. Sexual orientation and gender identity will also be examined in relation to other marginalized identity positions and systems of privilege and oppression.

Credits: 3

Offered: Every other year.

WGST 234 - Music, Society, and Crisis

This course examines the interrelationship between people, social crisis, and musical practice. The course applies interdisciplinary methods to explore how music responds to the most prevailing social issues taking place in the world around usâ€"issues such as the needs of subdominant groups, the AIDS pandemic, democracy and social justice, and cultural liberty. This course encourages diverse perspectives related to other disciplines, such as cultural studies, women studies, history, and medical anthropology.

Credits: 3

Offered: Every year.

WGST 255 - Psychology of Women

An examination of the biological, psychological and sociological factors that shape women's lives. Attention to the intersection of gender with ethnicity, sexual orientation, and social class. Specific topics include theories of gender development, images of women in the media, work, childbirth and motherhood, violence, physical and mental health. Cross-listed as PSY 255.

Credits: 3

Prerequisite: PSY 129 or WGST 201 or WGST 202 or ETHN 202. Offered: Offered on occasion.

WGST 275 - Black Women Writers

Study of the literature written by and often about black women, including poetry, short and long fictions, novels, drama, biography, and autobiography from the 18th century to the present.

Credits: 3

Offered: Offered on occasion.

WGST 276 - Human Sexuality

Introduction to theoretical explanations of empirical evidence regarding human sexual behavior. Consideration of reproductive anatomy and physiology; sexually transmitted diseases; sexual attitudes and behaviors throughout the life cycle; contraception; social issues related to sexuality; sexual dysfunctions; and communication in intimate relationships.

Credits: 3

Prerequisite: PSY 129. Offered: Offered on occasion.

WGST 299 - SpecialTopics

Topics in Women Gender Studies not covered in detail by specific courses. Content may vary from semester to semester and by instructor.

Credits: 1-4

Offered: Every semester.

WGST 301 - Theories of Gender

A multidisciplinary approach grounded in the humanities and arts will be employed to account for the social, economic, political, historical and cultural ways that gender is constructed and represented in contemporary societies.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

WGST 302 - Sex and Gender

Description and analysis of sex and gender roles and relationships from a variety of societies at different levels of socio-cultural complexity. Cross-listed as SOC 306.

Credits: 3

Prerequisite: SOC 116. Offered: Every other year.

WGST 304 - Latina Literary and Cultural Studies

An examination of contemporary Latina literary productions in the context of representations of Latinas in mainstream U.S. society. The focus of the course is on women of Hispanic descent living and writing in the United States, including work by and about Chicanas, Puerto Ricans, Dominican Americans, and Cuban Americans. Previous course work in Latina/Latino literature not required, but some previous course work related to African American or other ethnic literature, women's literature/feminism, and/or film studies is strongly recommended. Cross-listed as ENGL 304/INDS 304.

Credits: 3

Offered: Every other year.

WGST 313 - Psychology of Prejudice and Discrimination

The purpose of this course is to provide an empirical overview of the psychological processes involved in prejudice and discrimination. Students will investigate the fundamentals of how prejudice is formed against individuals with a focus on stereotypes and interpersonal discrimination, and focus on ways to decrease prejudice with the goal of social justice for all people.

Credits: 3

Prerequisite: PSY 129 or ETHN 202 or WGST 202. Offered: Every year.

WGST 314 - Women Writers

An in-depth study of novels written by women. The course explores questions regarding gender, language, perception, and experience through the genre of the novel. Cross-listed as ENGL 314.

Credits: 3

Offered: Every other year.

WGST 335 - American Women

A survey of women's history from colonial times to present with emphasis on the changing status and definition of women's roles, race and ethnicity, and women's writings. Cross-listed as HIST 355.

Credits: 3

Prerequisite: HIST 106 or HIST 133 or WGST 201. Offered: Offered on occasion.

WGST 336 - African American Women's History

Explores the history of women of African descent in the Americas, with a particular focus on the United States. Covers black women's experience from their African origins, through the Middle Passsage, in enslavement, and in freedom. Issues addressed include labor, the black family, cultural expression, and radical identity (in comparative perspective). Cross-listed as HIST 336.

Credits: 3

Prerequisite: HIST 333 or HIST 334 or ENGL 240 or ENGL 340. Offered: Every other year.

WGST 340 - Black Women Writers

Study of the literature written by and often about black women, including poetry, short and long fictions, novels, drama, biography, and autobiography from the 18th century to the present. Cross-listed as ENGL 340.

Credits: 3

Offered: Every other year.

WGST 345 - Women, Health and Society

Examines ways in which health and illness for women are defined and managed. Topics include the medicalization of pregnancy and birth, adolescence and sexuality, addiction, mental health, menopause, body image, and, women as health care providers. Cross-listed as SOC 345.

Credits: 3

Prerequisite: SOC 116. Offered: Every year.

WGST 355 - Diversity, Oppression, and Human Rights

This course emphasizes the systematic nature of oppression and the responsibility of the social work profession to advance human rights and social, economic and environmental justice. Emerging professional social workers' self-awareness is integral to the capacity to engage diverse service participants, colleagues and constituents in practice. Students will explore their own personal values, beliefs, and behavior that may impede their ability to practice social work ethically with people of diverse backgrounds. Students should leave this course with a better understanding of themselves, of diverse groups they will be working with in practice, and the capacity to engage in practices that advance human rights via the promotion of social and economic justice.

Credits: 3

Prerequisite: SOC 218 or ETHN 202 or WGST 202. Offered: Every year.

WGST 359 - Ethnicity and Race

Interdisciplinary approach to race and ethnicity in the United States and other contemporary multiethnic/multiracial societies.

Credits: 3

Offered: Every year.

WGST 373 - Gender and Communication

Using a variety of theoretical models and critical approaches, students examine everyday communication practices to identify how gender, communication, and culture create a complex and dynamic web of meaning with significant implications for individuals and society. Cross-listed as COMM 373.

Credits: 3

Prerequisite: COMM 101 or WGST 201. Offered: Offered on occasion.

WGST 399 - Special Topics

Topics in Women Gender Studies not covered in detail by specific courses. Content may vary from semester to semester and by instructor.

Credits: 1-3

Offered: Every semester.

WGST 430 - Independent Study

For non-Women's Studies minors only. Independent Study of an issue using gender as a primary category of analysis. Students must find an instructor willing to supervise the project - all disciplines are appropriate. Students must develop a proposal, obtain necessary approval of instructor and obtain final approval from the Women's Studies director.

Credits: 1-3

Offered: Every semester.

WGST 450 - Internship in Women's and Gender Studies

Participation in on-campus or off-campus professional and subject related experience. Requires learning contract proposal prepared in consultation with direct supervisor and faculty sponsor, describing the experience, learning goals, and method of evaluation. Approval of Women's and Gender Studies Coordinator required in advance.

Credits: 1-4

Offered: Every semester.

WGST 491 - Social Change Capstone

Capstone seminar in which students will investigate current and contemporary issues in the field of Ethnic and Gender Studies, engage in activism on campus, and

complete a research-based paper or project under the guidance of a faculty mentor. Students will also compile an e-portfolio that reflects upon their experiences as Ethnic and Gender Studies students and for use in future professional development.

Credits: 3

Offered: Every year.

WGST 2SA - 200 Level Study Abroad Elective

A course taken during a study abroad experience that does not have a direct equivalency to a Fredonia course.

Credits: 0-15

WRTG - Writing

WRTG 217 - Writing for Role Playing Games

Students will examine roleplaying games (RPGs) in terms of the writing that forms and drives them. We'll look at how roleplaying games are constructed, how their rules act as facilitators of both experiences and narratives, and how diverse types of writing are needed to create them. Various types of games will be studied, from simple interactive fiction games to complex rules systems like Dungeons Dragons. We'll work together to create rules, build worlds, and share adventures, and we'll discuss the current state of RPGs as a potential career path for writers. Special guests from those who work in the RPG industry will help us along our path.

Credits: 3

Offered: Offered on occasion.

WRTG 260 - Introduction to Creative Writing

First in the sequence of creative writing courses, the prerequisite for all higher level creative writing. Conducted in an informal workshop format, the course provides practical experience in the writing and evaluation of poetry and short fiction. Basic forms, prosodies, techniques, genres, and the problems they pose are considered through study of historical and contemporary examples, and through writing assignments.

Credits: 3

Offered: Every semester.

WRTG 261 - Introduction to Writing Professions

Students develop their rhetorical awareness and learn valuable lessons about the writing process and about how to connect writing skills to professional qualifications in a supportive environment.

Credits: 3

Offered: Every year.

WRTG 271 - Rhetoric for Writers

This course introduces students to the field of composition-rhetoric, its origins and present day applications. Students will investigate historical and contemporary definitions, theories of, and figures in composition-rhetoric as well as critically analyze and produce texts with a deep awareness of rhetorical strategies underlying them.

Credits: 3

Offered: Every other year.

WRTG 299 - Special Topics

Variable-content course; topic announced in the online Course Offerings each semester.

Credits: 1-4

Offered: Offered on occasion.

WRTG 354 - Foundations of Editing

This skills-based course provides a practical introduction to editorial practices and processes. The primary emphasis will be upon learning the principles and tasks of copyediting (e.g., marking manuscripts, developing style sheets, writing queries, and communicating with authors) and applying these principles via a collaborative final project for a partner. Students will learn how to produce clear, consistent, cohesive, and correct content that meets the needs of various professional,

Credits: 3

Prerequisite: ENGL 100. Offered: Every other year.

WRTG 361 - Intermediate Fiction Writing

Continued study of forms, techniques, genres, and theories of fiction writing. Emphasis on further development of students' skills in writing and self-criticism through intensive workshop experience. Readings in contemporary fiction.

Credits: 3

Prerequisite: ENGL 260 or WRTG 260. Offered: Every year.

WRTG 362 - Intermediate Poetry Writing

Continued study of forms, techniques, genres, and theories of poetry. Emphasis on further development of students' skills in writing and self-criticism through intensive workshop experience. Readings in contemporary poetry.

Credits: 3

Prerequisite: WRTG 260 or ENGL 260. Offered: Everyyear.

WRTG 363 - Intermediate Creative Nonfiction Writing

Study of forms, techniques, genres, and theories of creative nonfiction writing and the differences with other rhetorical

styles of nonfiction. Emphasis on further development of students' skills in writing and self-criticism through intensive workshop experience. Readings in contemporary creative nonfiction. Permission of instructor.

Credits: 3

Prerequisite: WRTG 260 or ENGL 260. Offered: Every year.

WRTG 364 - Literary Publishing

This course is designed as a practicum for students interested in literary publishing. The central focus of the course is the production of The Trident, the undergraduate literary journal at Fredonia. Over the course of this semester, this class will advertise, solicit, screen, and file manuscripts, handle rejection and acceptance letters, design, edit, and prepare a volume of The Trident for publication. We will discuss national literary journals, both online and in print

Credits: 3

Prerequisite: ENGL 260 or WRTG 260. Offered: Every year.

WRTG 365 - Form and Theory of Writing

Students will be required to explore issues of form and theory relevant to both poetry and prose and to write in both genres. Sample topics for poetry might be the implicit politics involved in writing in form in the 21st century, the complex issues surrounding the use of the lyric "I" in poetry, and the question of what different genres and modes of poetry can do (theorize, express, authenticate, narrate, etc.); sample topics for prose might include the distinctions that are made between genre and literary fiction, the question of what responsibilities, if any, a fiction writer has when he/she writes, and the sometimes complicated implications that point of view can have for narrative.

Credits: 3

Offered: Every year.

WRTG 366 - Opinion in Journalism

The course focuses on the issues surrounding "fact" vs. "opinion" in journalism, including discussion of concepts such as objectivity, truth, and the importance of background, context and balance. Students will gain experience with techniques appropriate to presentation of opinion and critical commentary such as columns, editorials, cartoons and critical reviews of the arts as well as learning how to thoughtfully critique such work.

Credits: 3

Offered: Offered on occasion.

WRTG 367 - Advanced Composition

Building on the work done in ENGL 100, this is a non-fiction writing workshop course in which students compose papers in argumentation, exposition, and narration. As part of the workshop, they will analyze, respond to, and edit the work of others. There will also be an emphasis on developing informational literacy, which includes gathering, evaluating, and synthesizing multiple sources in order to support or refute a claim. Students will also read professional texts that focus on advanced composing techniques, conventions, and styles.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

WRTG 369 - Argumentative Writing

In this course, we will isolate and study strategies for identifying issues, determining positions, assessing claims and reasons, locating and evaluating supporting evidence, and writing essays that represent clear and convincing arguments in themselves.

Credits: 3

Prerequisite: ENGL 100. Offered: Every year.

WRTG 371 - Travel Writing

This course combines domestic or international travel with real-world travel writing experiences, the kind of writing in demand in national publications, whether in print or online. Students will study the conventions of travel writing in different forms and practice writing a variety of travel pieces for publication. In a writing workshop, students will use their travel experiences to collaboratively and individually produce travel guides for specific audiences of their choice.

Credits: 3

Prerequisite: ENGL 100. Offered: Offered on occasion.

WRTG 372 - Grammar and Style for Writers

This course helps writers move beyond notions of "correctness" in matters of grammar and style to appreciate the nuances involved in crafting well-written persuasive prose for a variety of audiences, purposes, and contexts. It empowers students to approach grammar, syntax, and punctuation as rhetorical tools and to make thoughtful decisions among equally acceptable alternatives to suit the goals and needs of different audiences, assignments, and contexts. Because professional writers often work for an organization or institution, the course also introduces students to the notion of a style guide, preparing them to work with whatever house style is adopted by a specific profession or publication.

Credits: 3

Offered: Every year.

WRTG 374 - Writing and Social Change

This writing-intensive course will use a variety of methods, materials, and rhetorical approaches to explore and respond to contemporary social change issues such as sustainability, democracy, social justice, and community engagement. In addition to literary works and nonfiction texts, students will analyze film, Internet, popular press and social media sources to evaluate the effectiveness of different writing/communication genres and to help them engage in several real world writing projects.

Credits: 3

Prerequisite: ENGL 100. Offered: Every other year.

WRTG 375 - Writing for the Professions

Focus on the development of students' ability to communicate in the business and professional world through the letter, memorandum, and in-house report. Emphasis on the importance of written communication as a tool for problem-solving in administrative and management settings.

Credits: 3

Offered: Offered on occasion.

WRTG 377 - Academic Writing

A writing workshop course in which students practice research-based writing for multiple academic audiences, investigate discourse conventions for a variety of academic disciplines and fields of study, and use critical reading, writing, and discussion to inform their writing.

Credits: 3

Prerequisite: ENGL 100. Offered: Every other year.

WRTG 378 - Advanced Writing I: The Essay

Workshop-oriented course in which students write, examine, and discuss the essay as a distinct mode. Through the course, students can expect to extend the range of their writing, their understanding of rhetorical traditions, and their freedom and flexibility as writers of essays.

Credits: 3

Prerequisite: ENGL 100. Offered: Offered on occasion.

WRTG 379 - Writing in a Digital World

This course has two main goals, both of which will help prepare students to be informed and skilled citizens of an increasingly digital world. First, the course will prepare students to reflect on and think critically about the wide-ranging effects of digital communication. Second, students will compose for digital spaces using a range of modes and media.

Credits: 3

Prerequisite: ENGL 100. Offered: Offered on occasion.

WRTG 382 - Grant Writing

This course offers an overview of the grant writing process. In it, we will explore how to write a persuasive grant proposal and how to identify grant-making organizations best aligned with your project or need. We will also discuss the grant cycle so you can better appreciate not only how grants are reviewed, ranked, and awarded but also what is expected of you after a grant is secured.

Credits: 3

Prerequisite: ENGL 100. Offered: Every other year.

WRTG 399 - Special Topics

Variable-content course; topic announced in the online Course Offerings each semester.

Credits: 1-4

Offered: Offered on occasion.

WRTG 435 - Undergraduate Research in Writing

Undergraduate Research is an opportunity to conduct research in the fields of English. Students will join a research team with a specific focus and carry out the research tasks that will lead to submission of presentations or publications.

Credits: 1-3

Prerequisite: ENGL 213. Offered: Every semester.

WRTG 455 - Writing Tutors

An eight-week training program preparing students to tutor writing in the university Learning Center for a minimum of four hours per week. Permission of instructor required.

Credits: 3

Offered: Every year.

WRTG 461 - Advanced Fiction Workshop

Intensive critical discussion of student fiction. Readings in contemporary fiction. The orientation of the course is professional, and students are expected to complete and share a major manuscript.

Credits: 3

Prerequisite: WRTG 361 or ENGL 361. Offered: Every year.

WRTG 462 - Advanced Poetry Workshop

Intensive critical discussion of student work. Readings in contemporary poetry. The orientation of the course is professional, and the students are expected to submit their work to periodicals for publication. Oral presentation of student work.

Credits: 3

Prerequisite: WRTG 362 or ENGL 362. Offered: Every year.

WRTG 463 - Advanced Creative Nonfiction Workshop

Intensive critical discussion of student creative nonfiction. Readings in contemporary nonfiction. The orientation of the course is professional, and students are expected to submit their work to periodicals for publication. In this class, you will be working independently, writing and submitting essays that demonstrate your abilities and personal aesthetic.

Credits: 3

Prerequisite: WRTG 363 or ENGL 363. Offered: Every other year.

WRTG 465 - Writing Internship

Writing internships. Interns work 40 hours for 1 credit hour. Enrollment requires a completed Learning Contract and permission of the department.

Credits: 1-12

Offered: Every semester.

WRTG 490 - Independent Study

Study of a particular author, topic, or work. Periodic meetings with instructor and writing a substantial paper. Department approval.

Credits: 1-6

Offered: Every semester.

WRTG 495 - Senior Writing Capstone

The capstone project is the semester-long completion of a revised, publishable manuscript (including web-based or digital), as well as a public performance or presentation (such as participation in the Day of Poetry and Prose, the Student Research and Creativity Expo, or an event dedicated to graduating Writing students). For creative writers, the manuscript might include revising and writing poems, stories, essays, or chapters of a novel/memoir, shaping a cohesive project out of the work done in previous semesters, as well as newly generated work. For professional, technical, or rhetorical writers, the manuscript might include revised prior coursework and new writing finalized for publication or presentation, linked with a clear and coherent rationale (specifying topic, purpose, audience, for instance). Any writer may propose a digital project in the place of a written manuscript (such as a multi-episode podcast series, the script and prototype for a video game, or a multimedia website hosting a researched project [video testimonials, scholarly articles, student-written advocacy]).

Credits: 3

Prerequisite: WRTG 461 or WRTG 462 or WRTG 463. Offered: Every other year.

WRTG 499 - Special Topics in Writing

Variable-content course; topic announced in the online Course Offerings each semester.

Credits: 1-3

Offered: Offered on occasion.

ACADEMIC AND STUDENT SUPPORT SERVICES

The university provides a variety of services and programs designed to support and enhance its educational programs and to assist students in solving problems that may interfere with their academic achievement. The services are directed and implemented by an expert professional staff.

This section highlights a few of the educational outreach programs designed to assist the western region such as the Native American Consortium and the Henry C. Youngerman Center. Also included in the Community Outreach section are a few of the programs hosted by the College of Education, Health Sciences and Human Services, and a description of the Fredonia College Foundation, the not-for-profit corporation that assists Fredonia in fundraising and development efforts, as well as alumni connections.

Academic Advising at Fredonia

Academic advising is a collaborative partnership between students, faculty, and professional staff that supports student success throughout the educational experience. Advisors assist students in clarifying academic, career, and personal goals, understanding degree requirements, making informed decisions, and developing educational plans that promote timely progress toward graduation.

Students are expected to meet with their academic advisor at least once each semester, particularly prior to course registration, to review academic progress, discuss mid-semester performance, evaluate progress toward degree completion, and develop an appropriate schedule for the upcoming term. Students are encouraged to consult with their advisor whenever they have questions regarding academic requirements, major or career exploration, university policies, or educational opportunities such as internships, undergraduate research, study abroad, and experiential learning.

As part of the orientation process, new students meet with an advisor to discuss their educational objectives, learn about university policies and degree requirements, and help them understand and develop their schedule for the first semester. Prior to the start of classes, each student is assigned an academic advisor through their academic department or advising program. Students can view their assigned advisor and advising information through Your Connection.

Mission

By emphasizing advising as part of the learning process, Fredonia facilitates students' development and implementation of plans to achieve their educational, career, and life goals. At Fredonia, academic advising is an intentional, educational partnership between advisors and students.

Vision

The State University of New York at Fredonia strives to be a leader in academic advising among four-year liberal arts public institutions of higher learning.

Values

- Respect: We value the student as an individual with whom we share academic advising responsibility.
- Accountability: We seek to offer students timely and accurate information with focused intent on their goals.
- Integrity: We seek to thoughtfully assess students' plans and goals and encourage their self-reflection and redirection, as necessary.

Student Responsibilities in the Advising Process:

- Become knowledgeable about the university's program requirements, policies and procedures.
- Be familiar with and access university tools for monitoring academic progress, such as Degree Works.
- Understand your department's program requirements including course prerequisites and sequencing.
- Seek assistance in the appropriate department if a second major or minor has been declared.
- Maintain communication and appointments with your academic advisor, clarifying personal values and goals and discussing questions or concerns.
- Keep a personal file of all academic progress including related documents.
- Accept responsibility for your academic decisions and performance.
- Understand that you have the right to change your advisor, with department chair approval.

Advisor Responsibilities in the Advising Process:

- Stay informed of and communicate current and changing university policies and program requirements.
- Monitor students' academic progress using tools such as Degree Works and document all exchanges from advising interactions in the academic advising file.

- Proactively contact and be available for student advisees on a regular basis through a variety of communication modes such as office hours and email.
- Listen carefully to questions and concerns, encouraging students' self-reflection to assist them in clarifying personal values and professional goals.
- Provide students with information and resources to promote academic progress.
- Empower students to take responsibility for their academic success.
- Refer students to campus services relevant to their individual needs.
- Collaborate with peers to help students meet cross disciplinary requirements.
- Engage with peers through professional development to exchange ideas, information and philosophies to improve the advising process.

Campus Life Office

Campus Life Office
G112 Williams Center
716.673.3143
Website: https://www.fredonia.edu/student-life/campus-life

Campus Life

Through a broad array of programs and services, Campus Life supports student success, connection, involvement and belonging through student activities, campus traditions and a vibrant student union. For example:

- Daytime Programming (Campus Connections)
- Weekend Programming (FREDweekends/collaboration with clubs)
- Advisement to student organizations
- Provide a meeting place, by reservation, for groups and organizations
- Maintain leadership workshops for students, organizations and advisors
- Facilitate advertisement for campus/organization events
- Encourage students to participate in Volunteer and Community service projects
- Provides student portal for club/organization business functions
- Leadership of the Greek Life system, Welcome Weeks and student leadership conferences for Greeks and Club Leaders
- Manage the Williams Center (student union), which serves as the hub of the campus' student activities

In addition to the above services, the Campus Life Office plans Family and Friends Weekend, Homecoming Pep Rally, and works closely with Residence Life events, Admissions, Intercultural Center, Alumni Affairs, First-Year and Transition programs, Health Center and Counseling Center.

For more information regarding Campus Life, students should contact the Campus Life Office at (716) 673-3143 or email campus.life@fredonia.edu.

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Student Association

The mission of the Student Association is to promote the general welfare of the students of SUNY Fredonia, enhance student life on campus, and represent the interests of the student body as Fredonia's student government. Central to this effort is the following: Distributing the funds generated from the Student Activity Fee; Enhancing the campus community intellectually, socially and culturally through the funding and development of student organizations; Providing important services for students not otherwise maintained by the university; Representing students to the administration and all other external agencies when necessary; Defending students from unfair policies both on and off-campus; Providing students with an open forum for discussion of all topics.

Career Development Office

https://www.fredonia.edu/cdo

The Career Development Office (CDO) provides students with a link between the campus and the workplace. Professional career counselors help undergraduates, graduate students, and alumni to:

- explore options and make career/major/job choices
- plan strategies to gain career readiness competencies to become successful in their chosen careers
- identify and apply for internship opportunities
- develop skills to implement a successful job search
- learn how to apply to graduate or professional school
- locate information and opportunities to make decisions or implement plans
- get connected to employers, graduate schools, and alumni

CDO Services:

- Choosing a Major
- Career Readiness
- Resume
- Cover Letter
- Interview Preparation
- Internships
- Job Search
- Vacancy Links & Resources
- Handshake
- Job & Internship Expo
- Network on the Go
- Graduate School Fair & Resources
- Personal Statement

Individual Counseling. Students are encouraged to make an appointment early in their university experience to examine the expectations they may have for a degree program, major, and possible occupations. Career assessments, career information, and informational interviewing are used to supplement counseling appointments. A counseling appointment is also recommended to find internships, review cover letter and resume drafts, identify job search strategies and resources, apply to graduate or professional school, or to prepare for interviews. Schedule an appointment - in-person, phone, email and videoconferencing are available!

Career and Major Decisions. Make an appointment to learn about career options and get connected to programs at Fredonia. Explore majors, career outlooks, sample job titles, internships and job opportunities, student organizations and clubs, as well as industry-specific professional associations.

Internships. An internship is a structured, hands-on learning experience in a position related to a student's major or career interests. Internships help students clarify career goals, develop professional skills, apply classroom knowledge in a work setting, and strengthen their candidacy for employment or graduate study. Students are encouraged to begin exploring internship options as early as their first year, allowing time to build career readiness competencies, gain relevant experience, and make informed academic and career decisions.

The Career Development Office coordinates the campus internship program for academic credit. Students who have completed at least 30 credit hours with a minimum GPA of 2.0 may pursue internships for credit within or outside their major. Students may earn up to 15 credits per semester and may apply a maximum of 24 internship credits toward the 120 credits required for an undergraduate degree.

To receive credit, students must complete a Learning Contract—approved by their faculty sponsor, site supervisor, and the CDO Internship Coordinator—and register for the appropriate course prior to the start of the internship, ideally during the semester before the experience begins.

The Internships section of the CDO website provides access to opportunities through Handshake, examples of past internships, and current policies and procedures. To support equitable access to experiential learning, funding may be available for unpaid, credit-bearing internships. Career counselors assist students in identifying opportunities aligned with their goals and developing application materials.

Job Search Information. Online job search videos, employer directories, resources and links are available in the Looking for a Job section of the CDO website. Advice about how to look for a job, prepare for an interview, write a cover letter and resume, as well as sample resumes, are available online and on the job search information shelves in the resource area.

Job Vacancy Listings. Handshake is a web-based system that each enrolled student has a personal account in. The platform provides access to internship, student employment, summer, and professional job listings; an employer database; and a listing of career-related events. Search agents provide email alerts of job and internship opportunities. Additional job databases, directories and resources are available with millions of organizations represented.

Resumes/Cover Letters. Assistance is available in developing resumes and writing cover letters, including individual appointments with career counselors, access to sample resumes, handouts, and online resources.

Practice Interviews. Students can practice interview skills by scheduling a mock interview with a CDO counselor. Mock interviews are tailored specifically to the student's job or career area, and suggestions for interview preparation and improving interview responses will be discussed.

Graduate School. Assistance is available in finding and applying to graduate and professional school. Directories of graduate programs, information on how to write an application essay, as well as test preparation links for the GRE, GMAT, LSAT, MCAT and PCAT are available online. Each year the CDO sponsors a Graduate School Fair (now called Find Your Future) with more than 70 institutions represented.

Workshops. Career counselors make customized presentations to student clubs, classes and residence halls about career options, internships, summer jobs, resume writing, job searching, LinkedIn, interviewing, and graduate or professional school applications.

Career Resources. Explore careers by viewing over 8,000 online video interviews from professionals in a wide variety of careers and browsing the Careers/Majors section of the CDO website. Check out the CDO's Pinterest page to learn about interviewing, writing resumes and cover letters, researching employers, conducting a successful internship or job search, applying to graduate school, and more. The CDO resource area consists of books and magazines about a variety of career fields; internships and graduate school programs; and how to write resumes, cover letters, find a job and interview successfully. A series of handouts on career choice, internships, resumes and cover letters, interviewing, job search, and graduate school is also available. Resources are organized for easy browsing online and on shelves in the resource area. These materials are also available for sign-out.

Recruitment and Networking Events. Each year employers and graduate programs visit the campus to recruit, interview, and network with students about prospective job, internship, and advanced degree opportunities. Students can participate in special annual events such as the Job & Internship Expo, Find Your Future, Network on the Go, Teacher Recruitment Day, and WNY Career & Internship Fair. Employers also visit the campus to make presentations about career fields, as well as internship and job opportunities through the Network on the Go and CDO Spotlight programs.

First Destination Survey. Each year the office contacts the graduates of the university to determine their plans for the first year after graduation. Members of each class choose to accept diverse opportunities for further study and employment. Education organizations are the most frequent first-time employers of Fredonia graduates, followed by business and industry; non-profit/social service; government; media or arts organizations and self-employment.

Graduates are pursuing advanced degrees in science, law, business, education, music, medicine, and a variety of other disciplines at graduate institutions across the country, many widely recognized for their excellence. Information about the first-year plans of recent graduates is available on request from the Career Development Office.

Contact Information. The Career Development Office is located on the second floor of Gregory Hall. Appointments can be made online from the CDO website at https://www.fredonia.edu/student-life/cdo, in person at the reception desk or by phone at (716) 673-3327. The CDO can also be contacted via fax at (716) 673-3593 or by email at careers@fredonia.edu.

Counseling Center

Office: LoGrasso Hall
(716) 673-3424
Jeff Janicki, *Director of Health and Counseling Services*
Email: counseling.center@fredonia.edu
Website: https://www.fredonia.edu/student-life/counseling

In support of Fredonia's strategic plan and institutional learning goals, the Counseling Center promotes student's mental health, wellness, growth and development. The Fredonia Counseling Center (FCC) recognizes research based practices which promote dramatic improvements during the early stages of a therapy experience. We approach most sessions from a single-session mindset, organizing each session as if it might be the last, to optimize maximum effectiveness of each session.

The goal of each session is for the client to leave with a sense of emotional relief, increased hope, and some sort of positive outcome as defined by the client. Within the context of the counseling relationship, both the counselor and client work diligently to harness motivation to address a specific concern that promotes the client's vision of their better self.

The primary concern of the Counseling Center is to remove the barriers of access to services and to provide Fredonia students with the assistance they need when they need it most.

The Counseling Center offers same-day services (limited availability), individual and group counseling sessions, crisis services, informal consultations, skills workshops, outreach presentations and includes services aimed at preventing substance abuse and interpersonal violence on campus. Professional counselors work individually and with groups to help students understand themselves better, resolve problems, come to terms with difficult issues, and/or address important decisions. Additionally, psychiatric tele-services are available through the SUNY Tele-Psychiatry Network (STPN) partnership with Upstate Medical to assist those students in need of psychiatric evaluation and medication. Free, confidential mental health counseling services are available to all registered students.

Prevention, Advocacy, and Wellness Services (PAWS), helps students achieve academic success and personal growth, establish healthy relationships, and realize well-being by providing direct support and connection to appropriate University and community resources. We seek to create a safe, healthy, compassionate, and enriching environment for all students and members of the SUNY Fredonia community.

This comprehensive program coordinates initiatives; facilitates collaboration; provides training, advocacy, and

intervention services; and educational opportunities in the following areas:

- Food and housing insecurity
- Alcohol and other drugs
- Rape and sexual assault
- Relationship issues including dating and domestic violence
- Stalking and harassment
- Physical and Sexual health

PAWS provides advocacy and support for Fredonia students that are survivors of interpersonal violence (rape, sexual assault, dating/domestic violence, stalking, and harassment). PAWS can answer questions, be someone to talk to, offer emotional support, and provide referrals. Appointment with the PAWS office can made by contacting the Counseling Center at (716) 673-3424, or emailing the PAWS coordinator at care@fredonia.edu

For more information on the services offered through Prevention, Advocacy and Wellness Services, please contact the Counseling Center or visit the website https://www.fredonia.edu/student-life/substance-abuse-and-violence-prevention.

The Counseling Center is located in LoGrasso Hall. Appointments can be made in person at the reception desk or by telephone at (716) 673-3424. Same-day services (first come-first serve) are available when classes are in session during the academic year. Information about services being offered for the current semester including groups, workshops, and wellness ideas can be accessed through the website: https://www.fredonia.edu/student-life/counseling.

In most circumstances, the difficulties that students face can be addressed through the usual process of setting up an appointment with a counselor and discussing the issues concerning the student. However, there are circumstances when crisis situations in which immediate or same-day intervention by a counselor is called for. Emergency psychological services are provided to the campus community by Counseling Center staff for such crises.

Crisis Services

During Working Hours:

- In the event of an emergency requiring medical assistance, call University Police 716-673-3333.
- **Contact the Counseling Center directly** by either calling 716-673-3424 or by going directly to the office located in LoGrasso Hall.
- When students come to the Counseling Center in crisis, they should make the secretary aware that they require immediate and/or same-day assistance

After Hours:

- Students can call/text/chat 988 or call the **Chautauqua County Crisis Hotline** (1-800-724-0461) for after hours mental health emergencies that require a response by mental health professionals.
- Students living on campus may notify their Resident Advisor **(RA)** or Resident Director **(RD)** of the crisis, who may then decide to engage emergency services. (Contact Residence Life)
- In the event of an emergency that requires assistance from the police, students should call University Police at **716-673-3333**.

Other supportive resources:

- Suicide Prevention Lifeline Call/Text/Chat 988
- Text HOME to 741741 for free 24/7 crisis support in the US https://www.crisistextline.org/
- Domestic Violence & Sexual Assault (1-800-252-8748)
- Non-Crisis Peer Support daily 5pm-11pm Warm Line Call: 1-877-426-4373 Text: 716-392-0252

A Note About Confidentiality

Counseling Center client information is confidential within ethical and legal guidelines. Information can only be released with the written consent of the student, except in situations where a student poses a threat of serious harm to self or to others, or in the case of abuse/neglect of a minor, or in the case of a court-ordered release of information.

Community Outreach

Fredonia Technology Incubator (FTI)

The Fredonia Technology Incubator promotes economic growth in the Western Southern Tier of New York State by supporting entrepreneurship and the development of new, innovative, arts and technology-based companies into successful business ventures. FTI also serves as a regional economic development hub. The Fredonia Technology Incubator is located at 214 Central Avenue in Dunkirk, NY. Visit www.fredonia.edu/incubator for more information or call the office at (716) 680-6009.

StartUp NY Program

StartUP NY creates tax free zones on or near approved colleges and universities throughout New York State. The goal is to attract businesses that would not otherwise locate

in the state, and it provides incentives to retain and expand jobs. It is intended to benefit all residents through new direct spending, resident taxes, and home-ownership demand in communities. StartUP NY provides major tax incentives for businesses to relocate, start or expand businesses in the state. Approved businesses will be granted ten years of state tax benefits if they operate on or near academic campuses. New employees of sponsored businesses will not pay state income tax while in the program. In addition, businesses may be eligible for additional incentives. Businesses must be approved and sponsored by a campus that has an approved Campus Plan. For more information, visit www.fredonia.edu/engagement or contact (716) 673-3758.

Career Development Office

The Career Development Office indulges students with a platform to establish connections between campus and the workplace. Students at Fredonia utilize all suitable resources to explore and make career/major/job decisions while attending the university, promising students with an effective ground plan after graduation. Visit www.fredonia.edu/cdo for more information or call (716) 673-3327.

Native American SUNY: Western Consortium

The Native American SUNY: Western Consortium focuses upon educational access, opportunity, and development for Native American students and communities. The consortium is comprised of Tribal representatives and Western New York region SUNY Campuses. For more information, contact their office at (716) 673-3170.

Fredonia College Foundation, Inc.

The Fredonia College Foundation, Inc., a not-for-profit corporation, was formed in 1964 to encourage and accept gifts and endowments in support of the priority needs of the State University of New York at Fredonia, its faculty and students.

In order to maintain the quality of academic offerings at Fredonia and to realize the university's commitment to public service for western New York and the state, the university must look to non-state sources to assist in its development. The foundation seeks support for scholarships and those programs and events that enrich the university and community that cannot be supported by state funds.

Contributions from alumni, parents, friends, faculty/staff, emeriti, business and industry, the professions, foundations, and other public and private sources have strengthened many university programs. Gifts of cash, appreciated stock, real estate and insurance, gifts-inkind, as well as planned gifts such as bequests and gift annuities, have enabled the university to move forward, even in times of budgetary restraint.

The work of the Fredonia College Foundation is overseen by a volunteer board of directors, whose members serve three-year terms. The board is drawn from alumni, as well as local and regional community leaders. For information on opportunities for giving through the Fredonia College Foundation, interested persons should visit the Foundation's website at https://www.fredonia.edu/about/offices/fredonia-college-foundation or email college.foundation@fredonia.edu.

Henry C. Youngerman Center for Communication Disorders

The Henry C. Youngerman Center for Communication Disorders is located in Thompson Hall. The center, a major component of the Department of Communication Disorders and Sciences, contains an audiology clinic, a speech-language clinic, laboratories and classrooms. Speech, language, and hearing evaluations and treatment are provided to students and residents of the neighboring communities. Students in Communication Disorders and Sciences participate as observers and as clinicians under the supervision of licensed and certified speech pathologists and audiologists.

Extended Learning

The Office of Extended Learning is located in Fenton Hall. This program brings together a unique combination of university and community support services.

Non-Credit Courses, Conferences, Institutes, and Workshops

The office works with university faculty and staff, community groups, and local industry to identify and provide for their specialized education and training needs.

Lifelong Learning Credit Program

Designed for those who would like to begin their college studies on a part-time basis, this program enables individuals to enroll in regular undergraduate courses for credit without the more formal college admissions procedures associated with full-time study. Although the application process is greatly simplified, Lifelong Learning Credit Program students are held to the same academic standards as their matriculated colleagues – and experience the same high-quality Fredonia education.

Applications for admission are available in the Office of Extended Learning, 2146 Fenton Hall, or the Office of Admissions, Maytum Hall, 6th Floor, Fredonia, N.Y. 14063.
Qualified students are eligible to enroll in regular day or evening courses, including a number scheduled in the late afternoon and early evening. The Lifelong Learning Credit Program is especially appropriate for those who wish to pursue non-degree university studies on a part-time

schedule - for personal growth, job advancement, or other reasons.

Academic advisement is provided to assist students with course selection. After a designated number of credit hours, students are encouraged to seek admission to a baccalaureate degree program at that time. Credit earned through Lifelong Learning course work will apply toward any degree program at the university.

A student with prior academic experience who is seeking degree study on a full-time or part-time basis should pursue admission as a transfer applicant (see Transfer Admissions).

Visiting Student Program

Students presently enrolled at another college or university who wish to pursue academic study at Fredonia for one or two semesters may apply for admission through the Visiting Student Program. Advantages of the program, in addition to expanding academic options, include getting to know other new students, faculty and geographic areas, as well as having an opportunity to see oneself, one's education, and future plans from a new perspective. To qualify for the program, students must receive approval for a proposed academic program from an appropriate official at their present college. Applications are reviewed following the procedures used in evaluating requests for admission from transfer applicants. Registration in specific courses is offered on a space-available basis.

For information on any of the above, students should call (716) 673-3177, email extended.learning@fredonia.edu or visit Extended Learning in 2146 Fenton Hall.

J-Term and Summer Sessions

Many community members take advantage of summer and J-Term offerings, which include study on campus, online, and abroad. Extended Learning coordinates the schedules for these intersessions. More information can be obtained on the web regarding these opportunities - https://www.fredonia.edu/academics/j-termand https://www.fredonia.edu/academics/summer-sessions. Up one level

Educational Development Program

The Educational Development Program (EDP), known statewide as the **Educational Opportunity Program (EOP)**, is an academic and student support services program administered by the State University of New York. It is designed to provide college access to talented students who have not had an opportunity to realize their full academic potential. EDP serves students from diverse backgrounds with priority for admission given to the “historically disadvantaged.”

In addition to support at the undergraduate level, EDP graduates may apply for a waiver of tuition for full-time graduate study upon acceptance at any SUNY college or university.

The Educational Development Program is a comprehensive, academically oriented program offering supportive services in three areas:

1. Academic Support
    a. First-Year Seminar course
    b. Tutorial assistance
    c. Supplemental instruction
2. Counseling Services
    a. Academic advisement
    b. Individual and group
    c. Career
    d. Personal and social
    e. Peer advising
3. Financial Assistance
    a. Financial aid for qualified students
    b. Financial planning

Scholarships and awards that are given to program students who excel academically and are involved in leadership and community service are include: Chi Alpha Epsilon National Honor Society, Dr. Jeffrey J. Wallace Scholarship, the Alan and Annmarie Nichter Going Above and Beyond EDP Scholarship, Arthur O. Eve Scholarship, Director's Award, Gregory Antonio Fund Award, and the Ralph Wilson, Jr. EDP Book Award.

Students interested in the program should visit the EDP home page at https://www.fredonia.edu/academics/educational-development-program or email edp.office@fredonia.edu.

Full Opportunity Program

The Full Opportunity Program is a Fredonia-based program for students who fall slightly shy of our traditional admissions criteria. In selecting students for the program, Admissions looks holistically at each applicant to determine their potential for success. Admissions decisions are based on a student’s ability to be academically successful in a rigorous college setting.

FOP is a vibrant support program designed to assist students in navigating their way through the college experience. Flexible, individualized and compassionate support from professional staff provides guidance for students as they develop a strong foundation for success.

Because we are committed to your success, the Full Opportunity Program offers a wide range of programs and services to help you have the most fulfilling experience during your time at Fredonia. Students will have the opportunity to take advantage of:

- Individual tutoring
- Academic advising
- Success coaching
- Enroll in ENGL 100 (Craft of Writing) your first semester
- Guided Study Opportunities

For more information about the Full Opportunity Program support services, interested persons should refer to the Full Opportunity Program at www.fredonia.edu/fop.

Information Technology Services

Information Technology Services (ITS) provides a wide range of services for students and employees. The robust campus network provides local area network and Internet access for approximately 2,400 ResNet (student residential network) connections and approximately 3,400 academic/administrative connections for classrooms, teaching/student laboratories and computer labs, Reed Library, and offices. The robust wireless network provides access in all campus buildings and includes some outdoor spaces. Collaboration and learning management tools are provided via Google Workspace for Education and the OnCourse Learning Management System, and personal working/storage server space is available. "Your Connection" is the secure web interface providing student access to financial aid and billing information, course search and registration for classes, final grades, and information on how to access e-mail and OnCourse services.

Students are encouraged to purchase laptops and are required to maintain current security updates and anti-virus protection on all devices connected to the campus network. Recommended laptop specifications are available at https://fredonia-edu.atlassian.net/wiki/spaces/AN/pages/1102217311/Student+Computer+Purchasing+Program

Even though the majority of students bring their personal desktop or laptop to campus, students continue to utilize three general-purpose open computer labs in Reed Library, G22 McEwen Hall, and in the Media Center located at W203 Thompson Hall. In addition to general purpose labs, ITS supports a number of computer teaching labs that are utilized primarily for classroom instruction and then open for general use when classes are not in session. Interested persons should refer to https://fredonia-edu.atlassian.net/wiki/spaces/AN/pages/1103791980/Computer+Labs for a complete listing of computer labs, equipment, and software.

Printing is available in all labs, including wirelessly in Reed Library and the Thompson Hall Media Center, with $20 of print quota provided to each student per semester. Additional information about the print quota is available at https://www.fredonia.edu/about/offices/information-technology-services/printing-quota.

The ITS Service Center is the initial point of contact via the Tracker incident request system at https://tracker.fredonia.edu. For questions or assistance regarding the computing environment at Fredonia, please contact ITS via (716) 673-3407.

For more information regarding suggested personal computer configurations, email configurations, google groups policy and the Fredonia Computer and Network Usage Policy, interested persons should refer to the ITS website at https://www.fredonia.edu/about/offices/information-technology-services.

International Education

Office of International Education
Thompson Hall E125
(716) 673-3451
Email: international.education@fredonia.edu
Website:
https://www.fredonia.edu/academics/international-education

The mission of the Office of International Education at SUNY Fredonia is to build international partnerships and programs and provide leadership for global learning opportunities in order to support student, faculty and staff efforts to become skilled, connected, creative and responsible global citizens.

Fredonia students are encouraged to take an active role in global society by engaging in a variety of initiatives designed to strengthen their international awareness. The Office of International Education provides opportunities from a variety of international and global perspectives, and encourages faculty to include an international point of view in course work and curriculum across the disciplines.

International Health Insurance

Health and accident insurance is **required** of all State University of New York study abroad program participants. Students who study abroad are automatically enrolled in a policy that is designed especially for students studying abroad and includes overseas urgent and emergency medical care, mental health, accidental death and dismemberment coverage, and medical evacuation and repatriation coverage. The coverage must be in effect for the entire period away from home. Those who do not have

such coverage must purchase the insurance provided by SUNY. More information about the SUNY insurance coverage is available at https://www.fredonia.edu/academics/study-abroad/health-safety-abroad.

Neither the State of New York, through its agents, nor the State University of New York through its agents and employees, is responsible in any manner whatsoever for the payment of any claim for health-related services provided to individuals covered under this insurance policy. The State of New York and State University of New York are not responsible for obligations incurred by individuals who are not covered by this insurance policy. All individuals participating in the University's health insurance programs described herein are responsible for reviewing all descriptions of the scope and level of coverage offered by this policy. Such participants will be solely responsible for obtaining additional coverage not provided under this program if such is deemed necessary by the participant.

Study Abroad

Fredonia encourages as many students as possible to study abroad to enrich their academic program by broadening their knowledge of the world. A full time professional advises students in the selection of programs and assists in all facets of application processing. Fredonia has a large number of programs for students to choose from including semester or academic year programs, and winter/summer programs. Fredonia students are able to do internships, service learning, and even student teaching abroad to give themselves a marketable edge in the workplace. For more information, interested persons should visit Fredonia's Office of International Education's webpage or email international.education@fredonia.edu.

Office of Diversity, Equity and Inclusion

Office of Diversity, Equity and Inclusion
143 Fenton Hall
716.673.4714
Website: https://www.fredonia.edu/about/offices/diversity-equity-inclusion

Intercultural Center
G106 Williams Center
716.673.3398
Website: https://www.fredonia.edu/student-life/intercultural-center

Welcome to the Office of Diversity, Equity, and Inclusion at The State University of New York at Fredonia. Here you will find a wide variety of information regarding advocacy, celebration and education as it relates to diversity, equity and inclusion. We also offer resources available to the campus in connection with these areas.

Mission Statement

The mission of the Office of Diversity, Equity, and Inclusion (ODEI) at SUNY Fredonia is to foster a campus culture that is inclusive, equitable, and supportive of all students, faculty, and staff. Rooted in the principles of advocacy, celebration, and education, ODEI is dedicated to eliminating barriers to success and promoting an environment where all individuals feel valued, empowered, and a true sense of belonging.

In alignment with SUNY's 25-Point DEI Strategic Plan, the office leads efforts to advance system-wide equity through inclusive policy development, proactive recruitment and retention strategies, capacity-building initiatives, and data-driven accountability. These actions aim to address historical inequities, support underrepresented populations, and increase access to academic and professional opportunities for all members of the university community.

Guided by SUNY Fredonia's True Blue Transformation Strategic Plan, ODEI reinforces the university's commitment to inclusive excellence, academic innovation, and student-centered support. The office collaborates with divisions across campus to integrate DEI into all aspects of institutional life, from classroom experiences to community engagement, thereby enhancing student success.

Intercultural Center

The Intercultural Center (IC) serves as a hub for inclusive programming and collaborates with various campus & community stakeholders, to provide programming and support. The IC is housed under the Office of Diversity, Equity, and Inclusion. The IC is primarily supported by the following offices:

- Multicultural Support Services
- Native American SUNY: Western Consortium
- Veteran & Military Affiliated Students

Scholarships

The IC maintains two scholarship programs: Keeper of the Dream Scholarship (KOD) and the Rosa Parks Scholarship Competition. The Keeper of the Dream scholarships are awarded competitively to entering first-year students based on high school achievement, community service and a demonstrated commitment to multiculturalism. Recipients are expected to demonstrate personal leadership and commitment to cultural pluralism and cross cultural dialogue while on campus.

The Rosa Parks Scholarship Competition was established in 1989 by Dr. Vivian Garcia, the Rosa Parks Scholarship was designed to give all students of The State University of New York at Fredonia an opportunity to voice their opinion on the subjects of social injustice, cultural perspective, and activism.

Multicultural Support Services

The Office of Multicultural Support Services (MSS) is a unit within the Intercultural Center. MSS engages in peer interactions in order to gain a better understanding and appreciation for diversity, inclusion, and social justice, while providing meaningful support to assist students in their transition (to Fredonia), retention (at Fredonia), and graduation (from Fredonia.)

Native American SUNY: Western Consortium

The Native American SUNY: Western Consortium is one of two consortia created by the State University of New York (SUNY) to address the higher education needs of Native American students and communities. The Western Consortium, based at State University of New York at Fredonia, is a network of college campus personnel, organizations, and Native American students, families, and communities.The Consortium provides assistance and financial support for campus/ community events related to the recruitment, retention, and graduation of Native American students. Such events may include socials, exhibits, speakers, and workshops.

Veterans and Military Affiliated Students

Fredonia takes pride in serving the men and women in uniform and assisting them in their educational goals. Located on the main floor of Nixon Hall, the Office of Veterans Affairs provides information, advice and processes the paperwork for the certification of veterans educational benefits. The office is staffed by part-time student veteran employees under the supervision of the Office of Veterans Affairs Coordinator and is open for business Monday through Friday; however, hours of operation will vary and be posted on the office door.

Professional Development Center

The Fredonia Professional Development Center in Reed Library strives to meet the professional development needs of all Fredonia employees by coordinating and providing educational opportunities for faculty and staff at various stages in their careers, and providing consultation and training opportunities. The center's goal is to provide a centralized location for collecting and disseminating information about professional development opportunities taking place on campus and beyond. The center is committed to fostering a culture in which knowledge and expertise are shared among diverse constituencies and will provide a gathering place in which this dialog can occur.

The Professional Development Center can be contacted at (716) 673-4864. For more information on PDC events, interested persons should check the web page at https://www.fredonia.edu/about/offices/professional-development-center.

Reed Library

Daniel A. Reed Library plays a vital role in the teaching and learning process at Fredonia by providing a wide array of materials, services, and spaces needed for collegiate study.

Through Reed Library, thousands of books, millions of articles, and various media are available in electronic and print forms. Interlibrary Loan gives students and staff access to additional resources from around the world.

Reference librarians provide assistance using these materials in a variety of ways, including drop-in assistance at the Reference Desk, individual research appointments, email, phone, text, and a 24/7 virtual reference chat service. From the Library's website, subject-specific databases and research guides make scholarly exploration efficient and accessible from any location.

Reed Library houses strong specialized collections in Music, the Holland Land Company, the Coalition on West Valley Nuclear Waste, saxophonist Sigurd Rascher, and author Stefan Zweig. The Library is also the site of exhibits, quiet and group study spaces, computers, printers, and scanners.

To learn more, please visit Reed Library in person, online at www.fredonia.edu/library, or call the Reference Desk at (716) 673-3222. We look forward to working with you.

Student Health Center

Office: LoGrasso Hall
(716) 673-3131
Jeff Janicki, Director of Health and Counseling Services
Email: health.center@fredonia.edu
Website: https://www.fredonia.edu/student-life/health-center

The Student Health Center provides currently enrolled Fredonia students with confidential primary care of acute illness and injury, health education, immunizations, preventative health and laboratory services. Most services provided in the Student Health Center are provided without any additional charge to the student as they are funded by the mandatory health fee paid each semester.

The Student Health Center is open Monday through Friday from 8:00 a.m. - 4:30 p.m. during the academic year. The

medical staff includes a board certified physician, nurse practitioners and registered nurses. When necessary, referrals can be made to private physicians or specialists in the local area. For more information regarding the Student Health Center services and staff, please visit the center's website at https://www.fredonia.edu/student-life/health-center. Specific questions can be directed to our email at health.center@fredonia.edu, or by calling the Student Health Center at (716) 673-3131.

When the Student Health Center is closed, emergency care is always available at Brooks Memorial Hospital. The hospital is located at 529 Central Ave., Dunkirk, approximately 3 miles from the campus. For any emergency on campus or when an ambulance is needed, the University Police should be called at 673-3333. If there is an emergency when you are off campus, dial 911.

All services provided outside the Student Health Center, such as outpatient laboratories, x-rays, and emergency room visits are the student's responsibility, and are not covered by the student health fee.

Tutoring Services

Tutoring Services, located on the fourth floor of Reed Library (Carnahan Jackson Center), is a place where any Fredonia student can go to get help from student tutors. Tutoring is free and is available in most subject areas on a drop-in basis. In addition to content tutoring, Tutoring Services provides writing tutors who work with students across all disciplines and types of writing as well as Peer Success Coaches who help students develop skills necessary for academic success.

The philosophy of Tutoring Services is that tutoring is not teaching, and tutoring sessions are based on where the student is in their understanding of course material. The goal of tutoring is to help students with their assignments in a way that will help them become successful in all of their classes.

Tutors are successful students who have been recommended by faculty to become tutors. Applications are accepted for tutoring positions in March. Final decisions are made by the end of April after a series of interviews. Tutors are then hired for both semesters of the following academic year.

ACADEMIC INFORMATION

The typical undergraduate program at Fredonia consists of four groups of courses:

- General Education Program, consisting of courses in various branches of learning that are focused on developing a range of skills and are required of all students, whatever their principal interest;
- courses required to complete a major;
- courses needed to complete a minor and supporting courses in subjects related to the major field, as well as courses which may be required for teacher certification; and
- electives necessary to complete the minimum of 120 semester hours of credit required for the baccalaureate degree. The student may also take special concentrations, minors, and second majors.

Academic Calendar

Dates and Deadlines for Fall 2026:

Fall Semester

August	27	Thursday	New Student Orientation
August	28	Friday	New Student Orientation
August	31	Monday	First Day of Classes
September	4	Friday	Final Day for Online Schedule Changes
September	4	Friday	Final Day to Drop Full Semester Course
September	7	Monday	Labor Day - Classes Not in Session
September	9	Wednesday	Final Day to Add a Full Semester Course w/out Penalty
September	11	Friday	Final Day to Apply for December Graduation
September	18	Friday	Final Day to Elect Pass/Fail
October	8	Thursday	Fall Break - Classes Not in Session
October	9	Friday	Fall Break - Classes Not in Session
October	14	Wednesday	Mid-Semester Grades Due
October	15	Thursday	Mid-Semester Grades Available to Students
October	26	Monday	Academic Advising for Spring 2027 Course Selection Begins
October	26	Monday	Graduate Registration for Spring 2027 Begins
November	2	Monday	Undergraduate Registration for Spring 2027 Begins
November	6	Friday	Final Day to Withdraw from Full Semester

			Courses
November	23 - 27	Mon-Fri	November Break - Classes Not in Session
November	30	Monday	Last Day to Completely Withdraw from the University
December	11	Friday	Last Day of Classes
December	14 - 18	Mon-Fri	Final Exams
December	22	Tuesday	Final Grades Due by 11:50pm
December	23	Wednesday	Final Grades Available to students after 3pm
January	6	Wednesday	Last day for a Fall 2026 Academically Dismissed Student to submit an appeal

Dates and Deadlines for Spring 2027:

Spring Semester

January	22	Friday	New Student Orientation
January	25	Monday	First Day of Classes
January	29	Friday	Final Day for Online Schedule Changes
January	29	Friday	Final Day to Drop Full Semester Course
February	2	Tuesday	Final Day to Add a Full Semester Course w/out Penalty
February	5	Friday	Final Day to Apply for May Graduation
February	9	Tuesday	Professional Development Day - Classes in session
February	12	Friday	Final Day to Elect Pass/Fail
March	10	Wednesday	Mid Semester Grades Due
March	11	Thursday	Mid Semester Grades Available to Students
March	15 - 19	Mon - Fri	Spring Break - Classes Not in Session
March	24	Wednesday	Academic Advising for Fall 2027 Course Selection Begins
March	24	Wednesday	Graduate Registration for Fall 2027 Begins
March	29	Monday	Classes Not in Session
April	1	Thursday	Undergraduate Registration for Fall 2027 Begins
April	7	Wednesday	Final Day to Withdraw from Full Semester Courses
April	19	Monday	Last Day to Completely Withdraw from the University
May	7	Friday	Last Day of Classes
May	10 -	Mon - Fri	Final Exams

	14		
May	15	Saturday	Commencement
May	19	Wednesday	Final Grades Due by 11:50pm
May	20	Thursday	Final Grades Available to Students after 3:00pm
June	3	Thursday	Last day for a Spring 2027 Academically Dismissed Student to submit an appeal

Academic Organization of the Campus

All of the undergraduate degree programs, graduate degree programs, and advanced certificate programs registered with the State University of New York and New York State Education Department fall under one or more of the areas listed below.

Division of Academic Affairs

Dr. Julie Gorlewski, *Provost and Vice President of Academic Affairs*
801 Maytum Hall
(716) 673-3335
provost@fredonia.edu

Dr. Judith Horowitz, *Vice Provost*
803 Maytum Hall
(716) 673-3335

Mr. Todd Proffitt, *Interim Associcate Vice President*
803 Maytum Hall
(716) 673-3335

College of Liberal Arts and Sciences
Dr. J. Andy Karafa, *Dean*
150B Houghton Hall
(716) 673-3173
clas@fredonia.edu

School of Business
Lisa Walters, *Interim Dean*
E350 Thompson Hall
(716) 673-3505
business.school@fredonia.edu

College of Education, Health Sciences and Human Services
Dr. Janeil Rey, *Dean*
704 Maytum Hall
(716) 673-3311
coe@fredonia.edu

School of Music
Dr. Sarah Hamilton, *Interim Dean*
2157 Mason Hall
(716) 673-3151
music@fredonia.edu

Fredonia Institutional Learning Goals

Fredonia's mission is to ensure that all Fredonia students, utilizing knowledge developed through a broad range of intellectual experiences, will be:

- Skilled (develop Intellectual and applied Skills, Literacies and Knowledges),
- Connected (engage Community and Diversity: Local Stewardship, Global Citizenship),
- Creative (demonstrate Scholarship, Artistry, and Innovation), and
- Responsible (activate Sustainability, Ethics, Leadership, and Professionalism)

Fredonia in 4

Fredonia in 4 is a four-year guarantee program for first-time freshmen by which the university pledges to adhere to a commonly understood agreement with students to schedule sufficient class offerings, provide required courses or suitable substitutes as determined by the department, and ensure qualified academic advising.

With the assistance of the Director of Academic Advising, faculty and staff advisors are able to ensure that students who are willing to adhere to the requirements for doing so will graduate within four years. The spirit of the four-year agreement at Fredonia is to emphasize the university's commitment to provide all the essential ingredients that enable a student to graduate with a degree in four years. The rest is up to the student.

For more information about *Fredonia in 4*, students should contact the chairperson of their major department, or contact the Director of Academic Advising, 2114 Fenton Hall, (716) 673-3188, or by emailing advising.center@fredonia.edu. See https://www.fredonia.edu/academics/academic-advising.

Undeclared

Undeclared students (commonly referred to as undecided) are students who are exploring major options offered at Fredonia. Undeclared students at Fredonia are enrolled into the Academic Exploration Program, where students have the opportunity to choose from four focus areas (1. Business, Management, & Industry, 2. Science, Technology & Mathematics, 3. Social & Behavioral Sciences, 4. Arts & Humanities). The Academic Exploration Program offers programmatic and professional

guidance, all of which is designed to help students acclimate to the campus, explore interests, build connections, and make informed major and career decisions.

Declaration of a major is not required until the student earns 60 credit hours. Professional Academic Advisors from Academic Advising Services are the primary advisors for Undeclared students and their offices are located in 2114 Fenton Hall.

Office of Grants & Sponsored Programs

Office:127A Reed Library
Dr. Justin J. Couchman, *Director*
(716) 673-3528
Website:
https://www.fredonia.edu/about/offices/sponsored-programs

Fredonia's Office of Grants & Sponsored Programs provides grants and support to faculty and staff. The office offers a range of pre- award services for external funding, including proposal and budget development, campus administration approvals and proposal submissions and contracts.

The office serves as liaison to The Research Foundation for SUNY (RF), the campus' fiscal agent for grants and contracts, which is responsible for all post-award functions of funded projects.

Both Fredonia's Institutional Review Board (IRB) - the Human Subjects Review Committee (HSRC) - as well as the Institutional Animal Care and Use Committee (IACUC) are coodinated with the Office of Grants & Sponsored Programs.

For more information, please visit https://www.fredonia.edu/about/offices/sponsored-programs or email fredgrants@fredonia.edu.

Student Creative Activity and Research

The mission of the Office of Student Creative Activity and Research (OSCAR) is to promote and support student scholarly activity and creative work across the Fredonia campus. Such an endeavor is integral to the teaching and learning experience. It provides an opportunity for students to become closely affiliated with a faculty mentor and to develop skills and knowledge that will benefit them in the future. Both students and faculty gain from such activity and the institution has made a concerted effort to promote such collaborations. Funding is available for student travel to conferences and an annual exposition is held in the spring to celebrate student achievements. For more information, students should contact the Office of Student Creative Activity and Research at (716) 673-3717 or visit OSCAR's web page at https://www.fredonia.edu/academics/student-creative-activity-research.

3-1-3 Program

Fredonia's Early Admission 3-1-3 program provides an opportunity for academically eligible high school seniors, who reside within driving distance of the university, to take courses at Fredonia with the support of their family and local high school. The 3-1-3 program is a combined year of simultaneous high school and college coursework. The advantage of such a program is the potential for shortening the time to a B.A. or B.S. degree completion (depending on the number of credit hours earned) and the ability to uniquely prepare for the academic rigor of college through a truly immersive university experience.

3-1-3 students are selected by the Fredonia admissions staff on the same basis as regularly admitted students.

During their last semester of the 3-1-3 program, students are invited to apply for the Honors Program at Fredonia, based on their cumulative Grade Point Average.

Interested persons should contact the Admissions Office at (716) 673-3251 for more information on the 3-1-3 program.

ACADEMIC POLICIES

Unit of Academic Credit

The State University of New York at Fredonia defines the credit hour in accordance with United States Department of Education regulations, *USDE Guidelines for Preparing/Reviewing Petitions and Compliance Reports,* January 2012, p. 74.
Credit hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic Forgiveness Policies

Fredonia offers three options to help undergraduate students repair their academic records: First-Year Student Forgiveness, the Restart Option, and Academic Bankruptcy.

1. Students may use **only one** of the three options during their undergraduate career.
2. Forms are available online to all active students. Follow the instructions at the beginning of each form regarding completion and sharing of the document.
3. Students should initiate the application process for any Academic Forgiveness Policy, after speaking with their academic advisor.
4. Earned grades of D-, D, or D+, are excluded from the GPA calculation. Under any of these policies, credit is lost for those courses and they will not count towards any degree requirements, including general education.

Academic Bankruptcy

Who is this for?

- For the student who normally maintains satisfactory academic standards, but whose grades suffered for one semester due to unusual or unfortunate circumstances.

What does it do?

- If the application to bankrupt a semester is approved, the student's grades for that semester will be excluded when calculating the student's GPA, but the student will receive credit only for those courses in which the student earned a grade of C- or above (including S grades).

When do students apply?

- To apply for this option, the student must be in good academic standing (excluding the semester for which bankruptcy is sought) and must have re-established the pattern of satisfactory academic progress that existed prior to the semester for which bankruptcy is sought.

This policy may be applied to only one semester of work completed at the university.

The application form to apply for academic bankruptcy is available on the Registrar's web page, under "Academic Policies."

First-Year Student Forgiveness

Who is this for?

- For First-Year Students (not transfers) admitted Fall 2007 and later.

What does it do?

- Allows up to 18 credits of "D" or "F" grades to be excluded from the GPA. Students will lose credit when a "D" grade is forgiven, and those courses will not count for general education nor for any other degree requirements.

When do students apply?

- A student applies for this option after changing or declaring their major and improving academically, but before the completion of 50 cumulative credit hours.
- In most cases, approval will be for courses that were taken to satisfy program requirements that no longer apply, due to the change in major.
- General education courses should be repeated rather than forgiven.

The application form for First-Year Student Forgiveness is available through the Registrar's web page, under "Academic Policies (p. 502)."

Restart Option

Who is this for?

- For students with an interruption in their studies at Fredonia, and who were readmitted/reinstated Fall 2008 and later.

What does it do?

- Allows a new GPA to be established from the time of readmission/reinstatement. The student's academic record from the time of initial enrollment at Fredonia will be reflected on the transcript, but the student will receive credit only for those courses in which the student earned a grade of C- or above (including S grades).

When do students apply?

- A student applies for this option after returning to the University, and after the successful completion of at least 12 additional credits, using the online form available.
- Students approved for this option must successfully complete 45 credit hours after readmission of "regular" graded work (excluding S and P grades) at Fredonia prior to graduation.

The application form to apply for the restart option is available on the Registrar's web page, under "Academic Policies." (p. 502)

Academic Integrity Policy

I. Opening Statement

The State University of New York at Fredonia holds that the life of the mind and personal integrity go hand in hand, and are inseparable. Adherence to this philosophy is essential if we are to facilitate and promote the free and open exchange of ideas upon which our University mission relies. An essential component of the academic experience at Fredonia is the conviction that academic goals must be achieved by honorable means. It is expected, therefore, that all students attending the State University of New York at Fredonia will support and abide by all provisions of the following Academic Integrity Policy. It is further understood that by enrolling in courses, students are agreeing to the rules and regulations set forth below.

In order to protect the value of the work accomplished by each student and instructor, our academic community depends upon certain honorable standards of behavior from all its members. Fredonia trusts all students will refrain from participating in any behavior that will inhibit the pursuit of honest academic advancement. To help students avoid activities that can be construed as dishonest or as violations of academic integrity, a partial list of prohibited behaviors and activities is outlined below. This policy is not intended to limit decisions of faculty of professional programs that operate under more restrictive policies and/or have externally monitored procedures for addressing violations of academic integrity.

II. Violations of Academic Integrity Policy

Violations of academic integrity are described within five broad, overlapping categories: Fraud, Plagiarism, Cheating, Collusion, and Unauthorized Use of Artificial Intelligence (AI). Some examples of violations of academic integrity are described in the five categories listed below. If a student has any questions about what may or may not be an academic integrity violation, the student should discuss this with their professor.

A. Fraud

Behaving deceptively, misrepresenting one's self or another person, and falsifying official print and/or electronic documents are actions that seriously undermine the integrity of any social institution and may result in criminal prosecution.

In a University setting, fraudulent behavior includes, but is not limited to:

1.
Forging or altering official school documents, whether in print or electronic form, such as grade reports or transcripts, enrollment documents, transfer credit approvals, etc.

2.
Forging or tampering with any University correspondence or medical excuses.

3.
Tampering with attendance records, such as one student signing for another student.

4.
Tampering with or interfering with grading procedures.

5.
Misreporting or misrepresenting earned credentials, including academic status, class standing, and GPA.

6.
Taking an exam in place of another student.

7.
Failing to disclose necessary information on official University forms.

8.

Falsely claiming that an electronic system or computer equipment is at fault for the student's inability to complete academic course work (e.g., inability to complete assignments due to problems with software or the printers/computers in a certain lab) or to complete administrative functions (e.g., inability to make schedule changes via "Your Connection.")

B. Plagiarism

Plagiarism consists of presenting the work of others as one's own. It is unethical to copy directly the words or work of other authors or artists without giving them credit. It is also unethical to rearrange or add a few words to another author's text while leaving the majority unaltered or to take an author's unique idea or discovery and to represent it as one's own.

Specific examples of plagiarism include, but are not restricted to, the following examples:

1.
Copying the work of another author and/or artist without giving proper credit in the text or reference to the artwork, presentation or performance; neglecting to cite the original in a footnote; and/or failing to identify full and proper documentation in the list of works cited or sampled for presentation or performance.

2.
Implying that another author's words, works, or ideas are one's own. Quoting without the use of quotation marks falsely implies originality and is, therefore, an act of plagiarism.

3.
Incorporating material into a paper or assignment without acknowledgement, verbatim corrections, or other suggestions that were made by someone other than oneself, the instructor, or an assigned editor.

4.
Taking information from one source (such as the Internet) and citing it as coming from another source (such as a required text or article).

C. Cheating

In all academic situations, any behavior that subverts the purpose of an academic assignment constitutes cheating, whether one actively commits the act of dishonesty on one's own behalf or enables someone else to do so. All materials prepared and/or assigned for a course by an instructor are for the students' educational benefit. Unless expressly permitted by the course syllabus, students may not photograph, record, reproduce, transmit, distribute, upload, sell, or exchange course materials without the prior written permission of the instructor. "Course materials" includes all instructor prepared and assigned materials, such as lectures, lecture notes, discussion prompts, study aids, tests and assignments, and presentation materials such as PowerPoint slides, Prezi slides, or transparencies and course packets or handouts. (Exceptions to accommodate students with disabilities may be granted with appropriate documentation.) Students are prohibited from selling to others any materials produced or shared by the instructor as well as any assignments prepared by the student in connection with a course. Students are also prohibited from uploading to external commercial websites any materials produced or shared by the instructor or any assignments prepared by the student in connection with a course, unless the instructor has given permission for the student to do so. These course-related materials include, but are not limited to, the course syllabus, lecture notes, PowerPoint slides, assignments, quizzes or exams.

Specific examples of cheating include, but are not limited to, the following:

1.
Copying someone else's work or permitting one's own work to be copied. All work should be original to the student. Whether involvement in the copying process is active or passive, these acts constitute violations of academic integrity if a student is at all complicit.

2.
Using unsanctioned materials, notes, software, and or equipment (such as a programmable calculator).

3.
Intentionally providing or seeking questions to an exam that will be given in a later section or used as a make-up exam.

4.
Communicating or sharing information during an exam obviously constitutes cheating, as does taking an exam for someone else.

5.
Reusing work from another course without explicit instructor permission.

6.
Reusing work in a repeated course without explicit instructor permission.

D. Collusion

Most colleges and universities support opportunities for collaborative learning. However, unauthorized collaboration is considered collusion. Unless collaboration is expressly permitted by the instructor, students should work independently. Even when an instructor authorizes collaboration, collusion may still occur. In all cases, work submitted should reflect an individual's own effort.

Specific examples of collusion include, but are not limited to, the following situations:

1.
Two or more students study a problem and one student formally writes and/or types the results, the other members of the group copy the results, and each individual submits the work as their own.

2.
A pair or larger group of students work on a series of problems or tasks, each student completes a portion of the problem set or task, the students combine their work, and each student submits the entire problem set or task as their own.

3.
A course instructor assigns a task or problem to be completed outside of class and explicitly instructs students not to discuss the task or problem with one another. A pair or larger group of students discuss or work together on the task or problem, and each individual submits the results as their own.

E. Unauthorized Use of AI

Faculty relationships with AI are complex and can be informed by a variety of considerations, including disciplinary practices, course or program SLOs, and personal ideologies/values. Therefore, faculty may determine what their specific class policy will be. To guarantee clarity and transparency around expectations regarding the use of AI in class work, all faculty must include two statements (one governing student use of AI and the other disclosing their own use of AI), selected from the approved template statements, in each syllabus. When inserting the selected template statement, instructors may indicate that a named assignment (Essay #2, the Poster Project, etc.) will apply a different standard, but that needs to be stated clearly on the syllabus AND on the assignment. **Students are responsible for knowing and following the policy in the syllabus.**

AI detectors are still evolving and have limits. The proper use of such tools is to begin a discussion, not as a final determinant in a student's grade. AI detection tools are not 100 percent accurate and produce false positives. Suggestions for best practices to guide interactions with students around suspected AI use in classes where it is not allowed may be found here (see p. 3).

III. Violations of Academic Integrity Procedures

A. Classroom Level

1.
An instructor who suspects a violation of the Academic Integrity Policy will collect all information and materials related to the offense. The instructor will contact the student to present their charge(s) and the student will be given an opportunity to answer and explain. If the instructor and the student then agree that no violation has occurred, the matter is resolved and the process ends at this point.

2.
If, however, the instructor finds that a violation has occurred, whether the student admits or does not admit guilt, the matter must be reported to their Department Chairperson using the Academic Integrity Incident Report Form.

B. Departmental Level

1.
For all cases in which the instructor finds that the student has plagiarized, cheated, colluded, or committed any act of academic dishonesty (i.e., see II. above), the instructor will submit an Academic Integrity Incident Report Form to the Department Chairperson. The instructor will maintain copies of all information and materials related to the offense and will disseminate the copies per request of the Department Chairperson or the Academic Integrity Review Board.

2.
After appropriate consultation and review of the materials, the Chairperson and the instructor will jointly decide if the case is to be dismissed. If the case is not dismissed due to insufficient evidence of academic dishonesty, the Chairperson and the instructor may attempt to resolve the case at the Department level or send the case on to the Academic Integrity Review Board. If charges are going to be brought against the student, even at the department level, the Department Chair will contact the Office of Student Conduct to determine if the student has a previous record of academic misconduct on file. If the student has a prior violation of the Academic Integrity Policy on file, the case must be sent on to the Academic Integrity Review

Board for adjudication. The Academic Integrity Review Board will consider repeated violations of any or all of the provisions in the Academic Integrity Policy as grievous.

3.
If the student has no prior record of academic dishonesty, the Chairperson and the instructor must decide if the case is a serious enough violation to result in suspension or expulsion. If so, the case must be sent on to the Academic Integrity Review Board for adjudication. If the charges are less serious, the Department may propose departmental sanctions including but not limited to one or more of the following sanctions: a formal warning; grade reduction on the assignment; the requirement that the student redo the assignment in order to receive credit; a grade of zero being assigned to the particular assignment; and/or a failing grade being given for the course.

4.
At this stage of the process, the Department Chair sends the Academic Integrity Incident Report Form to the appropriate Dean to inform the Dean of the alleged academic dishonesty. In the case of a student enrolled in a teacher education program, this report should also be sent to the Dean of the College of Education, Health Sciences and Human Services. The Academic Integrity Incident Report Form will serve as a routing slip and require appropriate signatures.

C. Notification of Departmental Sanction or Referral for Hearing by the Dean

1.
The Dean will communicate the proposed departmental sanctions or referral to the Academic Integrity Review Board to the student. The Dean will also include a description of the charges to the student. If the student drops or withdraws from the course, judicial proceedings will still continue.

2.
If departmental sanctions are being proposed, the student must accept the proposed sanctions within 5 working days by signing the Academic Integrity Incident Report Form (if applicable), or appeal (See Section III.D below) of the departmental decision. If the student does not appeal, the departmental sanctions will be imposed and the Dean will send the final version of the Academic Integrity Incident Report Form to the academic department that originated the Academic Integrity Incident Report Form, the Office of Student Conduct, the Associate Provost for Curriculum, Assessment, and Academic Support, the Chair of the Academic Integrity Review Board, and the student's academic advisor.

3.
Because a student may plagiarize and/or violate the provisions of the Academic Integrity Policy in more than one department, the Office of Student Conduct will maintain the final copy of the Academic Integrity Incident Report Form in the student's file.

D. Appeal Process

1.
Within 5 working days of official notification, the student may decide to appeal the departmental proposed sanctions. If so, they must officially respond and notify (via the student's official University email account) the Dean that sent the sanction letter. The Dean should then forward the notice of the student's intent to appeal to the Provost, the appropriate Department Chair, the Director of Student Conduct, and the Chair of the Academic Integrity Review Board, who will call together the members of the Board for a formal hearing. The Director of Student Conduct will at this time schedule a meeting with the student for clarification of the appeal and hearing process. Throughout the appeal process, the charged student is assumed not responsible and in most circumstances, they have the right to remain in class.

2.
After the same 5 working days, if the student has not accepted the sanctions or appealed, the University will act upon the assumption that the student has accepted the departmental decisions and any sanctions therein.

3.
If the department has recommended sanctions outside the departmental purview (e.g., suspension or expulsion), or if it is second alleged offense at the university, the Chair of the Academic Integrity Review Board and Director of Student Conduct will be notified by the Dean and a hearing will be scheduled in a timely manner. All original materials for the hearing will be transmitted to the Director of Student Conduct and a copy sent to the Chair of the Academic Integrity Review Board.

4.
With all decisions in the appeal process, enforcement of sanctions and notification of outcomes to all parties involved will be the responsibility of the office of the appropriate Dean and the Provost.

E. Academic Integrity Review Board

1.
The Academic Integrity Review Board will be convened to hear and rule on a case under any of the following circumstances: (1) the student who has been charged has chosen to appeal the department decision, (2) for a suspension or expulsion level case, or (3) whenever a second or subsequent academic misconduct violation is submitted. Before the hearing, the student will attend a

meeting with the Director of Student Conduct (as noted in part III.D.1. above) who will fully inform the student about the process and possible outcomes. The student may decide at this point to drop or continue with the appeal process, if that was the reason for the hearing. If the student drops their appeal related to department sanctions, but it is a second alleged violation, the hearing will still occur.

2.
A charged student has the right to select a willing student, faculty member, or an administrative staff member of the University to advise them throughout the review process. To avoid conflicts of interest, this advisor may not be selected from the members of the Academic Integrity Review Board. If the student wishes to have an attorney present at the hearing as an advisor, the Chair of the Academic Integrity Review Board will need to be notified at least 72 hours in advance of the hearing. The attorney may advise the student during the hearing, but will not be permitted to respond for the student.

3.
The Chair of the Academic Integrity Review Board will establish an ad-hoc committee of individuals to hear each individual case which comes to the Academic Integrity Review Board. Members will undergo training before serving on a convened hearing Board. For each hearing, members must include at least one individual from each of the following categories:

1.
The Chair of the Academic Integrity Review Board is a full-time tenured faculty member, appointed by the Provost and subsequently approved by the University Senate. The Chair's term will be two years with the option of renewal, pending reappointment and approval. The Chair of the Board will have the responsibility of determining whether a hearing should be held, convening a Board for each hearing, presiding over hearings, and preparing written hearing reports.

2.
The Director of Student Conduct, or another representative of the Office of Enrollment & Student Services, will provide the Board access to pertinent student disciplinary records and will participate as an ex-officio, non-voting member of the Academic Integrity Review Board. Before witnesses speak or before questions are asked, the Director of Student Conduct or other representative from the Office of Enrollment & Student Services will present a brief summary of the case, based on the evidence submitted and the interview with the student.

3.
At least one, but preferably two, undergraduate (or graduate, if pertinent) student representatives. These two students should have majors in different academic units. Students may be selected from the pool of students serving as University Judicial Board members.

4.
A Chairperson from an academic department other than the department in which the charge originated.

5.
At least one faculty member, but preferably two, from departments other than the department initiating the charges and the Department Chair in III.D.3.d. above. Such members may be selected from the pool of faculty serving as members of the University Judicial Board.

6.
Other parties and witnesses may be invited by the Chair of the Academic Integrity Review Board or by the student. These witnesses may be called before the Academic Integrity Review Board to provide testimony. Normally, the faculty member bringing the charges is also invited to the hearing to answer any questions that arise.

1.
After the presentation of the summary of the case by the Director of Student Conduct, the student will answer to the charges by pleading responsible or not responsible, and providing any additional information that they wish. The Chair of the Academic Integrity Review Board (after prior consultation with the assembled Board) may call witnesses. The student who has been charged may also call witnesses. The student will be given the opportunity to add any additional information relevant to the case before the close of the hearing. All participants in the hearing will be informed that deliberations are to remain strictly confidential. Hearings of the Academic Integrity Review Board will be recorded to provide a record of the proceedings and these recordings will be stored in the Office of Student Conduct.

2.
After the hearing, the Academic Integrity Review Board will deliberate in private and make a formal decision. In the final determination, each of the members of the acting Board, including the Chair of the Academic Integrity Review Board, and excluding the Director of Student Conduct, will cast a single and equally weighted vote. In the event of a tie vote concluding a case, the Chair of the Academic Integrity Review Board will cast an additional vote. Voting will be conducted by written ballot, and will be tallied by the Chair of the Academic Integrity Review Board. The results will be disclosed to acting Board members, who are not to disclose either the Board's determination or any specifics related to the voting.

3.
Within 5 days of the final determination of the case, the Chair of the Academic Integrity Review Board will complete a written hearing report and will send electronic

copies to the Provost and the Dean that referred the case. The final report of the Academic Integrity Review Board will include the following:

a.
A determination of "Not Responsible" (no violation of the Academic Integrity Policy has been found) or "Responsible" (the student has been found responsible for the charged violation on the basis of the evidence submitted or has admitted guilt).

b.
If the student has been found "Responsible" for violating the Academic Integrity Policy, the penalty must be specified. Sanctions or penalties imposed should be commensurate with the offense and will take into account any previous violations of the Academic Integrity Policy as evident in the student disciplinary records on file.

4.
Within 5 days, the Provost will send an official notification letter informing the student of the hearing outcome, sanctions imposed, if any, and an explanation of the appeal process. A copy of this letter will also be sent to the Director of Student Conduct. If the student has been suspended or expelled, a copy of the official letter will also go to the President's Office. On the same day that the Academic Integrity Review Board's decision is communicated to the student by the Provost, the instructor, Chairperson in whose department the charge originated, Chairperson of the student's major department, the student's academic advisor, and the Vice President for Enrollment & Student Services will be informed of the Board's decision electronically (i.e. via Fredonia e-mail). If the student is a teacher education student, the Dean of the College of Education, Health Sciences and Human Services, will also be notified.

5.
Should the student decide to appeal the Academic Integrity Review Board's decision, they may do so in a written justification to the President of the university, but only if/when the substance of the presented case has changed (i.e., additional and significant new evidence is discovered) or if there has been some sort of procedural error that would affect the outcome of the hearing. The written appeal must be received within 5 working days following the student notification of the hearing outcome.

IV. Maintenance of Academic Integrity Records

Records of all academic integrity violation cases will be kept in the Office of Student Conduct for 10 years.

Chosen Names

The State University of New York at Fredonia (Fredonia) recognizes that many persons identify themselves using a name that is different from their legal name. Fredonia will refer to this name as the "Chosen Name" and will use it when possible in the course of university activities.

Your legal name will still be accessible to university personnel when it is necessary to carryout the duties of the institution.

Whenever possible, an F# should be collected. If names conflict, check the F# to confirm an individual's identity.

Any participant in the Chosen Name program who directs an outside agency to correspond with the State University of New York at Fredonia bears the responsibility for clarifying their name with all agencies.

Your Chosen Name will appear in the following areas:

- Student Health Center
- Counseling Center
- ID card (FREDCard)
- Class rosters
- Learning management system (OnCourse)
- Student, faculty, staff portal (Your Connection)
- Student Information System
- Email address
- Advising folders
- Campus Directory
- Residence Life Directory
- Commencement programs
- Diploma
- Library
- Athletics

Your legal first name will continue to appear in the following areas:

- Transcripts
- Paychecks and pay stubs
- Financial Aid records
- Tax Documents
- Human Resources records

- Any off campus communications (such as any letters sent to a permanent address, communication with emergency personnel, licensing boards)

Adopting a Chosen Name

Any person with an F# can request to use a chosen name.

Students, faculty and staff may make no more than two requests to change their Chosen Name within a 365-day period.

Students, faculty, and staff who would like to enroll should contact jennifer.hildebrand@fredonia.edu.

Although an individual may select any Chosen Name, the university reserves the right to deny or remove a Chosen Name if it is inappropriate or used for an improper purpose. Inappropriate Chosen Names include but are not limited to those that avoid legal obligation, misrepresent, harass, threaten, or are otherwise objectionable. In most cases, a Chosen Name should not be a message, company, or group name, especially if it is for promotional purposes. Individuals with a Chosen Name deemed inappropriate can either select a different Chosen Name or continue to use the legal name.

Click for more information about Fredonia's Chosen Name policy.

Click to read answers to Frequently Asked Questions.

Obtaining a New Fredonia ID Card

Students, faculty and staff who adopt a Chosen Name must obtain a replacement ID card within two weeks of the change.

While students, faculty and staff may change their Chosen Name more than once, they are entitled to only one free replacement card. The individual is responsible for any replacement card charges associated with subsequent changes.

Chosen Names Policy

Title: Chosen Names Policy
Contact: Director, Office of Diversity, Equity, and Inclusion
Passed by University Senate: 1-27-17
Approved by Cabinet: 8-23-17

I. Reason for Policy

Chosen names can be vitally important to our students, faculty, and staff for a variety of reasons. For those within the LGBTQ community, they allow the use of a name that properly expresses one's gender identity. In some cases they help individuals avoid reminders of past trauma. They allow international students to use a westernized name that makes them feel more comfortable in their new setting. Whatever reason an individual has for using a chosen name, this policy communicates to individuals that they are welcome and valued on our campus; it can be a vital tool in recruitment and retention strategies.

II. Policy Statement

Fredonia recognizes that many persons identify using a name that is different from their legal name. Fredonia will refer to this name as the "Chosen Name" and will use it when possible in the course of university activities.

A. Definitions:

1. LGBTQ: The acronym stands for Lesbian, Gay, Bisexual, Transgender, and Queer. This is an umbrella term used to refer to a community of individuals whose sexual or gender identities can create shared political and social experiences. The acronym is not meant to be exclusionary; there are other identities, including but not limited to asexual and intersex, that fall under this umbrella term.
2. Transgender, Trans: An umbrella term that represents individuals whose gender identities do not match the sex assigned to them at birth.
3. Cisgender, Cis: An individual whose gender identity matches the sex assigned to them at birth.
4. Chosen Name: The name that an individual uses regardless of the name that was assigned to them at birth. Sometimes referred to as a "preferred name."
5. F#: The number assigned to any student, faculty, or staff member when they begin an official relationship with Fredonia.
6. FREDCard: An identification card used on the Fredonia campus issued by the Fredonia Student Association (FSA).

B. Scope:

1. When the program is fully implemented, an individual's Chosen Name will be utilized in the following:
   a. Student Health Center
   b. Counseling Center
   c. ID card (FREDCard)
   d. Class rosters
   e. Learning management system (OnCourse)
   f. Student, faculty, staff portal (Your Connection)
   g. Student Information System
   h. Email address
   i. Advising folders
   j. Campus Directory
   k. Residence Life Directory
   l. Commencement programs
   m. Diploma

n. Library

o. Athletics

p. Business Cards

q. Office Signage

2. An individual's legal name will continue to be utilized in the following:

a. Transcripts

b. Paychecks and pay stubs

c. Financial Aid records

d. Tax Documents

e. Human Resources records

f. Any off campus communications (such as any letters sent to a permanent address, communication with emergency personnel, licensing boards)

C. Participation in Fredonia's Chosen Name program:

1. Any person with an F# can request to use a Chosen Name.

2. When the program is fully implemented, participants will be able to self-enroll

D. Limitations:

1. An individual's legal name will still be accessible to university personnel when it is necessary to carry out the duties of the institution.

2. Although an individual may select any Chosen Name, the university reserves the right to deny or remove a Chosen Name if it is inappropriate or used for an improper purpose.

a. Inappropriate Chosen Names include but are not limited to those that avoid legal obligation, misrepresent, harass, threaten, or are otherwise objectionable.

b. In most cases, a Chosen Name should not be a message, company, or group name, especially if it is for promotional purposes.

c. Characters in a Chosen Name: So that Chosen Names can be fully integrated into our information technology systems, the following character limitations have been implemented. A Chosen Name:

i. Must contain at least one alpha character (A-Z, upper or lowercase). That is, the Chosen Name field cannot be blank.

ii. May contain the following non-alpha characters: space, hyphen, apostrophe, and period.

iii. May not contain numbers (although a number may be spelled out in a person's Chosen Name).

iiii. May not contain symbols.

d. If a Chosen Name is questioned, it will be referred to an advisory group under the authority of the Office for Diversity, Equity, and Inclusion, which will make a recommendation to the Chief Diversity Officer (CDO). The CDO has ultimate responsibility for approving or disapproving a Chosen Name.

e. Individuals with a Chosen Name deemed inappropriate can either select a different Chosen Name or continue to use the legal name.

3. Students, faculty and staff may make no more than two requests to change their Chosen Name within a 365-day period.

E. Confirming identity internally: Whenever possible, an F# should be collected. If names conflict, check the F# to confirm an individual's identity.

F. Communication with outside agencies: Any participant in the chosen name program who directs an outside agency to correspond with Fredonia bears the responsibility for clarifying their name with all agencies.

G. FREDCards:

1. Students, faculty and staff who adopt a Chosen Name must obtain a replacement ID card within two weeks of the change.

2. While students, faculty and staff may change their Chosen Name more than once, they are entitled to only one free replacement card. The individual is responsible for any replacement card charges associated with subsequent changes.

3. The FREDCard is not recognized as a legal form of identification.

III. Related Documents

A. Chosen Name Policy passed by University Senate, 1-27-17

B. Final Report of the Chosen Name Task Force

IV. Website Address for this Policy

http://home.fredonia.edu/diversity/chosen-name-policy

V. Authority for Policy

Authority for policies is the President's Cabinet.

Class Attendance

Students will experience a variety of educational styles and opportunities at SUNY Fredonia. **Attendance is expected in all classes**. Some courses will require attendance. Some courses will base a part of a student's grade on attendance and participation. Other courses will have no formal requirements concerning attendance, although students should still attend. The attendance policy for a given course can be found in the course syllabus.

It is the student's responsibility, if absent, to find out what material was covered, what assignments were given, and what announcements were made in class during the period of absence.

Because the university is concerned about the welfare of its students and wishes to provide assistance in case of absence for valid reasons, students are encouraged to notify Student Affairs in the event of an unusual series (three or more consecutive days) of absences due to serious health issues or personal reasons. The office will then notify instructors so that they can better work with the students to stay on track in the classes. **It is the student's responsibility to reach out to faculty if they are absent, even if they provide Student Affairs with documentation.**

Each instructor is responsible for establishing a policy concerning cases in which regularly scheduled graded work is missed and for determining whether the reason for having missed such work is valid. If the instructor determines that a student has a valid reason for missing the work, the instructor may choose to give the student an opportunity to make it up or may, in exceptional cases, base the grade for the course on other work. In the event of a disagreement over the validity of the absence, the student may appeal to the instructor's chairperson. When a student is directly participating in a university-sponsored program that takes him/her away from classes (e.g., athletics or research conference), the department sponsoring the program will provide the student with documentation indicating the activity in which the student is involved and the date(s) and time(s) of that involvement. Such participation will be considered a valid reason for missing the work. Thus, instructors should offer the student an opportunity to make up the work or may base the grade for the course on other work. In the event of a disagreement over the validity of the absence, the student may appeal to the instructor's chairperson or supervisor.

If a student anticipates having to miss regularly scheduled graded work, the student should contact the instructor ahead of time. The instructor may expect the student to complete the work before the scheduled time when that is feasible.

If a student must be absent due to religious beliefs, he/she has the right to make up examinations, etc. In the same vein, professors may feel compelled to cancel an in-person class session to attend a religious observance or professional conference. Students might be asked to complete alternate assignments for that particular class session.

Class Level Definitions

Students are given class designation according to the number of credit hours successfully completed, as follows:

Freshman	fewer than 30 credit hours
Sophomore	30 or more and fewer than 60 credit hours
Junior	60 or more and fewer than 90 credit hours
Senior	90 or more credit hours

Course Auditing

Subject to faculty and department approval, certain academic courses may be audited. The instructor is under no obligation to assess a course auditor's homework, class contributions, or examinations. The auditor receives no grade for the course, nor is any course transcript generated by The State University of New York at Fredonia. In addition, auditors are not provided certain other university services, such as email, internet access, etc. However, access to FREDLearn is available as needed. Once enrolled, students may not change their enrollment status from audit to credit, or from credit to audit.

Any person wishing to audit a course must obtain and complete an Audit Form from Extended Learning – whether a fee is required or not. The completed form must have the approval and signatures of: the chair of the department offering the course, and the course instructor.

Current full-time students, faculty and staff, Fredonia emeriti faculty and staff, and community members 60 years of age and older (with documentation) may audit courses without paying a registration fee. For all others, a non-refundable fee of $50 will be charged. Audit privileges are not available in noncredit courses offered through Extended Learning, nor in any internship, directed study, practicum, online, or international study program/course.

Course Numbering System

Courses numbered from 100 to 499 are open to undergraduates. In general, courses numbered 100-199 are taken in the freshman year, courses 200-299 in the sophomore year, courses 300-399 in the junior year, and courses 400-499 in the senior year. There are, however, some variations in this placement according to curriculum and other factors.

Courses numbered from 500 to 599 are graduate courses open to qualified seniors for undergraduate credit by permission of the appropriate chairperson.

Courses numbered from 600 to 699 are open to graduate level students only.

Course Prerequisites and Corequisites

Many courses offered by the university are open to any interested student, space permitting. However, some courses have *prerequisites* - other courses or placement scores a student must have had before taking the course in

question. A few courses have *co-requisites*, which must either be taken before or together with the course in question. Information about *pre-* and *co-requisites*, and other recommended experiences, is given in the course description section found here (p. 189). Students are responsible for ensuring that any prerequisites have been met before enrolling in a course.

Dean's List

Approximately one month after the end of each semester, the university announces the names of students who are recorded on the Dean's List by maintaining a quality point average of 3.30 or higher. To be eligible, full-time students must be enrolled in at least 12 credits that semester. Part-time, matriculated students are also eligible after accruing a quality point average of 3.30 or higher calculated after the completion of credit hours in multiples of 12 (12 credits, 24 credits, 36 credits) in consecutive semesters if they maintain matriculated status. Courses with P or S grades are not included in the 12 hours. Although a Dean's List is not issued for summer or J-term, part-time students' work in these sessions will count towards the accrual of credits in multiples of 12 if it is completed at Fredonia (via face-to-face or online courses). A decision not to complete summer or J-term session courses will not be considered a stop-out; part-time and full-time students' status as consecutively enrolled is measured only using fall and spring semesters.

Disability Support Services: Policies and Procedures

It is university policy that students with disabilities fulfill the same degree and program requirements as all students, and that reasonable accommodations may be used to assist students with disabilities in attaining those requirements. In addition, the university may offer non-accommodative services such as tutoring and counseling. Reasonable accommodations and other services are determined on a case-by-case, course-by-course, and semester-by-semester basis.

It is the responsibility of students with disabilities to identify themselves by notifying the Office of Disability Support Services. The student and an accessibility specialist will meet and discuss the student's needs, on the basis of the clinical diagnosis that has established the existence of the disability, and will decide on the kinds of assistance and/or reasonable accommodations the student will need to gain equal access to the university's programs, activities and services. It is advised that students self-identify upon admittance to the university in order to provide a seamless transition. Early self-identification can facilitate reasonable accommodations and other services that may be delayed by the process of obtaining appropriate documentation with later self-identification. To receive such services, the student must meet with an accessibility specialist in the DSS office and fill out an intake form. The accessibility specialist and the student will then meet and assess which services will be available to the student. It is important to note that Fredonia does not have a shuttle service between classes, nor does the campus provide transportation expenses to allow students to get to class.

With the student's written request, the DSS office will inform the relevant professor(s) or office(s) of the student's accommodation needs for the particular class or service the accommodation is needed for. The DSS office will be confirming the existence of a disability and the need for the accommodations requested. The student must then identify him/herself to the professor or office providing the accommodation, and where necessary, discuss the accommodations or alternative accommodations. In the event of a disagreement between the student and the professor or office about the need for the requested accommodation, the Director of Disability Support Services will serve as mediator.

Fredonia is prepared to respond to the individual needs of students with disabilities. For specific information about services and facilities for students with disabilities, students should contact Jennifer Ruhland, Director of Disability Support Services, Reed Library (fourth floor), by telephone at (716) 673-3270, or by email at disability.services@fredonia.edu.

Field of Study Definitions and Declaration

Definitions:

Major : A major represents a student's primary field of study for those pursuing a registered degree program. A major is a structured plan of study requiring a minimum of 30 credit hours. It must be feasible for students to complete degree requirements within the minimum 120 credit hours required for an undergraduate degree. The major appears on the transcript but does not appear on the diploma.

Minor : A minor is a structured plan of study requiring a minimum of 18 credit hours. A minor should require significant additional coursework beyond what is already required for a related major. The minor appears on the transcript, but does not appear on the diploma.

Concentration/Track: A concentration/track is a structured plan of study within a major. The number of credit hours for a concentration varies, but is included within the credit hours for the major. The concentration/track appears on the transcript but does not appear on the diploma.

Declaration Procedures and Information:

- Students who wish to declare or change their field of study must follow the procedures outlined on the Office of the Registrar website. All declarations and change requests are subject to the approval of the academic department.
- The declaration of major program, as well as changes in the major, minor or concertation/track, should be made well in advance of course selection and at least a semester prior to the date of graduation.
- The chairperson responsible for departmental programs or the coordinator responsible for interdisciplinary programs will assign students an advisor and will certify at the appropriate time that all program requirements have been completed.
- Students may declare a major before earning 30 semester hours of credit, except in some professional programs, and must make the declaration of major program prior to earning 60 semester hours of credit.
- Certain major programs have a minimum quality point average requirement for admission. Students should check with the academic department of their intended major for specific minimum GPA and/or course requirements.
- Students are generally not permitted to earn multiple degrees, nor declare multiple majors, from the same academic department. Exceptions include the following: Biology with Biology Adolescence Education; Chemistry with Chemistry Adolescence Education; Communication (all majors); Computer and Information Sciences (all majors); History/Social Studies; Geology with Earth Science Adolescence Education; Mathematics with Mathematics Adolescence Education; Applied Mathematics with any other Mathematics major; Music (all majors); and Physics with Physics Adolescence Education.
- Students who are interested in declaring more than one minor program are to follow the procedure outlined above.

Final Examinations

Final Exam Schedule – A tentative schedule of final examinations is available on the Registrar's web page. Requests from instructors for deviations from the schedule (group examinations or room changes) must be approved by the Registrar. The Registrar's office will publish a final schedule, including group exams, at least three weeks prior to finals week. Once this schedule has appeared, no changes can be made.

Final examination week is part of the regular semester and should be interpreted in that context. Students who are asked to take final examinations (variously interpreted as terminal, non-comprehensive, etc.) prior to the regular examination week are put at a disadvantage. Faculty members who do not give final examinations during the regular period scheduled for such examinations are expected to use that period for review or to utilize the time in some formal way in a classroom setting.

All students have the right to take their final examination at the time scheduled by the Registrar's office.

Three-Finals-In-One-Day Conflict – It is university policy that students not be required to take three final examinations in one day. However, the published final examination schedule may contain some three-finals-in-one-day conflicts. In this situation, a student has the right to take one of the examinations on a different day.

- If the conflict arises due to an individual professor rescheduling his/her final examination from the time initially scheduled by the Registrar's Office, it is the responsibility of that professor to arrange for an equivalent examination for the student at a suitable time during examination week. If a suitable time is not agreed to, the student may appeal to the chairperson of the department in which the course is taught.
- If the conflict arises due to the scheduling of a group examination for several sections of the same course, the department scheduling the group examination must make equivalent examinations available to students for whom the scheduled group examination creates a three-finals-in-one-day conflict. When a student finds that a group examination creates such a conflict, they shall meet with the chairperson of the department scheduling the group examination who will arrange for the equivalent examination to be given to the student at a suitable time during examination week. If a suitable time is not agreed to, the student may appeal to the dean responsible for the area in which the course is taught.
- If a conflict arises from neither of the above reasons and if a student is taking one of the three courses in their major field, it is the responsibility of that instructor to arrange for an equivalent examination to be given to the student at a suitable time during examination week. If a suitable time is not agreed to, the student may appeal to the department chairperson.

Students should resolve any three-finals-in-one-day conflicts before the beginning of examination week.

Grade Appeals

Grade Appeal Overview:

Throughout this process the student has the right to consult with an ombudsperson (a neutral third party who helps investigate and attempts to resolve complaints and problems, in this case between a student and the university). To connect with an ombudsperson, email fgac-grp@fredonia.edu.

Before appealing, the student should ensure that their reason for appeal is appropriate under the Grade Appeal Policy. The right to appeal is time sensitive and requires timely responses from faculty and administration; all parties should read the policy and follow the timeline.

The Grade Appeal Form should be used by the student, the faculty member, and all others involved in the appeal process to document the progress of the appeal.

Grade Appeal Procedure:

1.
The student should first share the Grade Appeal Form with the instructor and the department's administrative assistant (so that the appeal may be logged) and set a meeting to discuss the grade. The instructor will communicate their decision to the student, the chairperson, and the administrative assistant.

2.
If an agreement is not reached, the student may opt to appeal to the chairperson of the department by sharing the Grade Appeal Form with the chair and administrative assistant.

3.
The chairperson will either uphold the instructor's decision or overturn it, communicating their decision to the student, the instructor, and the department's administrative assistant (to log the outcome).

4.
All parties have the right to appeal the chairperson's decision to the dean. The dean has the option to convene the Final Grade Appeal Board to seek their input. (The Board will be composed of members of the Final Grade Appeal Committee; details can be found in the full Grade Appeal Policy.) The dean will either uphold or overturn the chairperson's decision, communicating that result to the student, the instructor, the chairperson, and the dean's administrative assistant (to log the outcome).

5.
All parties have the right to appeal the dean's decision to the provost. If the dean did not convene the Final Grade Appeal Board, the provost has the option to do so. The provost will either uphold or overturn the dean's decision, communicating that result to the student, the instructor, the chairperson, the dean, and the provost's administrative assistant (to log the outcome). The decision of the provost is final.

6.
If at any point a change in grade is deemed appropriate and not appealed, or if a grade change is deemed appropriate by the provost, the instructor may initiate that change or the office of the appropriate dean may be asked to do so.

7.
At any time during this process prior to when a final decision is made, the student may withdraw their appeal or the instructor may initiate a grade change consistent with the student's appeal. Either of these actions ends the appeal process.

Grade Point Average

The quality point system is used to indicate a student's overall academic average.

Each course grade of:

A	carries 4.0 quality points per semester hour
A-	carries 3.7 quality points per semester hour
B+	carries 3.3 quality points per semester hour
B	carries 3.0 quality points per semester hour
B-	carries 2.7 quality points per semester hour
C+	carries 2.3 quality points per semester hour
C	carries 2.0 quality points per semester hour
C-	carries 1.7 quality points per semester hour
D+	carries 1.3 quality points per semester hour
D	carries 1.0 quality points per semester hour
D-	carries 0.7 quality points per semester hour

Course grades of F, P, S, and U carry no quality points.

The grade point average for a semester is determined by dividing the total quality points earned by the number of hours carried that semester; the cumulative grade point average, by dividing the total quality points accumulated to this point in the student's university career by the total number of hours carried, including courses failed.

Hours earned for courses with P and S grades are not included in figuring the semester or cumulative average; hours failed (grade of F) are.

Students should consult each individual department on its policy for calculating grade point average in the major or minor.

Grading System

Student transcripts are updated at the conclusion of each semester, summer session, or special term. The symbols used to record achievement on the permanent record card of the student at the end of each semester are as follows:

Traditional Letter Grades used in the calculation of the Grade Point Average:

A Excellent

A-

B+

B Very Good

B-

C+

C Fair

C-

D+

D Passing

D-

F Failing

Additional Grades:

I Incomplete, a temporary grade that may be given at the instructor's discretion to a student when extenuating circumstances, such as a significant illness, interfere with the student's ability to complete course requirements.

In deciding whether a temporary 'I' grade is appropriate, faculty may want to weigh the following:

A student wishing to be considered for a temporary 'I' grade in a course must contact the instructor before the last day of final exams. Using the form available on the Registrar's web page (fredonia.edu/registrar) the student should initiate the request for an incomplete with their instructor. If the instructor determines that a temporary 'I' grade is appropriate, then the instructor will determine the deadline for completing the work for the course and will ultimately be responsible for submitting the form (with a cc. to the student's official Fredonia email address) . All missing work must be submitted before the end of the next regular semester at the latest, though the instructor can assign an earlier date. Once the work for the course has been received by the instructor, the instructor must submit the student's revised grade for the course to the Registrar's office within two weeks.

If the work is not completed by the date indicated, the 'I' becomes an F on the permanent record unless otherwise indicated by the faculty member.

IP In Progress. Assigned to the original thesis/graduate capstone course and will remain on the student's transcript until (s)he completes the course.

P Satisfactory completion of courses under the Pass-Fail Option. "P" does not count as part of the cumulative quality point average or total; it does, however, count toward completion of total credit hours earned.

NR Grade not reported by faculty member.

S Satisfactory completion of requirements. The S does not count as part of the cumulative quality point average.

U Unsatisfactory performance or failure. The U does not count as part of the cumulative quality point average.

Note: The letters S and U are used for student teaching and certain other courses, including some independent study and skill courses. In contrast to Pass/Fail, Satisfactory/Unsatisfactory grades are given as departmental options for certain courses, and require that the instructor prepare an appropriate supplemental evaluation of each student's performance to be filed with the department.

W Indicates withdrawal from the university.

WC Withdrawal from a course.

X Indicates continuing enrollment in a course that continues past the end of the semester. An X grade that has not been converted to a credit-bearing grade by the end of the second regular semester after the semester for which the X was given will change to an F grade.

Y Indicates a course completed with a grade of C- or better during a semester accepted for "academic bankruptcy." Credit is awarded for such courses but the grades are not included in the student's average. Prior to Fall 2009, the Y represents all passed courses during a bankruptcy semester.

Z Indicates a course completed with a grade of D+ or lower during a semester accepted for "academic bankruptcy." Credit is not awarded, and grades are not included in the student's average. Prior to Fall 2009, the Y represented failed courses during a bankruptcy semester.

Graduation with Honors

Students whose cumulative quality point average indicates high scholastic attainment will be awarded the degree as follows:

1. *Summa Cum Laude* - Quality Point Average 3.7 or higher.
2. *Magna Cum Laude* - Quality Point Average between 3.50 and 3.69.
3. *Cum Laude* - Quality Point Average between 3.30 and 3.49.

Students may graduate with honors only when they have completed at least 45 hours of graded work at Fredonia. Graded work includes all courses which carry quality points and excludes courses which are graded "satisfactory-unsatisfactory" or "pass-fail."

Only those credits earned at Fredonia will be computed in the final average.

Involuntary Leave of Absence

This policy provides parameters surrounding involuntary leaves of absence for students. This policy is intended to update SUNY's procedures to support students and campus safety in alignment with the latest U.S. Department of Education's Office for Civil Rights (OCR) and U.S. Department of Justice (DOJ) standards.

Policy

I. Involuntary Leave of Absence

Requiring a student to take a leave of absence is rare and only happens when current medical knowledge and/or the best available objective evidence indicates to the VP of Student Affairs, or designee, at SUNY Fredonia that there is a significant risk to the student's health or safety, or the health or safety of others in the Campus community, or the student's behavior severely disrupts the College or University environment, where no reasonable accommodations can adequately reduce that risk or disruption.

Consistent with SUNY's Nondiscrimination Policy, SUNY prohibits unlawful discrimination on the basis of any type of disability or any other characteristic protected by applicable Federal and/or State law in the administration of SUNY's programs and activities.

SUNY institutions offer a range of resources, support services, and accommodations to address the physical and mental health needs of students. However, on rare occasions, a student's needs may require a level of care that exceeds the care that the institution can appropriately provide. Where current knowledge about the individual's medical condition and/or the best available objective evidence indicates that a student poses a significant risk to their own safety not based on mere speculation, stereotypes, or generalizations, or the health and safety of others in the Campus community, or where a student's behavior severely disrupts the University environment and the student does not take a voluntary leave of absence, the VP of Student Affairs has the authority to place a student on an involuntary leave of absence, after appropriate procedural due process has occurred according to this policy.

Before placing any student on an involuntary leave of absence, SUNY Fredonia will conduct an individualized assessment, consulting with the Office of Disability Support Services to determine if there are reasonable accommodations that would permit the student to continue to participate in the University environment without taking a leave of absence.

The VP of Student Affairs may be notified about a student who may meet the criteria for an involuntary leave of absence from a variety of sources, including, but not limited to, the student, the student's academic advisor, Residential Life staff, an academic department, or a member of the Students of Concern Team. If the VP for Student Affairs deems it appropriate, the procedures under this policy can be initiated.

II. Process for Placing a Student on an Involuntary Leave of Absence

1. The Vice President for Student Affairs at SUNY Fredonia will consult with the Office of Disability Support Services at SUNY Fredonia prior to making a decision to impose an involuntary leave of absence.

2. The Vice President for Student Affairs will issue a notice to the student in writing that an involuntary leave of absence is under consideration. The written notice will include the reason(s) why the student is being considered for an involuntary leave of absence, contact information for the Office of Disability Support Services at SUNY Fredonia, and a copy of this policy. SUNY Fredonia will provide clear information about the Office of Disability Support Services, including location of office, whom to contact, services provided, information about how to request reasonable accommodations and supports, and any other pertinent information the campus deems necessary. The notice will also provide contact information (including the name and position) for a neutral or impartial advisor outside of the decision-making process under this policy (the "Advisor"), with knowledge of SUNY Fredonia's involuntary leave of absence process who will serve as a resource to answer any student questions about the process from referral to return to SUNY Fredonia. The Advisor will work with the student throughout the involuntary leave of absence process and any appeals. The Advisor shall be copied on all notices to the student after the student provides consent to have the Advisor as part of their process. In the written notice, the student will be encouraged to respond, and to contact the Advisor before a decision regarding an involuntary leave of absence is made and will be given a specified time period within which to

do so. SUNY Fredonia may train one or more employees to serve as an Advisor for when this policy is initiated. If a student utilizes an Advisor as part of this process, the Advisor cannot speak for the student, and all administrative procedural rules apply. The student is responsible for self-advocacy and consults with the Advisor.

3. To the extent required by applicable law, the VP for Student Affairs must consider potential reasonable accommodations and/or modifications that could eliminate the necessity for an involuntary leave of absence. These may include, without limitation, a voluntary leave of absence and/or academic / housing / dining accommodation(s). SUNY Fredonia must document all such considerations, accommodations, and related decisions.

4. The student may be asked to execute an Exchange of Confidential Information Consent Form providing certain SUNY Fredonia personnel with temporary authority to obtain information from the student's health care provider(s) regarding issues relevant and appropriate to the consideration of an involuntary leave of absence when there is a need for SUNY Fredonia to have access to that information as part of the interactive process and individualized assessment. Any direct communication with a student's medical provider shall be done through the Student Health Center or Counseling Center at SUNY Fredonia, which will relay that information to the designee(s) responsible for assessing all information regarding a potential involuntary leave of absence. Access to these records, if SUNY Fredonia is given authority, shall be limited to personnel directly involved in the deliberation and decision-making process under this policy. If a student refuses to execute this document or to respond within the timeframe set by the VP for Student Affairs, the VPSA may proceed with assessment based on the information in the VPSA's possession at that time.

5. The VP for Student Affairs may also confer, as feasible and when appropriate depending upon the matter, with individuals regarding the need for an involuntary leave of absence. Each case may vary, but conferring individuals can include:

• Representatives from Residence Life;

• Faculty members;

• Academic advisors;

• Department head for programs that lead to professional licensure, as appropriate;

• Representatives from SUNY Fredonia's Student Health Center (with appropriate authorization for any providers who have provided services to the student);

• The student's treatment provider(s) or other health care professionals (with appropriate authorization for any providers who have provided services to the student);

• Representatives from SUNY Fredonia's Counseling Center or equivalent office (with appropriate authorization for any providers who have provided services to the student);

• Member(s) of the Students of Concern Team; and/or

• Other individuals who may be appropriate in an individual matter.

6. When evaluating whether an involuntary leave of absence is appropriate, SUNY Fredonia will consider specific criteria, such as:

• Whether current knowledge about the individual's medical condition and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of a member of the SUNY Fredonia community;

• Whether a student is unable or unwilling to carry out substantial self-care obligations and poses a significant risk to their own safety, not based on mere speculation, stereotypes, or generalizations; and/or

• Whether a student's behavior severely disrupts the SUNY Fredonia environment.

The individualized assessment for each factor, based on reasonable judgment that relies on current medical knowledge to the extent that information is available, or the best available objective evidence, should capture:

•
the nature, duration, and severity of the risk or disruption;

•
the probability that the risk or disruption will actually occur; and

•
whether reasonable modifications of policies, practices, or procedures will appropriately mitigate risk or disruption, thereby eliminating the need for an involuntary leave of absence.

7. The VP for Student Affairs at SUNY Fredonia will give significant weight to the opinion of the student's treatment provider(s) identified by the student (with appropriate authorization) regarding the student's ability to function academically and safely at the campus with or without reasonable accommodations. If the VPSA determines that the information provided by the treatment provider(s) is incomplete, requires further explanation or clarification, or is inconsistent with the other information in the student's record, the SUNY Fredonia VPSA (with appropriate authorization) may contact the treatment provider(s) to obtain additional information. In certain circumstances, SUNY Fredonia may request the student to undergo an additional evaluation by an independent and objective professional designated by SUNY Fredonia, if the VPSA believes it will facilitate a more informed decision. SUNY

Fredonia should appropriately document the reasoning for such a decision, if warranted.

8. Following the VPSA's consultations and review of the relevant documentation and information available, the VPSA will make a decision regarding whether the student should be placed on an involuntary leave of absence and shall provide written notice of the decision to the student. This written notice of decision shall include information about the student's right to appeal the decision and information about reasonable accommodations available during the appeal process. The review and notice of decision shall be performed in a reasonable and timely manner.

9. In emergency situations involving an imminent threat of harm to the student or any other member of the SUNY Fredonia community, the VPSA, in the exercise of his or her reasonable judgment, may require a student to be immediately prohibited from entering the campus or facilities utilized for SUNY Fredonia programs or activities while such individualized assessment and review under this policy is taking place. Such students shall receive written notice to this effect as quickly as possible and/or practicable. While this individualized assessment and review is being conducted, every effort shall be made by the VPSA to reach a decision within seven (7) calendar days, provided that the student responds in a timely manner to requests for information, and if appropriate, evaluation. If there are delays, SUNY Fredonia shall document the reason for such delays in writing.

III. Decisions on Involuntary Leaves of Absence

1. If an Involuntary Leave of Absence is Imposed: The written notice of any decision concerning the student shall set forth the basis for the decision; a timeframe for when the student must leave SUNY Fredonia; the student's right to appeal the decision; and information about reasonable accommodations available during the appeal process. This notice shall also set forth when the student may be eligible to return to campus and the conditions and/or requirements the student will need to satisfy to be eligible for return. This written notice shall also inform the student of their right to reasonable accommodations in the return process and will provide contact information for the Office of Disability Support Services for students requiring reasonable accommodations. The length of the student's leave will be determined on an individualized basis. The student's Advisor shall be copied on all notices concerning all decisions related to the student if the student so designates and consents.

2. If An Involuntary Leave of Absence is Not Imposed: The VPSA may impose conditions and/or requirements under which the student is allowed to remain at SUNY Fredonia using the least restrictive appropriate means possible.

IV. Appeals

1. Within seven (7) calendar days of receiving the written notice of a decision from the VPSA at SUNY Fredonia, the student may submit an appeal of the decision in writing to the appropriate President's designee(s) for appeals under this policy. The appeal shall be heard by a three (3) person Board of Appeals. The decision-maker who imposes an involuntary leave of absence shall not hear appeals or render decisions on appeals. The individuals chosen to oversee appeals cannot have been involved in the original decision-making process. The written request for appeal must specify the particular substantive and/or procedural basis for the appeal and must be made on grounds other than general dissatisfaction with the decision of the President's designee(s). While the appeal is pending and being heard by the Board of Appeals, the original decision will remain in place. All appeals decisions will be issued within seven (7) calendar days of submission.

2. The criteria for appeal will be limited to the following:

•
Disproportionate Findings or New Information: if there is any information not previously considered that would allow the student to remain with a reasonable accommodation or if there is any new information not previously available to the student that may change the outcome of the decision-making process;

•
Procedural irregularities: if there were any procedural irregularities that materially affected the outcome of the matter to the detriment of the student who appealed the decision.

3. After reviewing the matter fully, the Board of Appeals will issue a written decision affirming, modifying, or reversing the decision to place the student on an involuntary leave of absence. The Board of Appeals' decision shall be final, and no other appeals or grievance procedures are available at the Campus level.

V. Implications of an Involuntary Leave of Absence

1. Student status: Students on a leave of absence generally retain their admitted student status during the period of the student's leave based on SUNY Fredonia's local enrollment policies; however, they are not registered and therefore, do not have the rights and privileges of registered students.

2. Housing: Consistent with SUNY Fredonia policies and procedures, students assigned to a SUNY Fredonia residence are subject to the terms and conditions of the Housing License at SUNY Fredonia. Students who leave the Campus before the end of a term may be eligible to receive refunds of portions of their housing charges, per SUNY Policy.

3. Effective date(s) of leave: A student must leave campus within the timeframe set forth by the VPSA or Board of Appeals, as applicable, in the decision to impose an

involuntary leave of absence. The leave will remain in effect until:

•
The VPSA has determined after an individualized assessment the parameters of which shall be set forth in the written decision of VPSA or the Board of Appeals, as applicable, that the student is able to return to the campus with or without reasonable accommodations, and

•
The student has complied with any SUNY Fredonia requirements applicable to all students returning from a leave and all conditions mandated by the VPSA or Board of Appeals, as applicable.

Students are not permitted to return mid-semester if placed on a leave of absence. SUNY Fredonia shall clearly identify and state deadlines for all requests to return, which will align with the start of each academic term per year. This includes short, sprint, and late start sessions within the semester. This also includes online, arranged classes, and internships.

4. Notification: At any time while the student is on leave, the VPSA may notify a student's parent, guardian, emergency contact, or other individual, consistent with the law, if notification is deemed appropriate under the circumstances.

5. Association with SUNY Fredonia while on leave: Unless expressly permitted by the VPSA in writing, or the Board of Appeals, as applicable, students on an involuntary leave of absence are not permitted to be present at SUNY Fredonia and are not permitted to engage in any campus-related activities, including on campus and/or remote employment opportunities.

6. Coursework taken while on leave: Consistent with SUNY Fredonia's policies and procedures, academic credit for work done elsewhere may be allowed toward a SUNY Fredonia degree. However, students must consult with the Registrar's Office and their academic department prior to taking any coursework while on an involuntary leave of absence.

7. Access to Student Accounts while on leave: Unless expressly prohibited in writing by the VPSA, students on leave generally may retain their student ID privileges, which will be explicitly defined per SUNY Fredonia policy, including their SUNY Fredonia email account.

8. Tuition and Fees: Consistent with SUNY's and SUNY Fredonia's local policies and procedures, students who leave the campus before the end of a term may be eligible to receive refunds of portions of their tuition. See the SUNY Tuition Refunds Policy for a schedule of refunds.

9. Financial Aid: SUNY Fredonia shall provide information on any effect an involuntary leave of absence decision may have on that student's financial aid.

10. Meal Plan: Campuses shall provide information on what refunds may be available on meal plans within the context of this policy.

11. Visa Status: International students (F-1 and J-1 Visa holders) placed on an involuntary leave of absence must speak with the International Support Services Coordinator regarding their Visa status and the effect an involuntary leave of absence may have on that status.

VI. Request for Return

1. In addition to the general requirements all students must meet when returning to SUNY Fredonia after a leave of absence, as well as any conditions imposed by the VPSA or Board of Appeals, as applicable, for return from an involuntary leave of absence as outlined in the decision, students seeking to return from an involuntary leave of absence imposed for reasons of personal or community health and safety may be required to submit additional documentation related to the factors set forth in Section III.6 as part of an individualized assessment. The Office of Disability Support Services will work with students to provide reasonable accommodations in the return process as appropriate.

2. A student must make a written request to the VPSA to return to SUNY Fredonia. Generally, a student shall not be allowed to return until one full semester has elapsed or until the leave period in the involuntary leave of absence notification has elapsed, and all conditions and/or requirements have been met.

3. The VPSA may require the student to provide evidence that the student, with or without reasonable accommodations, has sufficiently addressed the issues that previously established the criteria for imposing an involuntary leave of absence as set forth in Section III.6, above. The VPSA may also ask, confer with, or seek information from others to assist in making this determination. The information sought may include:

• At the student's discretion, documentation of efforts by the student to address the issues that led to the leave;

• Release of academic records to inform treating clinicians (with appropriate authorization);

• Release of treatment information to the extent necessary to determine if the student has sufficiently reduced the risk or disruption that led to the leave (with appropriate authorization);

• Consultation with SUNY Fredonia's Student Health Center and/or Counseling Center to the extent necessary to determine if the student has sufficiently reduced the risk or

disruption that led to the leave (with appropriate authorization); and/or

• Consultation with the Office of Disability Support Services

4. All returning students must meet the essential eligibility requirements and any technical standards of SUNY Fredonia and, if applicable, the relevant school or department, with or without reasonable accommodations. If the VPSA determines that the student is ready to return to SUNY Fredonia, the student will be notified in writing of the decision, including the reason for the decision, within a reasonable time after the student has submitted a request for return and required documentation per this policy.

5. A student not permitted to return may appeal the decision to the Board of Appeals under this policy, following the procedures in Section V.

6. Based on the Campus's enrollment policies, a student may be disenrolled after a certain period of inactivity.

VII. Scope of the Policy and Relationship to Other College Policies

A leave of absence is an administrative process; it is not a disciplinary process.

This policy is not intended to be punitive and does not take the place of disciplinary actions that are in response to violations of the SUNY Fredonia's Student Code of Conduct, or other policies and directives, nor does it preclude the removal or dismissal of students from SUNY Fredonia or campus-related programs as a result of violations of other campus policies or school or department protocols.

This policy does not limit SUNY Fredonia's ability to place enrollment holds on students for reasons beyond the scope of this policy.

This policy does not relieve a student of any financial obligations to SUNY Fredonia that were incurred prior to the time the involuntary leave of absence was imposed. SUNY Fredonia is required to notify students if there might be an effect on the student's financial aid, including returning aid, outstanding balances, potential effects on future aid, and any effects on the New York State Tuition Assistance Program (TAP), the Excelsior Scholarship Program, and any other scholarship, if applicable.

Nothing in this policy limits the power of the SUNY Fredonia to take administrative action to ensure the safety of the Campus community in accordance with all appropriate laws and policies.

Nothing in this policy prevents SUNY Fredonia from engaging in a temporary suspension under its policies, if necessary, under the circumstances. Any such cases shall be appropriately reviewed per SUNY Fredonia policy.

SUNY Fredonia is required to abide by the Family Educational Rights and Privacy Act (FERPA) and comply with its requirements regarding student privacy.

Nothing in this policy prevents SUNY Fredonia from following the Rules of Maintenance of Public Order, as necessary.

VIII. Requests for Reasonable Accommodations

SUNY is committed to providing equal access to all participants in campus processes, including students with disabilities. Students with disabilities should contact the Office of Disability Support Services at SUNY Fredonia to request accommodations.

Definitions

There are no definitions relevant to this policy.

Other Related Information

SUNY Policy Doc. No. 6502, Equal Opportunity: Access, Employment and Fair Treatment in the State University of New York

Related Procedures

SUNY Procedure Doc. No. 6501, Discrimination and Sexual Harassment Complaint Procedure Forms

There are no forms relevant to this policy.

Authority

The following links to FindLaw's New York State Laws are provided for users' convenience; it is not the official site for the State of New York laws.

NYS Education Law § 355(2)(h) (Authority of the SUNY Board of Trustees to regulate the operation and administration of State-operated SUNY campuses).

In case of questions, readers are advised to refer to the New York State Legislature site for the menu of New York State Consolidated.

Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et. Seq.) Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794. New York State Executive Law Section 291.

New York State Executive Law Section 292.

History

State University of New York Board of Trustees Resolution 2X-XX adopted April XX, 2024.

Appendices

There are no appendices relevant to this policy.

Leave of Absence Policy and Continuing Enrollment

A leave of absence may be obtained for the following reasons: medical, military service, or jury duty. In most cases, a student must have a minimum 2.0 cumulative grade point average and at least a 2.0 average in his/her major. The purpose of a Leave of Absence is to permit the student to return without applying for readmission.

A leave of absence form can be obtained from the Office of Academic Advising Services (2114 Fenton Hall) or by contacting them advising@fredonia.edu.

Ordinarily, a leave is for one semester or one academic year.

Students wishing to return after a leave of absence must contact the Registrar's office at least one month before the beginning of the semester in which they wish to enroll.

Legal Name Changes

A student whose name is legally changed should report the change in writing to the Registrar along with a photocopy of a legal document (driver's license, court order, social security card) reflecting the new name.

Liability

The university is not responsible for loss or damage to personal property by fire, theft, or any other cause on university property or in any off-campus housing facility.

Online Student Complaint Process

Students taking online classes offered by SUNY Fredonia should attempt to resolve any issues or complaints with the College first. This includes going to the instructor, and/or the Chair of the academic department. The College's complaint procedures, including the Grade Grievance Procedure, as well as procedures for complaints concerning bias and discrimination are available in the links below.

Students should attempt to resolve any issues or complaints directly with SUNY Fredonia, the instructor, and the department in which they are enrolled. Please refer to the Student Complaint Procedures site which describes the appropriate complaint procedures. Consumer protection complaints resulting from distance education courses, activities, and operations may be submitted to the SUNY Fredonia Student Complaint Form for investigation and resolution.

SUNY Fredonia is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies and procedures outlined within the SARA Policy Manual. NC-SARA provides a complaint process for out-of-state distance education students.

If a student is dissatisfied with the campus-based resolution, a concern may be submitted to System Administration of the State University of New York as outlined here. If the student is dissatisfied with the SUNY resolution, a complaint may be submitted, within two years of the incident about which the complaint is made, to the New York State Education Department (NYSED) Office of College and University Evaluation Complaint website.

If you are a student residing in California and are unable to find a resolution using the above contacts visit the California Department of Consumer Affairs website for assistance.

Please note, complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures, should follow the procedures outlined below.

- A full list of SUNY Fredonia Policies are available on the University Policies for Students page.
- Complaints related to grades should follow the SUNY Fredonia Grade Appeal Policy.
- Other student complaint procedures can be found on the Student Complaint Procedures site.

Pass-Fail Option

The Pass-Fail Option permits a student, with the advisor's approval, to take certain courses and earn a grade of P (Passing) or F (Failing), rather than a traditional letter grade (A,B,C,D). Quality points will not be used for pass-fail courses when the student receives a passing grade. However, a failing grade will carry the usual penalty for failure in a course.

The following courses may NOT be taken Pass-Fail:

- Courses at the 100-level
- Courses that are part of the professional semester
- Courses required for a major, a minor or the General Education Program

Within the limitations given, students may enroll for courses as free electives on the pass-fail basis:

1. Completion of a minimum of 39 semester hours toward the bachelor's degree is required before enrollment in pass-fail courses.
2. No more than 16 semester hours may be taken on a pass-fail basis; no more than two such courses may be taken in any one semester. All courses taken as pass-fail are counted towards the 16 hour maximum whether the student receives a P or an F.
3. In the event a student transfers to a department in which they have taken a pass-fail course, the student may petition the Registrar to rescind the pass/fail option for the course.

Pass-fail applications are available from the Office of the Registrar. A student who decides to enroll on a pass-fail basis is required to obtain their advisor's signature on the application within the three-week period following the beginning of the semester. The student may not thereafter change status in the course(s).

Permission to Take Graduate Courses While an Undergraduate

Undergraduates who have completed 90 credit hours and whose grade point average is 3.0 or better may be allowed to enroll in suitable graduate courses numbered 500-599. Permission is not automatic, however; in each instance, students must request approval of the department offering the course. The forms for this purpose may be found in the Registrar's office or online at https://www.fredonia.edu/academics/registrar/policies-forms#Permission-Graduate-Courses.

Students may use such graduate courses either to meet undergraduate degree requirements or to meet degree requirements in a Fredonia graduate program they enter at a later time. Except for specific courses prescribed in an approved multi-award program, no course may be used for both purposes by the same person. In no case will an undergraduate be allowed to enroll in a course numbered 600 or above.

Prior Credit and Credit by Examination

Credit for Prior Learning (CPL) allows students the opportunity to earn college credit for learning opportunities that have taken place outside of a traditional college experience if those opportunities can be reviewed and equated to existing credit-bearing academic experiences. Fredonia recognizes that learning can take place through a variety of means, can be unique to a student's chosen degree and career, and can be assessed using diverse methods/tools; we support these alternative pathways to degree completion.

CPL credits may be aligned with specific courses as an equivalency. In such cases, the award should always be based on an evaluation of the specific Student Learning Outcomes (SLOs) associated with a particular course and present on the most recent course syllabus.

Please note that CPL will only be granted to students who are matriculated in a SUNY Fredonia degree program and that any CPL assessment that occurred 10 years or more prior to enrollment at Fredonia is subject to re-review.

To be accepted, the knowledge and skills being assessed must correspond to established Fredonia degree requirements. If the experience does not apply to unfulfilled general education, major requirements, or electives, the university does not have to accept the credits toward the degree. While it is possible to award general elective CPL credits, programs are encouraged to give credit for specific courses when an alignment of Student Learning Objectives (SLOs) shows it to be appropriate.

All awarded credit for prior learning shall be appropriately identified by source and method on the transcript by University-wide codes established by the University Registrar. Credits for demonstrated knowledge earned through any prior learning method do not fulfill the university's residency requirements.

No more than 25% of the credits towards any Certificate or Advanced Certificate earned at Fredonia may be acquired via any form of CPL. Fredonia will accept up to 12 undergraduate credits or six (6) graduate credits earned specifically by demonstration of knowledge/skill (the third avenue outlined below) towards the completion of a degree.

By submitting their request for CPL via demonstration of knowledge/skill, the student acknowledges their liability for the non-refundable CPL fee for all demonstration of knowledge/skill CPL applications that they submit at Fredonia (fee schedule). If a student has already earned CPL via demonstration of knowledge/skill at another institution and wishes to apply for more CPL via demonstration of knowledge/skill at Fredonia, Fredonia has the right to request records from the previous institution to prevent duplication of credit.

Students may earn credit for prior learning through the three avenues outlined below.

Credit for Military Service

Credit for military service experience and education is evaluated on an individual basis according to the guidelines established by the American Council on Education (ACE) and published in their Military Guide. To have their service record evaluated for possible

credit-earning experiences, students should submit their Official Joint Services Transcript (JST) to Fredonia's Office of Admissions for an individualized review.

Credits earned as part of military service come into Fredonia as transfer credits with no specific grade assigned. They will appear on the student's transcript with a "grade" of TR and will not impact a student's GPA.

Fredonia does not charge a fee for the award of CPL for military service via JST transcript review.

Credit by Examination

Students may complete graduation requirements at an accelerated rate by submitting the results of proficiency examinations for credit evaluation. Fredonia recognizes credit earned through Advanced Placement (AP) Exams, the College Level Examination Program (CLEP), International Baccalaureate (IB) Exams, and Cambridge International Exams. These examinations may fulfill general education, major, or minor requirements.

AP equivalencies can be found by reviewing the Transfer to Fredonia webpage (scroll down to the Entering with Advanced Credit accordion menu). CLEP, IB, and Cambridge equivalences can be reviewed on the Course Transfer Equivalencies website and selecting the exam type as the transfer institution.

Fredonia does not charge a fee for the award of CPL for credit by examination via AP, CLEP, IB, or Cambridge International Exams.

Advanced Placement (AP)

Students must submit the results of their Advanced Placement Examinations to the Office of Admissions. A score of three, four, or five may result in placement and/or credit in some programs.

College Level Examination Program (CLEP)

Fredonia accepts most, but not all, examinations for credit toward graduation. Students must score at the fiftieth percentile in order to receive credit; some exams require a higher score. Students who have earned more than 60 college credits may earn credit for CLEP Subject Exams but not General Exams.

International Baccalaureate Exams (IB)

College credit will be given for Higher Level (HL) exam scores of five or higher. In addition, some academic programs may offer university credit for an HL exam score of four. Students who have earned an IB Diploma may be awarded a maximum of 30 credits.

Cambridge International Exams

Students who have earned a C or higher on the Advanced Subsidiary Exams (AS Level) and/or the Advanced Level Exams (A Level) may earn college credit.

Students may not earn duplicate credit for both a college course and a proficiency exam for the same subject area. For example, students cannot earn credit for US history by taking both the AP US History Exam and a college course in US History. Credit by Examination is considered transfer credit and does not factor into the student's overall GPA.

Credit by Demonstration of Knowledge/Skill

Students may also earn credit by demonstrating to a faculty evaluator that they have the knowledge and/or skills that would be provided by a particular course or are suitable for general elective credit. The course/experience in question will not be one in which the classroom process itself is an important focus, as it is in courses dependent on small group discussion, group or collective problem-solving, laboratory experiments, or group projects.

Evaluation of prior knowledge and/or skills might include portfolio review; the successful completion of a challenge exam; an oral interview or examination; or a skill simulation or demonstration. Credits for demonstrated knowledge and/or skills earned through any prior learning method do not fulfill the university's residency requirements.

The best method to evaluate a student's prior learning will vary across programs and disciplines.

Therefore, any department that wishes to accept CPL towards a degree program will need to establish their own guidelines and processes and submit them to the Director of Curriculum and Special Programming and the Office of the Provost for approval. Campus considerations and suggestions for such guidelines can be found here.

Fredonia will accept up to 12 undergraduate credits earned by demonstration of knowledge/skill towards graduation and up to six (6) graduate credits. Credits earned through a demonstration of knowledge/skill come into Fredonia as transfer credits with no specific grade assigned. No more than 25% of the credits towards any Certificate or Advanced Certificate earned at Fredonia may be acquired via any form of CPL. Credits will appear on the student's transcript with a "grade" of TR and will not impact a student's GPA.

If a student has already earned CPL via demonstration of knowledge/skill at another institution and wishes to apply for more CPL via demonstration of knowledge/skill at Fredonia, Fredonia has the right to request records from the previous institution to prevent duplication of credit.

Fees Associated with the Award of Credit via Demonstration of Knowledge/Skill

Students will be assessed a fee according to the number of credits of this type they apply to bring in. Students can find the fee schedule here.

All decisions regarding CPL via demonstration of knowledge/skill - whether it is awarded, partially awarded, or denied - must be accompanied by the faculty member's written report that explains the methods and standards used to assess the student's knowledge/skills.

Maintaining Records:
Records of credit for prior learning will be maintained according to practices established in the SUNY records retention and dispositions schedule.

Transfer of CPL to Other Institutions:
SUNY Fredonia cannot guarantee that credit offered for prior learning will be acceptable to other colleges or universities if you should transfer elsewhere.

Readmission and Reinstatement

Students who have withdrawn from the university and wish to return may obtain an application for Readmission/Reinstatement from the Office of The Registrar (p. 524). Applications are reviewed by the appropriate academic dean and department chairperson and the student must be in good financial and judicial standing.

Reinstatement

Students who return to the university after an absence of one calendar year or less, and who left the university in good academic standing (defined by a GPA of 2.0 or higher, and not on academic probation) are eligible to be reinstated. A student who has been reinstated will keep the major(s), minor(s), and/or concentration he or she had at the time of separation from the university. Students who wish to return to a different major, should apply for Readmission.

Readmission

Students who have left the university either on probation or because of Academic Dismissal, or who have been absent from the university for more than one calendar year, or wish to return to a different major, will need to apply for readmission. The student's application for readmission will be reviewed by the appropriate dean and the department chairperson or program director of the major into which the student seeks readmission.

Registration

While the university provides enough courses and seats for each accepted student to register for, a full schedule of courses each semester pertinent to their academic objectives and in partial fulfillment of degree requirements, it cannot assure a desired time schedule, a preferred instructor, or a given course. The university reserves the right to cancel any course for which the enrollment is deemed insufficient or for other administrative reasons. The university also reserves the right to change faculty assignments and therefore cannot guarantee students the faculty of their choice.

Early Registration is held during the latter part of the regular spring and fall semesters preceding the semester for which enrollment is sought. The exact dates of early registration will be announced by the Registrar through e-mail and the Registrar's web page, and in campus publications. Students wishing to register must meet with their academic advisor and discuss their academic plan for the upcoming semester. Students will then register according to published guidelines.

In addition to participating in the Early Registration period, all students must confirm registration by paying the appropriate tuition and fees, according to the directions issued by the Office of Student Accounts.

In compliance with the regulations of the Board of Trustees of the State University, students who have not satisfied their financial obligations to the university will not be permitted to register.

Registration must be completed by the end of the first week of classes. A service charge of $40 is imposed for registrations taking place after the third day of classes.

Changes in student class schedules must be made via the Internet within the first two days of the fall or spring semesters, or filed in the Office of the Registrar within the period prescribed by that office.

NOTE:

- Course Add/Drop/Withdrawal deadlines published in the university calendar are for full semester courses; deadlines are pro-rated for courses that meet less than a full semester.

Students may drop courses through the first week of the semester. Those courses dropped will be removed from the student's permanent record. After the drop deadline, students may withdraw from a course.

A fee of $20 will be assessed for each course added after the established add deadline. Transactions involving a switch from one section of a course to another will be charged one $20 fee.

Following the drop deadline and ending with the withdrawal date published by the Registrar each semester, a student may withdraw from a course after consultation with their advisor and course instructor. A grade of "WC" is assigned. The withdrawal grade will be recorded on the student's permanent record but will not be counted in the student's quality point average.

Through the second week of the semester, an instructor of a course may petition the Registrar to have a student dropped from a course. This may be done if the student has not been attending classes, and there are other students wishing to add the course. When an instructor initiates such action, the Registrar will make an effort to contact the affected student, and, if the student wishes to remain in the course, the student will be allowed to do so, subject to approval by the instructor.

Students will not be permitted to withdraw from courses after the withdrawal deadline published by the Registrar.

Exact dates for the add, drop and withdrawal periods are given in the university calendar and are posted on the Registrar's web pages, and apply to all full-semester courses.

Requirements for a Second Baccalaureate Degree

1. Some students will complete two major programs, but in most cases will only earn one degree. Fredonia students wishing to earn two separate ***degrees*** concurrently must complete a minimum of 150 semester hours and complete the requirements for the two degrees during the semester in which they have applied for graduation. The two degrees may not be of the same type as registered by the New York State Education Department. For example: a B.A. and a B.S. would be appropriate, but two B.A. degrees would not, as the latter can be accomplished in the declaration of a second major.
2. Fredonia graduates seeking an additional bachelor's degree after conferral of the first degree must take a minimum of 30 semester hours at the university and must successfully complete the requirements of their additional major or program. https://www.fredonia.edu/academics/registrar/second-baccalaureate-degree
3. New students seeking an additional bachelor's degree must take a minimum of 45 semester hours at Fredonia, to meet the residency requirement, and must successfully complete the requirements of their additional major or program. https://www.fredonia.edu/academics/registrar/second-baccalaureate-degree
4. A minimum of 15 credit hours must be successfully completed in the discipline of the second degree program. Of these 15 credit hours, no more than 3 credit hours may be taken as an independent study or internship. The department chairperson of the proposed degree program will prepare a written contract outlining the required courses, to be approved by the appropriate Dean, prior to admission to the program.
5. The student must have a minimum cumulative quality point average of 2.00 in all courses required for the second degree and in courses required for the second major or program. Students should see the department sections for any variation from this requirement.
6. Students must meet all their financial obligations to the university and any or all of its supporting agencies.
7. A student who expects to graduate at a given date must complete an application through the Registrar's office, not later than the third full week of classes of the final semester of attendance.

Requirements for the Bachelor's Degree

Students are responsible for ensuring that they have met all degree requirements, including general education requirements and requirements for majors, minors and concentrations.

As students approach the completion of 75 credit hours, they are encouraged to use the online degree evaluation available through "Your Connection." Department chairpersons will work with students who have questions about the results of the audit, to make sure progress is being made towards completing degree requirements.

Graduation from the university with the award of the appropriate degree (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts,

or Bachelor of Music) will be granted to students who fulfill the following requirements.

1. They must earn a minimum of 120 unduplicated credit hours. This requirement cannot be waived
2. They must complete all required courses in a particular major program, the General Education requirements of the General Education Program, and sufficient elective credits to make up the total required credit hours, with a minimum cumulative quality point average of 2.00. The student must also have a minimum cumulative quality point average of 2.00 in courses required for his/her major, minor, and concentration. Students should see department sections for any variation from this requirement. The minimum 2.0 GPA requirement cannot be waived.
3. Except for certain programs, students pursuing the B.A. or B.S. degree must earn a minimum of 66 hours in credits from disciplines other than their major discipline. For either the B.A. or B.S., students in multi-discipline major programs may not apply more than 45 hours in any one discipline toward credits needed for graduation.
4. All students must take a minimum of 45 semester hours at Fredonia. In order to count towards this requirement, a course must be taught by a SUNY Fredonia faculty member. This shall include courses taught by Fredonia faculty via distance education and up to 15 credits earned through study abroad under the INED subject code. Transfer students should review the Transfer Credit Policy (p. 532).
5. Under ordinary circumstances, students will have 10 consecutive years during which to complete the requirements for the undergraduate degrees in effect at the time they began their studies. If they wish to complete the degree after 10 years, their record of studies will be reviewed by the chairperson of the academic department in which their major falls, and by their academic dean, to determine how much of their earlier credit is still applicable. This rule applies not only to credit earned at Fredonia, but also to credit transferred to Fredonia from other colleges or universities. In addition, after 10 years, students will generally be required to complete the current General Education Program requirements. The student's record of studies will be reviewed to determine how much of his/her earlier general education credit is still applicable.

   This policy notwithstanding, to the extent that certifying agencies change the requirements for a particular degree within the student's original 10-year period or later, students will be bound by the new requirements of the agency.
6. Candidates in a program leading to certification to teach in New York State must satisfactorily complete all student teaching requirements. No grade less than S gives credit in student teaching.
7. Music students must meet certain accompanying and performance standards, and secondary Instrument competencies. Details on these requirements may be secured from the School of Music.
8. Students must meet all their financial obligations to the university and any or all of its supporting agencies.
9. A student who expects to graduate at a given date must complete an application through the Registrar's office, not later than the third full week of classes of the final semester of attendance.
10. All students seeking an undergraduate degree must complete 45 credit hours at the upper-level (300 level courses and above). Please see your advisor for additional information regarding courses that will satisfy this requirement. Transfer students should review the Transfer Credit Policy (p. 532).

NOTE:

- Only 4 credit hours of physical education activities courses (100-level courses) may count toward the total number of credit hours needed for graduation.
- Not more than 6 credit hours of arts ensemble courses (e.g., MUS 021-047) may be counted toward the total number of credit hours needed for graduation, unless this rule is overridden by a requirement/limit stipulated by the student's major.
- A maximum of 24 credit hours of internship credit may count toward the number of credit hours needed for graduation.
- Credit for a course may not be counted more than once, unless the course has been designated by the department as an exception to this rule.

Semester Credit Load

Undergraduate students must be registered for at least 12 credits per semester to maintain full-time status. The normal credit load for most undergraduate programs is 15 or 16 per semester.

A student who wishes to register for more than 18 credit hours must secure the approval of their department chairperson/program coordinator, subject to the following:

- Students on Academic Probation are **not** permitted to register for more than 18 credits.
- Students in good standing with a GPA less than 3.00 may request permission to register for up to 21 credits.
- Students with a GPA of 3.00 or higher may request permission to register for up to 24 credits.

Any exceptions to the above must be approved by the Provost's Office (or designee)

Student Identity Verification in Online and Distance Education Courses

Online classes at Fredonia are offered through the campus-supported Learning Management System (LMS). Students are required to log in to the system using their campus-assigned student eServices User I.D. account.
The student's eServices User I.D. is provided to the student upon applying to the institution. The student is required to set up their eServices password using the University Password Administration Self-Service application. This set-up process includes identity proofing the student based on verified data within the institutions Student Information System (SIS) and the creation of security questions for future password management. When the institution receives the student's paid admissions deposit the student's eServices account is provisioned access to Fredonia LMS. Enrollment information is transferred from the (SIS) to the LMS to ensure that students have access to all (and only those) courses for which they are enrolled.

Student Identity Verification

Access to the LMS is controlled by the student's eServices user I. D./password, and official communication with the student is through a campus-assigned email account. The student's eServices User I.D. account credentials are retrieved through the Student Information System Self-Service Portal (Your Connection). This interface provides Fredonia students initial access to user-specific information, including User I.D. and password information for use of electronic resources and computing facilities at Fredonia. The login credentials to Your Connection utilize the student's Fredonia I.D. (FID) as the UserID and an assigned PIN for the initial PIN. The student is forced to change the PIN immediately upon logging in for the first time. Students must provide ID when requesting password resets at the ITS Help Desk (or answer a series of challenge questions when making the request by phone). All accounts are generated by Fredonia – students do not self-enroll in any online-access accounts.

Protection of Student Privacy

All processes related to the verification of student identity for online course access are automated, protected by campus information security and privacy policies and procedures, and in compliance with FERPA regulations. Such information security provisions include secure authentications and connections to electronic resources, password integrity guidelines, password complexity and length requirements, self service password resets, required account security questions, and various levels of encryption.

Charges Associated with Identity Verification

There are no charges to students associated with identity verification.

Responsibility for Identity Verification

Information Technology Services is responsible for the consistent application of the automated electronic processes related to student identity verification for online courses.

Student Responsibility for Safeguarding Credentials

Students are responsible for safeguarding their student accounts and for all activity associated with those accounts. Sharing of login credentials with the intention of anyone other than the registered student completing course work is considered a violation of the Academic Integrity Policy and Computer and Network Usage Policy.

Transcripts of Record

Upon written request from the student, the Registrar will provide an official transcript. Students are urged to request transcripts well before the date they are needed. (For information on changes to transcripts, see Student Appeals of Grades (p. 513).)

Transfer Credit

After a student has been admitted to Fredonia, the Office of the Registrar evaluates transcripts from other colleges and/or universities. Faculty are consulted in establishing course equivalencies. Credit will be awarded for parallel liberal arts courses, taken at regionally accredited institutions, in which a passing grade was earned. However, academic departments may have minimum grade requirements and courses may need to be repeated. Students should consult the academic program section in the college catalog for minimum grade requirements. Official transcripts are required for evaluation. College credit that is more than 10 years old will be reviewed by the academic department and may not apply to current degree requirements. The student is responsible for requesting course descriptions from the original institution if deemed necessary.

Students entering Fredonia in FALL 2023 or later:

- may apply a maximum of 66 transfer credits at the lower-division (Fredonia equivalent courses at the 100/200 level) towards their baccalaureate degree

- may apply an additional 9 credits at the upper-division (Fredonia equivalent courses at the 300/400 level) towards their baccalaureate degree.

Your academic department chairperson or designee determines the distribution of specific courses in fulfillment of departmental requirements in your chosen field of study and provides information about which courses you will need to complete degree requirements in a timely manner.

Your grade point average does not transfer; only credit hours are awarded. Your Fredonia transcript will only display the transfer college name and the total number of credits accepted by Fredonia. You must fulfill all university and departmental requirements for the baccalaureate degree, including a residency requirement of 45 semester hours of credit at Fredonia. Additional requirements for the Bachelor's Degree are located in the All Programs section in the catalog.

Visit our Transfer Student Services web page https://www.fredonia.edu/student-life/transfer-student-services to view our transfer credit equivalency database and a list of current articulation agreements. As a prospective transfer student, we encourage you to visit the university to discuss transfer credit and graduation requirements with a departmental academic advisor or our admissions transfer counselor.

Undergraduate Academic Standing and Probation

The term "*in good academic standing*" means that a student is eligible or has been allowed to register for and undertake academic course work for the term in question. Being placed on Academic Probation is intended to assist the student in improving their academic performance. A student on Academic Probation is considered "in good standing," however, if certain conditions are not met (i.e., improvement in GPA), the student can be dismissed from the university. Students are placed on Academic Probation when their GPA falls below a certain standard.

Students should be aware that changes in Academic Standing may impact eligibility for financial aid, so it is imperative that students use all of the resources available at Fredonia to stay on track or get back on track. Students should reach out to financial aid if they are placed on Academic Probation to determine if their eligibility has been impacted.

The Academic Standings Committee has adopted the following regulations governing academic standing:

- A student will be placed on Academic Probation if the cumulative GPA falls below a 2.00.
- A student on Academic Probation is required to meet with an advisor (generally a designated member of the student's major academic department) to create a success plan that will assist the student in getting back on track toward completion of their degree. Most success plans include the student meeting with their advisor a minimum of three times during the probationary semester to check in, mark progress, ask for help and receive guidance.
- "Good academic standing" is defined as maintaining a cumulative GPA of 2.0, meaning that the overall GPA (not individual semester GPA) must be above a 2.0. If a student maintains a cumulative GPA of 2.0, but has a semester GPA below 2.0, they will be given an "academic warning." This warning is simply intended to alert the student that their semester GPA fell below a 2.0. Students are encouraged to work with their advisor to ensure that they have the tools they need to keep on track for the future semester.
- A student on Academic Probation may be dismissed if their semester GPA is below a 2.0, AND their cumulative GPA is below a 2.0. For example, if a student is placed on Academic Probation at the conclusion of the fall semester, they will be dismissed if their spring semester GPA AND their cumulative GPA are both below 2.0.

At the close of each semester, a student whose cumulative quality point average places them within the range of Academic Dismissal will be notified via "Your Connection." Students may appeal this dismissal to their department chairperson/program director, through an online process in "Your Connection". The Academic Standings Committee then reviews the appeals of each student. The Academic Standings Committee is comprised of the Provost and Vice President for Academic Affairs (or designee), the Associate Provost for Curriculum, Assessment, and Academic Support, the academic deans, the Vice President for Student Affairs (or designee), the Coordinator for Academic Advising Services and the Registrar. The decision of the Academic Standings Committee is final.

Undergraduate Course Repeat Policy

A student may repeat a course and have the prior grade(s) excluded from the calculation of their cumulative GPA if the course is an exact equivalent (subject and course number) of the previous course taken. A course originally taken for a grade cannot be re-taken on a pass/fail basis.

A student who wishes to repeat a course at another college and have the grade for the course taken at Fredonia excluded from their GPA, must (i) secure prior approval from the chairperson of his or her major program (or department of advisement) and (ii) have the chairperson certify that the course to be taken is the equivalent of the

course the student wishes to repeat. For this option, transfer credit is accepted only if the student earns a “C” or better for the course being repeated and transferred. In that case, the credit (not the grade) will be noted on the transcript. The option of using transfer credit for course repeat may not be utilized by students who have been academically dismissed, unless the student is reinstated and completes courses leading to a degree program at Fredonia.

When courses are repeated, the prior grade(s) will remain on the transcript, but an "E" will appear to the right of the prior grade(s) earned, indicating that this grade is excluded from the grade point average calculation.

Upper Level Requirement

All students seeking an undergraduate degree must complete 45 credit hours at the upper-level (300 level courses and above). Please see your advisor for additional information regarding courses that will satisfy this requirement. Transfer students beginning in Fall 2021 should review the Transfer Policy (p. 532).

Withdrawal and Honorable Dismissal

A student who finds it necessary to leave the university before the end of a semester must officially withdraw by the established deadline. Be sure to check the academic calendar for "dates and deadlines" to ensure you have not missed the deadline to withdraw from Fredonia. To begin the process start by downloading and filling out the 'Withdrawal Form,' which can be found in the Office of Academic Advising Services located in 2114 Fenton Hall or at these links:

Undergraduate
Withdrawal: https://www.fredonia.edu/academics/academic-advising/withdrawal

Graduate
Withdrawal: https://www.fredonia.edu/academics/academic-advising/graduate-withdrawal

A student withdrawing during a term may be eligible for certain refunds. Please check the *Admissions & Financial Aid* (p. 529) section of the catalog for more information.

ADMISSIONS AND FINANCIAL AID

Undergraduate Admissions

Office of Admissions
606 Maytum Hall
State University of New York at Fredonia
Fredonia, NY 14063
Telephone: (716) 673-3251 / (800) 252-1212
FAX: (716) 673-3249
E-mail: admissions@fredonia.edu

To apply online: www.fredonia.edu/apply

Submitting the Application

The State University of New York at Fredonia accepts both the SUNY Application and the Common Application. We encourage you to apply online at https://www.fredonia.edu/admissions-aid/apply. The fee for applying is $50, but eligible students can submit a fee waiver based on financial need through their school counselor. As a transfer student from a SUNY community college who is graduating with an associate degree, you can have the application fee waived by talking to your advising office on your campus and completing the SUNY Application.

Your application will be reviewed individually by our Admissions Committee. A complete application for first year students consists of an application and high school transcript; optional components include admissions essay, resume, letter(s) of recommendation, and optional standardized test scores (SAT or ACT for domestic students). Transfer students will need to submit their college transcript and proof of high school graduation, we encourage an essay and resume (not required). Students can send in all supporting materials directly to the Office of Admissions, 606 Maytum Hall, 280 Central Avenue, Fredonia, N.Y. 14063.

While we accept applications on a rolling basis, we recommend that you submit your application to Fredonia no later than 3 weeks prior to the start of the semester that you are entering. All application materials are to be received no later than 10 days prior to the start of the semester. Some of our majors require an audition or portfolio review before becoming fully accepted. Please adhere to those specific deadlines.

Campus Visit

A campus visit is extremely important. It is your opportunity to learn more about the university from those directly involved in the educational process at Fredonia.

You are invited to visit the campus to discuss your application with an admissions counselor, meet with a faculty member in your chosen field of study, and tour the facilities. We offer small group information sessions and campus tours weekdays while classes are in session. There are a number of special visitation programs throughout the academic year. Visits are also possible on select

Saturdays, as well as during the summer. Request information about specific dates and times for arranging an appointment with the Office of Admissions by calling (716) 673-3251, dialing toll-free at (800) 252-1212, accessing our website at https://www.fredonia.edu/admissions-aid/visit-tour or email admissions@fredonia.edu.

We host a Go Big BLUE Accepted Student Day for admitted students during the spring semester. At this program, members of the university faculty, administration, and student body discuss our curricular options, financial aid, social and cultural activities, the residence halls, and student support services.

The campus is situated in the village of Fredonia at Exit 59 of the New York State Thruway (Interstate 90), 40 miles from Buffalo, N.Y. The Southern Tier Expressway (Rt. 17/86) provides an alternate route to the campus. Use the Greater Buffalo International Airport if you are traveling by air. Several buses operate daily between Buffalo and Fredonia. Amtrak provides rail service to the area.

Decision Process

We offer you the opportunity to declare your academic major when you enroll at Fredonia. Approximately 80% of all new freshmen select a specific academic major, although the decision to choose your program of study is optional. You must select a major by the end of your sophomore year. Since some programs are highly specialized and require careful academic planning, you may wish to discuss declaring your major with an admissions counselor. Transfer students who have accumulated 30 credit hours must declare a specific major. You will be notified by mail of an official decision after the Office of Admissions receives all required credentials. All acceptances are conditional upon receipt of a high school or college transcript indicating successful completion of courses in progress, submission of your medical history, and evidence of appropriate immunization. You must submit an advance deposit to reserve your place in the entering class.

Additional advance deposits are required to secure a room in a residence hall for a specific semester and are not transferable to another semester. Requests for refunds must be made in writing to the Director of Admissions prior to May 1 (for fall enrollment) and December 1 (for spring enrollment), or 30 days after acceptance, whichever is later.

Freshman Admission: The Admissions Committee considers a variety of criteria when reviewing applications, evaluating quality of academic preparation including depth and breadth of course work, academic achievement, and work ethic. Our university is committed to a liberal arts education for all undergraduates, and preference is given to those applicants who present strong academic programs in English, Social Studies, Mathematics, Science and Foreign Languages. Admission to college is a matter of meeting the competition among applicants, as well as having a comprehensive, challenging university preparatory program combined with good achievement. The Admissions Committee also reviews supporting credentials including special talents, activities, essay, individual accomplishments, and recommendations. Appropriate faculty evaluates the results of a required audition if you seek admission into our music or B.F.A. theatre programs. As an applicant to our Department of Visual Arts and New Media you must present a portfolio for review.

SUNY Transfer Applicants

SUNY is committed to helping SUNY students complete their baccalaureate goals. Students are guaranteed a minimum of 60 credits (which is junior standing) for earning an A.A. or A.S. degree. SUNY students can also feel confident that the courses they took to complete their general education requirements (SUNY-GER) at their current school will apply towards the general education requirements at any SUNY school. In addition to your official SUNY college transcript, we will receive a General Education Transcript Addendum (GETA). The GETA lists the SUNY General Education Courses that you completed at your previous SUNY institution. We will award SUNY General Education credit as indicated on your GETA. SUNY Transfer Paths were developed to help students select appropriate lower division courses to apply towards major requirements at any SUNY institution. Additional information on SUNY's commitment to seamless transfer can be located on the SUNY Transfer Mobility website: http://www.suny.edu/attend/get-started/transfer-students/.

Transfer Admission

Fredonia considers all requests for admission from students in good standing at both two-and four-year colleges and universities, including SUNY and non-SUNY institutions. The admission review process focuses upon an evaluation of academic achievement, program of study, and the major program of study that you request. There are special audition requirements for music and B.F.A. theatre programs, as well as portfolio requirements for the Department of Visual Arts and New Media.

Admission to our certification programs in teacher education requires a minimum 3.0 GPA to be eligible for consideration. Admission to the Communication Disorders and Sciences Program also requires a 3.0 GPA.

We require an official transcript from every college you previously attended (even if you didn't earn credit), and a high school transcript. All transfer students must submit an official final high school transcript for verification purposes, unless they graduate with an A.A. or an A.S. degree.

Special Admissions Programs

Full Opportunity Program

The Full Opportunity Program is a Fredonia-based program for students who fall slightly shy of our traditional admissions criteria. In selecting students for the program, Admissions looks holistically at each applicant to determine their potential for success. Admissions decisions are based on a student's ability to be academically successful in a rigorous college setting.

FOP is a vibrant support program designed to assist students in navigating their way through the college experience. Flexible, individualized and compassionate support from professional staff provides guidance for students as they develop a strong foundation for success.

Because we are committed to your success, the Full Opportunity Program offers a wide range of programs and services to help you have the most fulfilling experience during your time at Fredonia. Students will have the opportunity to take advantage of:

- Individual tutoring
- Academic advising
- Success coaching
- Enroll in ENGL 100 (Craft of Writing) your first semester
- Guided Study Opportunities For more information about the Full Opportunity Program support services, interested persons should refer to the Full Opportunity Program at https://www.fredonia.edu/academics/full-opportunity-program.

Educational Opportunity Program

Applicants who demonstrate potential for completing a degree program, meet financial and academic guidelines, and have historically experienced educational and economic disadvantages, may seek admission through the Educational Opportunity Program. To be eligible for consideration you must be a New York State resident and have earned a high school diploma or its equivalent.

To be considered "financially eligible," you must meet the economic criteria established by the New York State Education Department. Visit https://www.suny.edu/attend/academics/eop/#income for the updated economic criteria.

You are required to submit appropriate financial aid applications and verification of family income to supplement your request for admission as an EOP student. We may request additional information from you, as needed. A SUNY EOP Information form must be filed as part of the application process.

You do not need to prove that you meet the economic guidelines if you can show that:

- Your family receives payment through the New York State County Department of Social Services;
- You live with foster parents who do not provide support for college, and your natural parents provide no financial support to you, or;
- You are a ward of the state or county.

To be considered "academically eligible" means you do not meet the usual Fredonia admissions standards, yet you must demonstrate academic potential, motivation, and a strong desire for a college education. You apply for our EDP program by checking "yes" when answering the EOP question on the SUNY application. Transfer applicants receive consideration if they have previously been enrolled in a similar EOP/HEOP/College Discovery/SEEK program.

If you attended a college that does not have an EOP-type program, then we attempt to determine whether you would have been deemed eligible for EOP at the time of your high-school graduation.

For more information about the Educational Opportunity Program support services, interested persons should refer to the Educational Opportunity Program.

Joint Admission

Fredonia has implemented joint admission agreements with several two-year colleges, both public and private. Joint admission program students request admission to Fredonia by applying to the admissions office at the two-year college and completing requirements for the associate degree.
You must meet all requirements as stated in our University Catalog and the joint admission agreements in order to continue with your studies at Fredonia. You may obtain information from our transfer counselor in the Office of Admissions at Fredonia or the two-year college.

Time-Shortened Degree Program

Students enrolling at Fredonia may select from a variety of individually determined and contracted time-shortened degree options. Because some academic programs at the university are incompatible with the time-shortened degree, counseling from an academic or admissions counselor is advisable.

Pathway Program

Early Admission 3-1-3 Program. Accelerated high school juniors who wish to begin college coursework during their senior year of high school may wish to explore this opportunity and apply for early admission. We expect applicants to have completed the majority of their coursework in college preparatory mathematics and sciences, and a sequence in foreign languages with above-

average academic achievement. Your high school counselor must submit a recommendation in support of your request for early admission.
Interested students should work with their high school counselor and submit the SUNY application available online and select curriculum code 0199. Your high school counselor will develop your joint college and high school class schedule.

https://www.fredonia.edu/student-life/new-student-and-transition-programs/students-interested-3-1-3

Transfer Credit from Other Institutions

After a student has been admitted to Fredonia, the Office of the Registrar evaluates transcripts from other colleges and/or universities. Faculty are consulted in establishing course equivalencies. Credit will be awarded for parallel liberal arts courses, taken at regionally accredited institutions, in which a passing grade was earned. However, academic departments may have minimum grade requirements and courses may need to be repeated. Students should consult the academic program section in the college catalog for minimum grade requirements. Official transcripts are required for evaluation. College credit that is more than 10 years old will be reviewed by the academic department and may not apply to current degree requirements. The student is responsible for requesting course descriptions from the original institution if deemed necessary.

Students entering Fredonia in FALL 2023 or later:

- may apply a maximum of 66 transfer credits at the lower-division (Fredonia equivalent courses at the 100/200 level) towards their baccalaureate degree
- may apply an additional 9 credits at the upper-division (Fredonia equivalent courses at the 300/400 level) towards their baccalaureate degree.

Your academic department chairperson or designee determines the distribution of specific courses in fulfillment of departmental requirements in your chosen field of study and provides information about which courses you will need to complete degree requirements in a timely manner.

Your grade point average does not transfer; only credit hours are awarded. Your Fredonia transcript will only display the transfer college name and the total number of credits accepted by Fredonia. You must fulfill all university and departmental requirements for the baccalaureate degree, including a residency requirement of 45 semester hours of credit at Fredonia. Additional requirements for the Bachelor's Degree are located in the All Programs (p. 10) section in the catalog.

Visit our Transfer Student Services web page https://www.fredonia.edu/student-life/transfer-student-services to view our transfer credit equivalency database and a list of current articulation agreements. As a prospective transfer student, we encourage you to visit the university to discuss transfer credit and graduation requirements with a departmental academic advisor or our admissions transfer counselor.

Undergraduate Tuition and Fees

This section presents an estimate of the cost of attending Fredonia for one year. University charges (tuition, fees, housing and food) are paid on a semester basis, at one-half of the rates listed below. The semester charges must be paid on or before the registration date for each semester. Students will receive up-to-date information concerning charges and payment procedures several weeks prior to the registration date.

All charges are subject to change.

Annual University Charges Applicable to all Students

Estimated expenses per year for a full-time (12 or more credit hours) *undergraduate*:

* Undergraduate Tuition	
In-State	$ 7,070.00
Out-of-State	$14,140.00
College Fee	$ 50.00
Student Services and Programs Charge	$1,717.00

New students who have paid a $50 Advance Admission Deposit will have this amount deducted from the tuition charge for their initial semester at Fredonia.

All rates and fees are subject to change. Individuals should view the Student Accounts web page for the current university charges
at https://www.fredonia.edu/about/offices/student-accounts.

Full-time rates do not apply for summer or J-Term semesters; tuition is calculated at the part-time per credit hour rate.

Estimated Additional Costs

Books, supplies, personal and transportation expenses	$2,500 - $3,100

Additional Charges for Residents in Residence Halls

Housing	$8,800 - $10,900
Food	$6,100 - $7,590

Student Services and Programs Charge

The Student Services and Programs Charge combines all university fees for student services, programs and activities in one composite amount for all students. As a result, there are no general university fees and no additional mandatory fees once a student arrives on campus (although some departments may assess individual departmental fees). The Student Services and Programs Charge includes support for the following programs and activities:

Advanced Technologies for Classroom Use
Alumni Affairs
Blue Devil Fitness Center
Campus Community Bus
Campus Internet Access
Campus Microcomputer Labs and Support
Campus Fine Arts
Fredonia Ticket Office (Student Discounts)
Counseling Center
Family Weekend Events
Intercollegiate Athletic Sports Program
Intramural and Recreational Program
Legal Services
Homecoming Weekend Events
On-Campus Student Employment
On-site Medical Care
Health Education Programs
Medical Laboratory Work
Over-the-Counter Medications
Wellness Checkup
Parking Services
Parking Shuttle Service
Student Engagement
Student Government
Student Organizations and Clubs
Student Scholarships
University Special Events
University Transcripts

The Student Services and Programs Charge waiver policy (Policy 003) can be found at https://fredonia-edu.atlassian.net/wiki/spaces/POL/pages/3351379969/Fee+Waiver+Policy

Housing

The standard rate when two students are assigned to a room is $4,400 per semester. Single rooms are available in limited quantities. Kitchen suites, single and double rooms in University Commons and the University Village Townhouses are available at an increased cost. Inquiries as to charges and accommodations should be addressed to the Office of Residence Life, Williams Center. (Figures reflect 2026-2027 rates.)

The $50 Advance Room Deposit necessary to secure housing will be deducted from the room charge upon payment of charges. The rates indicated above are subject to change on a yearly basis. Information about the Office of Residence Life may be found on the website https://www.fredonia.edu/student-life/residence-life, calling (716) 673-3341 or email residence.life@fredonia.edu.

Food

University policy requires all on-campus residents to select from a variety of full board plans if they are residing in non-kitchen suite residence halls. Seniors and residents of Disney and Eisenhower kitchen suites, University Village Townhouses and commuter students are not required to maintain a meal plan, however, they may choose any plan. Also, resident freshmen are required to maintain Meal Plan 1 or 2 for their first semester and may change plans for future semesters. FSA is able to accommodate and meet the requirements for most medically prescribed diets, and food allergies. Students requiring such service should contact the Office of Disability Support Services. Medically prescribed diets do not waive the requirements of the University Meal Plan Policy. Vegetarian, vegan and gluten free options are available in all dining locations, along with allergen information.

Meal plans are not active during recess or break periods in excess of four days such as Thanksgiving week, winter recess, spring break, and summer recess.

The FSA offers a combination of declining balance (points) and traditional meal plans to suit the needs of each student. The costs for meal plans are priced per semester and are subject to change annually. Commuter point meal plan options are available for off-campus students.

Unused points from the fall semester may be rolled over to the spring semester adhering to the university policy. However, students must select a meal plan for the spring semester in order to receive the rollover. No refund of unused points will be given if the student does not return for the spring semester. Unused points do not roll over to the following fall semester.

Specific information concerning pricing and descriptions of each plan may be obtained by contacting the FSA office in Gregory Hall or calling (716) 680-6228, or by logging onto the FSA web page at http://www.fredonia.edu/fsa or email fsa.office@fredonia.edu.

Miscellaneous Fees, Fines or Deposits

All of the major university expenses have been outlined. However, individual courses may require payment of a fee that will be reflected on the student's semester eBill. Students should consult the online Course Schedule for specific courses and charges. Students majoring within the School of Music, both undergraduate and graduate, are assessed a $250 Music Fee each semester.

In addition, the State University authorizes charges for such items as returned checks ($35), late registration ($40), first-year orientation ($150), transfer orientation ($80), late

payment/administrative (up to $50), and drop/add fees ($20). Fines are authorized for parking violations, the late return or loss of library materials, and failure to return physical education or infirmary equipment. All fees are subject to change.

Part-Time Study

* In-State Tuition	$295.00 per credit hour
* Out-of-State Tuition	$589.00 per credit hour
College Fee	$ 1.70 per credit hour
Student Services and Programs Charge	$ 71.60 per credit hour

** State University policy requires that a student be a resident of New York State for one year prior to registration in order to qualify for in-state resident tuition charges. Persons should contact the Student Accounts Office for complete information governing residency requirements.*

All rates and fees are subject to change. Persons should see the Student Accounts web page for the current university charges at https://www.fredonia.edu/about/offices/student-accounts

Full-time rates do not apply for summer or J-Term semesters; tuition is calculated at the part-time per credit hour rate.

College Fee

This is a uniform, mandatory charge for all students, established by the State University of New York.

Student Health Insurance

All students are strongly encouraged to have health insurance coverage. Fredonia does not offer health insurance coverage due to the Affordable Care Act.

Please note that all international students must carry the SUNY contracted health insurance plan. Further, for the fall and spring semesters, the cost of the SUNY sponsored insurance policy will be added to student bills for all students studying at Fredonia with a student visa. International students may consult with the Office of International Education for more information regarding specific insurance needs by calling (716) 673-3451 or by emailing international.education@fredonia.edu.

State University Refund Policies

The Advance Admission Deposit of $50 is refundable until April 30 (November 1 for spring enrollment) or 30 days after the day of acceptance, whichever is later. After this it may not be refunded except in cases of withdrawal for reasons beyond the control of the student and with approval of the University President or his/her designee.

The Advance Room Deposit of $50 is refundable until July 1 (December 1 for spring enrollment). Refunds may not be made after this date except in cases of withdrawal for reasons beyond the control of the student and with approval of the University President or his/her designee.

Tuition . A student withdrawing from the university or individual courses during the fall or spring semester is eligible for the following tuition refunds:

100 percent for withdrawal during the first week of classes
70 percent for withdrawal during the second week of classes
50 percent for withdrawal during the third week of classes
30 percent for withdrawal during the fourth week of classes
0 percent for withdrawal beyond the fourth week of classes

A full refund of tuition may be granted if a student must withdraw for reasons beyond his/her control with the approval of the University President or his/her designee.

Please note that Thanksgiving and Spring Break do not count as a week during the semester for Title IV and calculation purposes. As a rule, students should always check with the Student Accounts Office and the Financial Aid Office when considering a withdrawal from courses or the university.

The *College Fee is not refundable after registration.*

Refunds for the *Student Services and Programs Charge are granted based on the week of withdrawal following the same schedule listed above for tuition.*

Residence Hall Room Rental. Once a student has registered for and occupied a room in a university-operated residence, no refund may be made except in cases of withdrawal beyond the control of the student and with approval of the University President or his/her designee. Rooms are contracted for the entire academic year and cannot be canceled during this period as long as the student is registered. There is a fee of $350 for approved termination of the housing license. In the case of a withdrawal from the institution, Residence Life has their own pro-ration schedule of housing charges.

Food Service is refundable on a pro-rated basis, less a small service charge, only upon withdrawal from the university.

Undergraduate Financial Aid

The primary objective of financial aid is to ensure that all eligible financial aid applicants benefit from federal, state, institutional and private financial assistance for higher education related expenses. Students are encouraged to go online at Fredonia's financial aid website at http://home.fredonia.edu/finaid for current information.

How Do I Apply for Financial Aid?

How do I apply for Federal Financial Aid?

The Department of Education's Federal Student Aid (FSA) programs are the largest source of student aid in the U.S. Last year, undergraduate and graduate students received more than $100 billion in financial aid. You should file the FAFSA as soon after October 1 as possible. Follow the three steps outlined below:

Step 1: Apply for an FSA ID and password. An FSA ID and password lets you apply, "sign" your online FAFSA, make corrections to your application information and more – all online. Go to https://studentaid.gov/fsa-id/create-account/launch to apply!

Step 2: Complete the Free Application for Federal Student Aid (FAFSA) as early as possible, preferably in October, in order to meet school and state aid deadlines. Apply online at https://studentaid.gov/. Fredonia's school code is 002844.

If you are a New York State resident, please complete and submit the New York State Student Aid Payment Application to apply for New York State's Tuition Assistance Program (TAP) at https://www.tap.hesc.ny.gov/totw/

How Do I Apply for the New York State Tuition Assistance Program (TAP)?

It is also recommended that you apply for TAP online at https://www.tap.hesc.ny.gov/totw/. As mentioned above, you should start the application process with the online Free Application for Federal Student Aid (FAFSA) at https://www.tap.hesc.ny.gov/totw/. The New York State Higher Education Services Corporation (HESC) will use the FAFSA data as part of your online New York State Student Aid Payment application. After completing your FAFSA, there will be a link to the online application on your FAFSA Confirmation Page.

To apply for TAP online, you need a HESC PIN (Personal Identification Number). Use the HESC PIN to "sign" your application, keep track of your application information, or make changes. Once you have the HESC PIN, complete your New York State Student Aid Payment Application application online and insert SUNY Fredonia's TAP School Code (0915 undergraduate). Information from your FAFSA and your family's calculated New York State net taxable income are pre-filled on your online application. You will be able to check the status of your application online at any time.

Please be alert to HESC e-mails and respond to any requests or instructions. If you received TAP the year before and your application information is unchanged, you may only have to file a FAFSA to get TAP. The TAP application deadline is May 1 of the academic year for which aid is sought.

Early application is strongly encouraged for both federal and state financial aid. Since funds are limited, early applications are given first consideration.

When Will I Hear About My Financial Aid?

1. Students will receive an email notifying them that their aid is now available in YourConnection to view. The SUNY Financial Aid Plan will list all federal, state, and institutional aid that the applicant is eligible to receive.
2. If you have been awarded a Federal Work Study position, the TEACH Grant, and/or a Federal Direct Stafford Loan, you must go to http://www.fredonia.edu and log in to YourConnection to accept, decline or accept partial amounts of these awards. Federal Work Study must be accepted by July 31 or the award will be canceled and offered to another student. Refer to our website for instructions.
3. To move federal awards to an authorized status for billing purposes, applicants may be required to go through the federally mandated verification process (see below).
4. Throughout the summer the Financial Aid Office processes required financial aid documents with the intention of making aid authorized for credit on the university bill by mid-July. Students must complete all missing requirements in a timely (as early as possible) basis in order to ensure that this occurs.

How is Aid Awarded?

Applicants for aid are considered based on all of the following criteria:

1. Funds available to the university from governmental, institutional and private sources.
2. Financial eligibility as determined by the U.S. Department of Education's FAFSA processing.
3. Date of receipt of FAFSA results from the Federal Central Processor.

Verification

Federal Verification of FAFSA Information

Many financial aid applicants will be required to verify the information that is reported on the FAFSA/Renewal FAFSA completed each year. Financial data, such as

income, and non-financial data, such as family size and dependency status, will be verified. If you are selected for Verification by the Federal government, you should visit fredonia.studentforms.com in order to complete the process. The FAFSA Verification process can take up to four weeks, so it is highly recommended that students file their FAFSA early and turn in all requested Verification paperwork as soon as possible.

Good Academic Standing and Receipt of Undergraduate Financial Aid

Requirements

State and federal regulations require that all financial aid recipients maintain program pursuit and make satisfactory academic progress toward completion of degree program requirements. The Financial Aid Office at Fredonia evaluates student aid academic progress according to state requirements for TAP, SUNYTC, SUSTA, APTS, and PTAP at the completion of each semester and according to federal requirements for SEOG, PELL, TEACH, Work Study, Direct Stafford and Direct Plus loans at the completion of the academic year. All three criteria in the charts below must be met in order to retain financial aid for the following semester. If a student withdraws from a course, it may affect his/her aid for the next semester.

New York State Good Academic Standing Chart for Undergraduate Students who first received TAP in 2010-11 and thereafter (TAP, SUNYTC, SUSTA, APTS, PTAP)

receiving this TAP payment you must meet all 3 criteria below	1	2	3	4	5	6	7	8	9*	10*
Receive passing/failing grade for this percent of credit hours attempted during last semester	0	50% ft=6 pt=3	50% ft=6 pt=3	75% ft=9 pt=6	75% ft=9 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6
Must have accrued at least this many total credits	0	6	15	27	39	51	66	81	96	111
Maintain at least this Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

ft = full-time pt = part-time

* Only students in approved five-year programs (EOP and Public Accountancy) are eligible for 10 semesters of undergraduate TAP. All other students are limited to eight semesters of undergraduate TAP.

New York State Good Academic Standing Chart for EOP Undergraduate Students and Students Whose First TAP Payment was 2006-07 through 2009-10 (TAP, SUNYTC, SUSTA, APTS, PTAP)

Before receiving this TAP payment you must meet all 3 criteria below	1	2	3	4	5	6	7	8	9*	10*
Receive passing/failing grade for this percent of credit hours attempted during last semester	0	50% ft=6 pt=3	50% ft=6 pt=3	75% ft=9 pt=6	75% ft=9 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6
Must have accrued at least this many total credits	0	3	9	21	33	45	60	75	90	105
Maintain at least this Grade Point Average	0	1.10	1.20	1.30	2.00	2.00	2.00	2.00	2.00	2.00

ft = full-time pt = part-time

* Only students in approved five-year programs (EOP and Public Accountancy) are eligible for 10 semesters of undergraduate TAP. All other students are limited to eight semesters of undergraduate TAP.

Repeated Courses

Courses in which the student has already received a passing grade cannot be included in meeting full-time study requirements for state-sponsored financial aid. Repeated courses may be counted toward full-time study requirements if a student repeats a failed course, if a student repeats the course for additional credit, if a student has received a grade that is passing at the institution but is unacceptable in a particular curriculum, or when a student repeats a previously withdrawn course.

Notification Procedure

The Financial Aid Office will notify the student within one month after the conclusion of the Fall semester if good academic standing requirements were not met while the student received State aid, and within one month after the Spring semester while the student received State aid. The letter will inform the student of loss of aid at Fredonia for the semester immediately following the one in which the program pursuit and satisfactory academic progress standards were not met and will also apprise the student of the waiver procedure to follow if the student feels financial aid should be reinstated.

Waiver Procedure

A request to reinstate State aid for the next semester at Fredonia will be evaluated and granted only if exceptional circumstances (e.g., family illness or death, personal illness, personal emotional disturbances, other unusual circumstances) can be documented by the student. Waivers of the Good Academic Standing criteria and reinstatement of aid are not automatic. They are approved only if in the best interest of the student and only if unusual circumstances prevented the student from meeting the expected criteria. A waiver to reinstate State aid is available only once during undergraduate study (with the exception of "C" average waiver). The waiver request form is mailed with the notification of aid loss to the student by the Financial Aid Office. A student choosing to use the waiver process to reinstate their aid for that semester at Fredonia must complete and submit the waiver form along with appropriate documentation to the Office of Financial Aid for evaluation by the published deadline.

Good Academic Standing Chart for Federal Aid (PELL, SEOG, TEACH, Work Study, Direct Stafford, Direct Plus Loan)

Before receiving Federal aid at this grade level, you must meet all 3 criteria below	Grade Level 1	Grade Level 2*	Grade Level 3	Grade Level 4	Grade Level 5	Grade Level 6
Receive passing/failing grades for this percent of credit hours attempted during the last two semesters	0 ft=0 pt=0	50% ft=12 pt=6	75% ft=18 pt=9	100% ft=24 pt=12	100% ft=24 pt=12	
Must have accrued this many total credits	0	12	30	54	78	102
Maintain at least this cumulative Grade Point Average	0	1.00	2.00	2.00	2.00	2.00

ft = full-time pt = part-time

Receipt of federal aid is limited to 12 semesters (for students enrolled full-time), according to Federal Regulation 34CFR PART 668.16.

Students should be aware that course repeats do not count as a completion in determining Good Academic Standing.

Part-time students enrolled beyond 12 semesters (up to 24 semesters maximum) must continue to complete 100 percent of hours attempted and maintain a 2.0 GPA.

As a rule, students should always check with the Financial Aid office when considering a withdrawal from courses or the university.

Federal Satisfactory Academic Progress (SAP)

Final regulations published in the Federal Register on October 29, 2010 (668.16 and 668.34) by the U.S. Department of Education require institutions that participate in the student financial aid programs under Title IV of the Higher Education Act of 1965, as amended to (the HEA), to implement new guidelines, effective July 1, 2011; tied to the annual Satisfactory Academic Progress (SAP) review for federal student aid. Fredonia conducts a review of Satisfactory Academic Progress tied to the receipt of federal student aid on an annual basis, at the completion of the Spring semester. If a student fails to achieve satisfactory academic progress at that time, the institution may not award and disburse federal Title IV program funds to the student.

Incompletes and WD's

Effective July 1, 2011, GPA and pace of completion are affected by course incompletes and withdrawals. Transfer courses must count as both attempted and completed hours when measuring quantitative progress.

Financial Aid Probation

This will be a new status assigned to a student who fails to meet the Satisfactory Academic Progress review at the completion of the Spring semester, who has appealed that determination via the institutional Waiver process, and has subsequently had eligibility for federal aid reinstated. This status will be assigned for a single consecutive payment period and the student will receive Title IV funding while in this status. At the end of that payment period, the student must meet the institution's SAP

standards or meet the requirements of the "academic plan" that may have previously been developed by the institution to qualify for further federal aid.

The institutional **SAP Waiver Policy** and **Use of Academic Plans** is based on the following set of procedures:

- A student will be notified within four weeks at the conclusion of the Spring semester if they fail to meet federal Satisfactory Academic Progress requirements.
- If the student chooses to appeal the loss of federal student aid for the subsequent semester, they must submit a letter and include supporting documentation with the Waiver Application that supports the reason for failing to meet federal Satisfactory Academic Progress requirements by the published deadline.
- The basis on which a student may file an appeal are the death of an immediate family member, student illness, illness of a family member, and/or other personal and emotional difficulties, and/or other unusual circumstances.
- The Satisfactory Academic Progress (SAP) Waiver Committee will review the documentation and either approve or deny the Federal Waiver request and will subsequently notify the student via electronic means.
- If the federal aid waiver is approved, and the student has an overall GPA below a 2.0, they are placed in a **Financial Aid Probation** status for the semester in which they are requesting their aid be reinstated for.
- Once in a Financial Aid Probation status, a determination will be made as to whether or not a student could meet the required SAP standards after the subsequent payment period and if not, the Advisor/Department Chair will develop an "academic plan" in collaboration with the student to ensure that the student meets Federal SAP standards by a specific point in time. The "academic plan" then becomes the students mandate to meeting federal Satisfactory Academic Progress requirements in place of the standard federal SAP Chart.

2026-2027 University Costs

	N.Y.S. Resident	Out-of-State Resident
Tuition	$7,070	$14,140
Fees	$ 1,767	$ 1,767
Housing	$ 8,800	$ 8,800
Food	$7,230	$7,230
Totals	**$24,867**	**$31,937**

Although every effort is made to keep university costs as low as possible, the costs can change during the year. The above figures are estimates and are subject to change but were accurate at the time of printing. Students should plan on other indirect expenses (books, transportation, and personal costs) which may range from $2,500 to $3,100 for an academic year.

International Admissions

Fredonia welcomes applications from international students who enrich our learning environment with their pluralistic perspectives.

Early submission of applications is recommended and helps to ensure adequate time to acquire the F-1 student visa. International students should complete the online application (https://www.fredonia.edu/admissions-aid/international-admissions) and then submit original transcripts (translated in English), proof of English language proficiency (TOEFL, IELTS, Duolingo etc. See website for full listing of accepted exams), and financial statement with proof of income. International student applications are accepted on a rolling basis.

Interested persons can obtain additional information by emailing Admissions at admissions@fredonia.edu or by visiting https://www.fredonia.edu/admissions-aid/international-admissions.

Scholarship Opportunities

Fredonia offers approximately $10 million annually in recruitment and retention-based scholarships to qualified students. Students are automatically notified of merit-based scholarship eligibility. For scholarship information and eligibility criteria, go to https://www.fredonia.edu/admissions-aid/financial-aid/scholarships

For the 2026-2027 aid year, scholarship recipients will be notified on a rolling basis beginning in October 2026. Scholarship review continues until all awards are offered and accepted.

Alumni Scholarships

The Fredonia Alumni Association awards scholarships yearly to students who are children and grandchildren of Fredonia alumni. Interested persons should contact the Alumni Affairs office at (716) 673-3553 or email alumni.office@fredonia.edu for more information.

For information on scholarships open to all majors, contact the Financial Aid Office, 209 Maytum Hall, (716) 673-3253 or email financial.aid@fredonia.edu. For departmental scholarships for specific majors, persons should contact the appropriate department.

Fredonia College Foundation

Department Scholarships/Awards/Funds

The Foundation has worked with alumni, faculty/staff, and friends to build 631 endowment funds. During the 2025/2026 academic year, the Foundation will provided over $3.7M in scholarships and program support to the campus. The following list of scholarships/funds are awarded through the academic departments. The awards are based on academics, talent, financial need or other criteria within the discipline. Interested persons should login to FREDscholar and begin matching to donor funded scholarships held at the Foundation - fredonia.edu/fredscholar. To view a list of available scholarships, visit fredonia.edu/scholarships. Funds, Awards and Scholarships
Email Foundation@fredonia.edu if you have any questions.

Student Financial Aid Summary Chart

Student Aid Program	Type of Aid	Program Details	Annual Award Limits	How to Apply
Federal PELL Grant	Grant: does not have to be repaid.	Available almost exclusively to undergraduates; all eligible students will receive the	$740 to $7,395	Complete the FAFSA. Determined

		Federal PELL Grant amount they		by FASFA results.					
					Tuition Assistance Program (TAP)	Grant: does not have to be repaid.	Awards are based on New York State net taxable income and tuition charges. Students can receive TAP for eight semesters.	$500 to $5,665	Complete the FAFSA and New York State Student Aid Payment Application. Student must be full-time, taking course work applicable to their program of study.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid.	For undergraduates with exceptional financial need; priority is given to Federal PELL Grant recipients; funds depend on availability at school.	$100 to $4,000	Complete the FAFSA. Early application is critical.					
Federal TEACH Grant		For undergraduate and graduate students, who are in an eligible major, and meet the academic criteria. There is a service obligation tied to the receipt of this grant. If the service requirement is not met, the grant turns into an unsubsidized loan. More information can be found online at http://home.fredonia.edu/finaid.	$471.50 - $3,772 for TEACH grants disbursed prior to Oct. 1, 2026	Complete the FAFSA. Must be in eligible major and meet the academic criteria.					
					SUNY Tuition Credit (SUNYTC)	Tuition credit	Award based on student's New York State TAP award as determined by NYSHESC.	$145 to $1,455	Complete the FAFSA and New York State Student Aid Payment Application.

		ng school; does not have to be repaid.	students are paid at least NYS minimum wage.	application is critical.
Aid for Part-Time Study (APTS)	Grant: does not have to be repaid.	For undergraduate students who satisfy eligibility criteria.	$885 to $2,000	Complete the FAFSA / TAP application and the SUNY Fredonia APTS application.
Federal Direct Subsidized Loan	Loan: must be repaid Interest Rate is determined by the Federal government on an annual basis	Subsidized: No interest is accrued while the borrower is in school and during grace and deferment periods; you must be at least a half-time (6 credits) student.	Freshman: $3,500, Sophomore: $4,500, Junior/ Senior: $5,500.	Complete the FAFSA. Students must have unmet need.
Part-Time TAP (PTAP)	Grant: does not have to be repaid.	Must meet income guidelines as set by NYS, be enrolled between 6-11.5 hours and have earned 12 credits in each of the two consecutive semesters.	Dollar amount dependent on TAP award and credit hours enrolled.	Complete the FAFSA and the New York State Student Aid Payment Application.
Federal Direct Unsubsidized Loan	Loan: must be repaid Interest Rate is determined by the Federal government on an	Unsubsidized: Borrower is responsible for interest during the life of the loan; you must be at least a half-time student; financial need is not a requirement.	Freshman: $5,500, Sophomore: $6,500, Junior/ Senior: $7,500, Graduate: $20,500 (includes any	Complete the FAFSA.
Federal Work Study	Money is earned while attendi	For undergraduate students; jobs can be on campus or off campus;		Complete the FAFSA. Early

	annual basis		subsidized amounts for the same period).			lender. The interest rates for these private loans may be significantly higher than the interest rates associated with federal loans.		s.	Loan funds. However, you must contact the Financial Aid Office if you wish to waive your right to federal aid.
Federal Direct PLUS Loan	Loan: must be repaid Interest Rate is determined by the Federal government on an annual basis	Available to parents of dependent undergraduate students who are enrolled at least half-time.	Maximum amount is cost of attendance minus any other financial aid the student receives.	Go to Federal Direct PLUS Loan Program page. Apply online.					
Parent Private Loan	Loan: must be repaid. Interest Rate: based on SOFR, a credit check performed by the lender, and the repayment term.	Borrowers will be evaluated on credit history, debt to income ratio, and work history.	If a loan requires school certification, the maximum amount is the cost of attendance minus any other financial aid the student receives.	Go to Private Loans page for more information. Apply online through the lender. Filing a FAFSA is not required to receive Private Loan funds. However, you					
Private Loan	Loan: must be repaid. Interest Rate: based on SOFR and a credit check performed by the	Borrowers will be evaluated on credit history, debt to income ratio, and work history. A student can be approved when applying alone but will typically require a co-borrower.	Maximum amount is cost of attendance minus any other financial aid the student receive	Go to Private Loans page. Apply online. Filing a FAFSA is not required to receive Private					

				must contact the Financial Aid Office if you wish to waive your right to federal aid.	Pell or other scholarships. The remainder of your tuition charge will be covered through a tuition credit paid through SUNY or CUNY.
Scholarships		Refer to Scholarship section.			
NYS Excelsior Scholarship	Scholarship	For 2026-2027, 2025 Federal Household adjusted gross income must be less than $125,000	An Excelsior Scholarship recipient can receive up to $7,070 from the Excelsior Scholarship, minus any amounts received for TAP,	Complete the FAFSA and TAP applications first, and then complete the Excelsior application. Visit hesc.ny.gov for more information.	

Other Sources of Aid

New York State has a variety of military scholarships available. For more information, please visit https://www.hesc.ny.gov/military-veteran-families

Veterans Administration Educational Benefits

Those veterans or dependents who are, or feel they are, eligible for federal financial assistance through the Veterans Administration should contact the School Certifying Officer, Office of Financial Aid, 209 Maytum Hall, (716) 673-3253, or email veteran.affairs@fredonia.edu. Students are urged to begin their VA paperwork before the beginning of the school term in order to hasten processing. To further facilitate the start of benefits, the veteran, or the children, spouses, and/or survivors of veterans whose deaths or permanent total disabilities were service-connected, should present pertinent data, such as the service number, dates of service, discharging papers, and any other VA claim information. Students must complete a VA Form 22-1990 at https://www.va.gov/education/how-to-apply and the Veterans Fact Sheet at https://sites.google.com/a/fredonia.edu/veteransfactsheet in order for VA benefits to be certified.

State Aid to Native Americans

Application Procedures

Application forms can be obtained from the Office of Native American Education, New York State Education Department, Room 1075 EBA, Albany, NY 12234 or online at www.p12.nysed.gov/natamer/ call (518) 474-0537. Required application materials must be submitted to the above address before July 15 for the fall semester, Dec. 31 for the spring semester, and May 20 for the summer semester.

Selection of Recipients and Allocation of Awards

The applicant must be a New York State resident, and be on an official New York State tribal roll, or be the child of an enrolled member of a New York State tribe.

Responsibilities of Recipients

Students are required to:

1. submit their grades at the end of each semester for which funding is received, indicating satisfactory progress toward degree or certificate requirements
2. notify the Native American Education Unit, in writing, of any change in student status, change in program, or institutional enrollment.

Funding Procedure

Eligible students may receive grant awards of up to $2,000 per year for four years of full-time study (up to five years for approved five year programs). Part-time students will be funded on a pro-rated basis.

United States Department of Interior - Bureau of Indian Education (BIE)

Application Procedures

Application forms are available from the Education Office of the tribe in which you are affiliated or possess membership, and the Bureau of Indian Education. An application is required for each year of study. An official needs analysis is also required (obtained from your Education office of the tribe). This analysis is provided after the student completes the Free Application for Federal Student Aid (FAFSA). Each first-time applicant must obtain tribal enrollment certification from the bureau agency which records enrollment for the tribe.

Selection of Recipients and Allocation of Awards

The applicant must:

1. be a member of, or at least one-quarter degree Indian blood descendant of a member of an American Indian tribe which is eligible for the special programs and services provided by the United States through the Bureau of Indian Education;
2. be accepted for admission to a nationally accredited institution of higher learning which provides a course of study conferring an associate or bachelor's degree; and
3. demonstrate financial need.

Responsibilities of Recipients

For subsequent grants, the applicant must make satisfactory progress towards a degree and demonstrate financial need. Depending on the availability of funds, grants may also be made to graduate students and summer session students. Eligible married students may also receive living expenses for dependents.

For additional information about any aspect of expenses or financial aid, please refer to the Financial Aid Home Page.

Transfer Credit Appeal Process

The appeal process can be used when a student wishes to contest the way his or her transfer course was evaluated (that is, whether the course was equated to a specific Fredonia course or applied to a particular degree requirement). The appeal must be made during the student's first semester of enrollment at Fredonia.

The appeal process is initiated in the Registrar's Office where a counselor will explain the process and determine if a formal appeal needs to be made. Students wishing to pursue the appeal process must complete the transfer credit appeal form and submit it to the appropriate department for review. Instructions regarding this process and the appeal form are available on our transfer student services web page: https://www.fredonia.edu/student-life/transfer-student-services

Students transferring from SUNY schools, who are not satisfied with Fredonia's final decision, can appeal to the SUNY Provost. The appeal form and instructions are available at: http://system.suny.edu/academic-affairs/student-mobility/student-transfer-appeal-process/.

Graduate Admissions and Financial Aid

For Graduate Admissions contact:

Graduate Admissions
606 Maytum Hall
State University of New York at Fredonia
Fredonia, NY 14063
Telephone: (716) 673-3808

To apply online: https://www.fredonia.edu/admissions-aid/graduate

Financial Aid website:
https://www.fredonia.edu/admissions-aid/financial-aid

Graduate Admissions

Graduate Admission Requirements

Admission to graduate study is based on completion of the baccalaureate or equivalent degree at an accredited institution with an appropriate major and depth of undergraduate preparation. While some programs at Fredonia require specific majors and/or certification to qualify, other programs require a bachelor's degree in any field. Please be sure to check the individual program requirements to see if you qualify. If you have questions, please reach out to Graduate Admissions at graduate.admissions@fredonia.edu or by calling (716) 673-3808.

Students who apply for admission to programs leading to professional certification to teach in New York public schools must submit proof of appropriate initial teaching certification. The TESOL Option 2 program is the exception, since it is a pathway to initial teaching certification and does not require certification to apply. For all other graduate certification-based education programs, students with a bachelor's degree or equivalent who do not hold initial certification to teach in New York public schools may complete a second baccalaureate degree program to complete the requirement for admission to programs leading to professional certification to teach in New York public schools. The program generally takes five (5) full-time semesters to complete. Students interested in a second baccalaureate degree will work with Transfer Admissions to apply. If you have questions, you can also reach out to Graduate Admissions to see if this is the right path.

All students who wish to take graduate courses and/or pursue an advanced degree or certificate must complete the application process. The online application is available 24 hours a day, seven (7) days a week. The application may be accessed from the Graduate Admissions home page https://www.fredonia.edu/admissions-aid/graduate.

Application Requirements

Students who wish to pursue an advanced degree or certificate must complete the online application. Fredonia does not have a general application deadline, and applications are accepted up to a week before the start of the desired admission term. Some degree programs may specify application deadlines; please check the requirements for your desired program. The graduate application fee is $75. However, for the Speech-Language Pathology graduate program, Fredonia uses the CSDCAS application. CSDCAS charges its own application fee, which differs from Fredonia's $75 application fee. Also, all audition programs through the School of Music charge an audition fee in addition to the $75 graduate application fee.

Funding opportunities, including graduate assistantships, are available to graduate applicants. These opportunities often have deadlines starting early in the calendar year. Please check the Human Resource website for graduate assistantship opportunities.

Admission to graduate study is based on the following requirements:

- Completion of a baccalaureate degree or equivalent from an accredited post-secondary institution with an appropriate major and depth of undergraduate preparation. Some departments may accept students who have successfully earned a degree from an accredited institution with a different major. Decisions about the appropriateness of undergraduate preparation are made on an individual basis during the department review process.
- Completion of the online graduate application and payment of the application fee.
-

Submission of official transcripts from all post-secondary institutions attended. Submission of Fredonia transcripts is not required.

- Submission of appropriate academic and professional references. Most programs require two letters of recommendation, preferably written during the last six months, from individuals who can attest to the applicant's qualifications for advanced study. Some degree programs may have different requirements for references; please check the requirements for your desired program.
- Submission of proof of appropriate certification, a requirement for applicants to advanced teacher certification degree programs.
- Submission of program-specific requirements. Some degree programs may have additional admission requirements; please check the admission requirements for your desired program.

Once an application is considered complete (all admission requirements have been met), the application will then move to department review. Once a decision is made, the applicant will receive a decision email. Important information regarding next steps for accepted students can be found in their Application Portal. (The same application you used to apply to SUNY Fredonia.) Please email or call the Graduate Admissions office with questions about the application process.

For additional information, please see the Admissions and Financial Aid section of the catalog.

International Graduate Application Requirements

International applicants are eligible to apply for admission to all programs, including those that lead to professional certification to teach in New York public schools. International applicants should note, however, that they will not be eligible for certification to teach in New York public schools. For more information students should contact Graduate Admissions at (716) 673-3808 or email graduate.admissions@fredonia.edu.

In addition to the general application requirements, international applicants are required to submit additional materials in order to complete immigration paperwork necessary to study in the United States.

International applicants must submit the following additional materials, available on the Graduate Admissions website https://www.fredonia.edu/academics/graduate-studies/international-graduate-applicant-requirements

- English Proficiency Test Score Report: International applicants are required to show proficiency in the English language sufficient enough to successfully participate in graduate study. Proof of proficiency may be shown by achieving the following test scores:
-

Duolingo English Test: 105 or

- Update: Duolingo

- TOEFL: 79 (iBT) or

- IELTS: 6.5 or

Fredonia's school code for reporting the TOEFL and IELTS scores electronically is 2539

- C1 Advanced (Cambridge English Advanced): 176 or

- C2 Proficiency (Cambridge English Proficiency): 180 or

- PTE: 53 or

- Successfully complete Fredonia's International Pathway Program or

- If an applicant has earned a post-secondary degree in which their courses were taught in English, the English language proficiency requirement may be waived (e.g. Student has a bachelor's degree from a U.S. university)

- We may require a course-by-course NACES accredited transcript evaluation for university course work taken outside of the United States. You can select any NACES member here (https://naces.org/members/).

- FSA-4 form: Financial Statement: All international applicants must submit evidence of full financial support for all expenses at Fredonia as a condition of being issued immigration documents for an F-1 student visa. The FSA-4 form must be signed by both the applicant and the applicant's financial sponsor. The submitted form must contain an original signature.

- Proof of financial support: Applicants must submit an original bank statement from the financial sponsor verifying the available funds. Only original financial documentation with original signatures and seals will be accepted.

While an admission decision can be made without the financial documentation, the I-20 or DS-2019 forms cannot be issued until all documents are received.

Applicants must send the FSA-4 form and supporting documentation to the Assistant Director of International Student Services, E125 Thompson Hall, Fredonia, NY 14063 (or email to iss@fredonia.edu).

Persons who have further questions about these requirements should contact the Assistant Director of International Student Services iss@fredonia.edu.

Individual departments/programs may have additional admissions requirements that must be met. Students should check the program's pages in this online University Catalog, and/or departmental websites.

Non-degree Study

Reasons for applying to become a non-matriculated (non-degree) student vary, but usually fall into the following categories:

- Personal or professional development: Those who have earned a master's degree or higher at Fredonia or elsewhere are welcome to apply for non-degree graduate study for the purpose of personal or professional development. A maximum of 9 credit hours is allowed, but may be waived.
- Pre-graduate preparation: Students who have earned a bachelor's degree and need to take graduate-level coursework in order to bolster a weak undergraduate GPA or to prove capability for graduate-level work may apply for non-degree study and, if approved, take a maximum of 9 credit hours.
- Visiting graduate students: Graduate students who attend other schools and are interested in taking course work at Fredonia may apply for non-degree graduate study and, if approved, take a maximum of 9 credit hours.

To help maintain the quality of Fredonia's graduate programs and to ensure appropriate enrollment capacity, the university asks that applicants explain reasons for requesting non-matriculated admission and indicate from which department(s) desired classes are sought.

A maximum of 9 credit hours (6 credit hours of education course work) taken as a non-degree student is allowed. The credits may later be applied to a graduate degree program at Fredonia upon the student's request.

As a general rule, students taking graduate courses without pursuing a degree who decide to apply for a degree program must have a grade point average of at least 3.0 at the time they apply. Under unusual circumstances, chairpersons may accept students with a lower GPA into a degree program, but in that case, the students enter with conditional status, with one semester in which to improve their records.

To apply as a non-degree graduate student, please contact The Office of Admissions.

Application Deadlines

All applications must be accompanied by a non-refundable application fee of $75. The application fee is assessed when an applicant submits her/his application online, and applicants may choose to pay online using a credit or debit card, or electronic check.

Completed applications must be submitted to Graduate Admissions as follows:

Spring/Summer/Fall Admission

There is no deadline for most programs; however, applicants are advised to keep in mind that many department reviewers are off-campus during breaks and summer months; early application submission will facilitate a shorter waiting period. Applications for non-degree study will be accepted until January 20 for spring admission and August 20 for fall admission.

Fall Admission: Speech Language-Pathology

The Speech Language-Pathology degree program is restricted to fall admission. The application deadline is posted on the this website. ALL application materials must be received by this date and no late applications will be accepted.

At the discretion of the Graduate Admissions Office and based on extenuating circumstances, a student whose application for degree study is incomplete may be offered non-matriculated admission until a final departmental admission decision has been reached. Non-degree students are permitted to take a maximum of 9 credit hours total and are not required to submit recommendation letters. Non-matriculated admission does not guarantee later acceptance into a degree program.

Graduate Financial Aid

Financial aid information can be obtained by visiting the office's website at https://www.fredonia.edu/admissions-aid/financial-aid. Application is made for federal aid by completing a Free Application for Federal Student Aid (FAFSA - use Code 002844) at http://www.fafsa.gov.

Enrollment Status

It is important to know how your enrollment status is evaluated in terms of financial aid eligibility. Note the bulleted items below:

- Graduate students must be enrolled 12 credit hours to be considered full-time for financial aid and billing purposes. If they are not enrolled full-time, they may only be eligible for a portion of their federal aid awarded to them. Students must be enrolled in at least 6 credits to be eligible to receive a DIRECT Unsubsidized Loan.
- For graduate assistants: 6 credit hours per semester is the minimum amount of credit hours required to be considered full-time for the receipt of federal aid with the exception of the federal TEACH Grant. The federal TEACH Grant award is based on actual enrolled credit hours per semester and is adjusted accordingly.
- For Department of Homeland Security (DHS) purposes: 9 credit hours is the minimum amount of credit hours in order to satisfy Department of Homeland Security immigration requirements.

You should notify the Financial Aid Office in writing if you will be enrolled less than full-time so that your aid can be adjusted. Also, as a rule, students should always check with the Financial Aid office when considering a withdrawal from courses or the university.

Good Academic Standing Requirements and Receipt of Graduate Financial Aid

Requirements

Federal regulations require that all financial aid recipients maintain program pursuit and make satisfactory academic progress toward completion of degree program requirements (referred to as Good Academic Standing). The Financial Aid Office evaluates student aid recipient progress according to federal requirements for TEACH, Direct Stafford and Direct Graduate PLUS loans at the completion of the academic year. Please refer to the chart below.

Good Academic Standing Chart for Graduate Financial Aid

Before receiving Federal aid prior to this semester, you must meet all the three criteria below	3rd	5th	7th
Percentage of attempted hours that must be completed with a passing or failing grade	65%	85%	85%
Student must have accrued at least this many credits	12	24	48
With a minimum grade point average of	2.50	2.75	3.00

Notification Procedure

Compliance with guidelines for receipt of federal financial aid (see chart above) is evaluated for all graduate students on a yearly basis at the end of the Spring semester. The Financial Aid Office will notify students who become ineligible for financial aid within one month after the Spring semester if they have not met the eligibility requirements. The notification letter will inform the student of loss of aid at Fredonia for the subsequent semester and it will also outline the waiver procedure that must be followed if the student chooses to appeal the decision.

Waiver Procedure

Reinstatement of graduate federal financial aid may be approved only when unusual circumstances prevented the student from meeting the expected criteria (see chart above) and there is sufficient documentation supporting the request for reinstatement. A request to reinstate federal graduate financial aid for the next semester is initiated via the Waiver Application Form sent to you by the Financial Aid Office and will be evaluated based on the student's documentation of the unusual circumstances that led to the cancellation of such aid. A student choosing to use the waiver process to request reinstatement of financial aid must complete and submit the Waiver Application Form along with appropriate documentation to the Financial Aid Office, 2nd Floor Maytum Hall, for evaluation by the committee.

Graduate Opportunity Tuition Waiver

The Graduate Opportunity Waiver Program provides a full waiver of tuition to former EOP, SEEK, or HEOP students who are accepted or enrolled as full-time students in a graduate degree program. To apply, students should submit proof that they were enrolled as undergraduates through one of the special admission programs named. Contact any EOP or HEOP office for information.

Veteran's Administration Educational Benefits

Those veterans or dependents who are, or feel they are, eligible for federal financial assistance through the Veterans Administration should contact the School Certifying Officer, Office of Financial Aid, 209 Maytum Hall, (716) 673-3253, or email veteran.affairs@fredonia.edu. Students are urged to begin their VA paperwork before the beginning of the school term in order to hasten processing. To further facilitate the start of benefits, the veteran, or the children, spouses, and/or survivors of veterans whose deaths or permanent total disabilities were service-connected, should present pertinent data, such as the service number, dates of service, discharging papers, and any other VA claim information. Students must complete a VA Form 22-1990 at https://www.va.gov/education/how-to-apply and the Veterans Fact Sheet at https://sites.google.com/a/fredonia.edu/veteransfactsheet in order for VA benefits to be certified.

Assistantships/Fellowships

Assistantships: Graduate, research, and teaching assistantships are available to highly qualified graduate

students in many academic departments. Graduate assistants normally carry a 6 to 9 credit hour course load and perform duties in laboratories, lecture halls, and classrooms. The stipends for fully-funded assistantships generally begin at $6,500 plus any negotiated increases for the academic year in addition to waiver of tuition in accordance with the policies and procedures established by the SUNY Board of Trustees.

Applicants for academic assistantships should indicate their interest on the graduate application form.

Graduate Tuition and Fees

Certain types of financial aid (e.g. the TEACH grant) may have different credit hour requirements for full time status designation. Students who plan to take student loans should consult individually with a financial aid counselor to ensure optimal financial aid distribution.

Graduate tuition is charged by credit; tuition is capped at 12 credit hours. Full-time status is equivalent to 12 credit hours for a semester.

All fees and rates listed below represent current charges for matriculated students attending fall and spring semesters. All charges are subject to change. Interested persons should refer to the Student Accounts web pages at https://www.fredonia.edu/about/offices/student-accounts for updated charges.

Full-time, per semester (12+ credit hours):

*New York State Resident Tuition	$ 5,655.00
MBA Program New York State Resident Tuition	$7,615.00
Out-of-State Tuition	$12,250.00
Online Only MBA Program Out-of-State Tuition	$9,140.00
Online Only Program Out-of-State Tuition**	$6,785.00
College Fee	$25.00
Student Services and Programs Charge	$858.50

Part-time (per credit hour):

*New York State Resident Tuition	$ 471.00
MBA Program New York State Resident Tuition	$635.00
Out-of-State Tuition	$ 1,021.00
Online Only MBA Program Out-of-State Tuition	$762.00
Online Only Program Out-of-State Tuition**	$565.00
College Fee	$1.70
Student Services and Programs Charge	$71.60

All rates and fees are subject to change. Individuals should view the Student Accounts web page for the current university charges at https://www.fredonia.edu/about/offices/student-accounts

**Students must be matriculated in a fully online program for this tuition rate.

Full-time rates do not apply for summer or J-Term semesters; tuition is calculated at the part-time per credit hour rate.

* State University policy requires that a student be a resident of New York State for one year prior to registration in order to qualify for in-state resident tuition charges. Students should contact the Student Accounts Office for complete information governing residency requirements.

NOTE: Non-matriculated graduate students are charged tuition according to the level of the course. During the fall and spring semesters only, students taking 12 or more hours will be charged according to the course level combination with a minimum charge equal to the full-time undergraduate rate and the maximum capped at the full-time graduate rate, determined also by their residency status.

Billing Procedures and Payment Requirements

Billing Procedures

The Student Accounts Office creates an electronic bill (eBill) for students who have course selected prior to the start of a semester. Semester bills are created in mid-July for the Fall semester and early January for the Spring semester. Upon creation, an email notification is sent to the student's Fredonia email address in addition to any authorized users email address. Students and authorized users may also enroll to receive text messages when an eBill is created. If the student would like their parent, guardian or another person to receive a copy of their

semester bill, the student needs to sign them up as an Authorized User in our TouchNet system, or they may print a copy of the eBill and mail it. Authorized Users have access to view semester eBills, 1098-T tax notifications and current account activity, make payments, and enroll in payment plans.

A student must submit the required payment prior to the billing due date. Failure to make payment by the due date will result in the assessment of a late payment/administrative fee. Late fees are assessed as follows: $30 for balances less than $1,000.00; $40 for balances $1,000.00-$1,999.99, and $50 for balances $2,000.00 or more. It is the responsibility of the student to notify the Academic Advising Office if they are not returning so that the charges may be removed and courses may be dropped.

Students are billed for each semester individually. The university bill lists the following mandatory charges: Tuition, College Fee, and Student Services and Programs Charge. Charges for Residence Hall Room, Food Service, FREDFunds, Orientation, LapTop Purchase Porgram, Course and Music fees may also be included on the eBill. A deduction from the total billed amount is made for the Advance Admission Deposit ($50) and Advance Housing Deposit ($50) when applicable. Deferments are granted only for authorized deferrable financial aid.

Deferment Policy

Deferment of university charges is not permitted except for approved, deferrable financial aid. Estimated financial aid awards may not be used as deferments. Financial aid awards that may be used as deferments against university charges include:

- Excelsior
- Tuition Assistance Program (TAP Awards)
- SUNY Tuition Credit
- Stafford Student Loans
- Veteran benefits (only when they are payable directly to the university)
- PELL Awards
- TEACH grant
- Supplemental Education Opportunity Grants (SEOG)
- Private Scholarships (only when they are payable directly to the university)
- Parent Loans
- Alternative Student Loans
- SUSTA
- NYS STEM Incentive Program

Work Study Awards and personal loans are not deferrable against university charges.

Payment Requirements and Distribution of Financial Aid

Full payment, less approved deferrable financial aid and pre-payments, must be made by the due date. Cash, personal checks, money orders, VISA, MasterCard, Discover, and American Express are all acceptable forms of payment. Payments can be made online via personal check, MasterCard, VISA, Discover, or American Express by logging on to “Your Connection.”

Fredonia Installment Payment Plans (FIPP) are available to all students. Students and authorized users can enroll in a two-, three- or four-payment plan on a semester basis; the plan includes all semester charges less any approved financial aid. Students/Authorized users would need to enroll each semester, and can enroll online when viewing the eBill. Payments can be scheduled to automatically be taken from a credit card, checking or savings account, or can be initiated for each individual due date by logging in and making the payment.

Students registering after the initial eBill will have an eBill created and receive email notification at their Fredonia email address and text message (if they have provided a cell phone number in Personal set up under My Profile Setup) near the end of the first week of classes. The due date for payment will be mid-September for the Fall semester and mid-February for the Spring semester. A late payment/administrative fee of up to $50 will be added to an account outstanding as of the close of business on the due date.

The majority of financial aid is distributed during the third and fourth week of classes. Tuition Assistance Program (TAP) and SUNY Tuition Credit funds are not distributed until mid-semester. Students who file for their financial aid late will receive their aid later in the semester.

All financial aid received by the university is applied to student accounts on a first-received, first-applied basis after allowing for a TAP, SUNY Tuition Credit, Excelsior and Excelsior Tuition Credit. Excess financial aid is generally returned to students within two business days. If direct deposit is not setup, checks are mailed home to the permanent address on file with Fredonia.

Failure to Pay University Charges

Changes in a student’s registration status or credits, residence hall occupancy, food service selection or a reduction in financial aid may result in a balance due after the initial payment has been made. The Student Accounts Office will bill students monthly throughout the semester. Students who fail to make timely payments will be assessed a late payment/administrative fee up to $50 each time their account is billed.

A student who fails to pay any university related charges (this includes tuition, fees, library and parking fines and expenses for equipment and supplies) prior to the end of the current semester will be placed on “hold.” A student on “hold” will not: receive a diploma at graduation or be permitted to register for additional semesters at Fredonia.

A student who fails to make payment to the university at the end of the semester will be referred for further collection efforts to the New York State Attorney General’s Office in Albany or to a collection agency contracted by the university. Accounts transferred to these agencies may be subject to additional charges for interest and collection costs.

Miscellaneous Fees, Fines or Deposits

All of the major university expenses have been outlined. However, individual courses may require payment of a course fee that will be reflected on the student's semester eBill. Students should consult the "Online Course Schedule" for specific courses and charges.

Students majoring in any program within the School of Music (both undergraduate and graduate) are assessed a $250 Music Fee each semester.

In addition, the State University authorizes charges for such items as returned checks ($35), late registration ($40), First-Year orientation ($150), Transfer orientation ($80), late payment/administrative (up to $50), and drop/add fees ($20). Fines are authorized for parking violations, the late return or loss of library materials, and failure to return physical education or infirmary equipment. All fees are subject to change.

Refund/Repayment of Financial Aid Due to Discontinuance of Study

When a student has received Title IV federal funds (such as: Subsidized/Unsubsidized Stafford loans, PLUS Loan, PELL grant, SEOG grant, TEACH grant, Veteran funding) and discontinues study prior to the completion of the semester for which the Title IV funds were disbursed, a Title IV repayment calculation must be completed. This includes the situation when a student receives all F’s and has a reported last date of attendance where the percentage of the semester completion is less than 60%.

A student’s charges will be reduced based on the refund policy. The purpose of the repayment calculation is to determine the amount of Title IV federal aid the student is eligible for and insure that the student has not been over awarded federal financial aid due to the student’s withdrawal. The initial step in the calculation is to identify all of the Title IV federal aid that the student was awarded in the semester that the student withdrew. If a student is subject to the 30-day delayed disbursement, as a first time borrower, and withdraws during the first 30 days, the student is not eligible for the Stafford Loan, and it will not be included in the calculation.

The next step is to determine the number of days the student was enrolled for the semester and divide that by the total number of days in the semester to calculate the percentage of Title IV federal aid earned by the student. If this percentage is greater than 60 percent, the student is eligible for 100 percent of their Title IV federal funds. (Note: Any break of five or more consecutive days is excluded from the calculation. For example: Thanksgiving and Spring Break would be excluded.) If the percentage of Title IV federal aid earned is less than or equal to 60 percent, the percentage is then multiplied by the amount of Title IV federal aid the student has been awarded for the semester. This determines the amount of Title IV federal aid that the student is eligible for and can be applied toward their charges for the semester they withdrew.

A comparison is done between the amount of Title IV aid that the student is eligible for and the amount that has already been disbursed into the account. If the disbursed amount is less than the eligible amount, any additional funds up to the eligible amount may be disbursed to the student’s account and then to the student if any excess funds are available. If loan proceeds are to be utilized as a late disbursement, the student (or parent for a PLUS Loan) will be notified. If the disbursed amount is greater than the eligible amount, the student has been over awarded due to their discontinuance of study. When a student has been over awarded, the amount of earned aid is subtracted from the amount of disbursed aid to determine the amount that the student is not eligible for. Any Title IV federal aid that the student is not eligible for must be returned to the appropriate federal program. Title IV federal aid is returned in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, PLUS Loan, PELL grant, Federal SEOG grant, TEACH grant and other Title IV program aid excluding Federal Work-Study.

State University Refund Policy

STATE UNIVERSITY REFUND POLICIES

The Advance Admission Deposit of $50 is refundable until April 30 (November 1 for spring enrollment) or 30 days after the day of acceptance, whichever is later. After this it may not be refunded except in cases of withdrawal for reasons beyond the control of the student and with approval of the University President or his/her designee.

The Advance Room Deposit of $50 is refundable until July 1 (December 1 for spring enrollment). Refunds may not be made after this date except in cases of withdrawal for reasons beyond the control of the student and with approval of the University President or his/her designee.

Tuition: A student withdrawing from the university or individual courses during the fall or spring semester is eligible for the following tuition refunds:

100 percent for withdrawal during the first week of classes

70 percent for withdrawal during the second week of classes

50 percent for withdrawal during the third week of classes

30 percent for withdrawal during the fourth week of classes

0 percent for withdrawal beyond the fourth week of classes

A full refund of tuition may be granted if a student must withdraw for reasons beyond his/her control with the approval of the University President or his/her designee.

Please note that Thanksgiving and Spring Break do not count as a week during the semester for Title IV and calculation purposes. As a rule, students should always check with the Student Accounts Office and the Financial Aid Office when considering a withdrawal from courses or the university.

The College Fee is not refundable after registration.

A student who is dismissed for academic or disciplinary reasons prior to the end of an academic term shall be liable for all tuition and fees due for that term.

Refunds for the Student Services and Programs Charge are granted based on the week of withdrawal following the same schedule listed above for tuition.

Residence Hall Room Rental. Once a student has registered for and occupied a room in a university-operated residence, no refund may be made except in cases of withdrawal beyond the control of the student and with approval of the University President or his/her designee. Rooms are contracted for the entire academic year and cannot be canceled during this period as long as the student is registered. There is a fee of $350 for approved termination of the housing license. In the case of a withdrawal from the institution, Residence Life has their own pro-ration schedule of housing charges.

Food Service is refundable on a pro-rated basis, less a small service charge, only upon withdrawal from the university.

Student Services and Programs Charge

The Student Services and Programs Charge combines all university fees for student services, programs and activities in one composite amount for all students. As a result, there are no general university fees and no additional mandatory fees once a student arrives on campus (although some departments may assess individual departmental fees). The Student Services and Programs Charge includes support for the following programs and activities:

Advanced Technologies for Classroom Use
Alumni Affairs
Blue Devil Fitness Center
Campus Community Bus
Campus Internet Access
Campus Microcomputer Labs and Support
Campus Fine Arts
Fredonia Ticket Office (Student Discounts)
Counseling Center
Family Weekend Events
Intercollegiate Athletic Sports Program
Intramural and Recreational Program
Legal Services
Homecoming Weekend Events
On-Campus Student Employment
On-site Medical Care
Health Education Programs
Medical Laboratory Work
Over-the-Counter Medications
Wellness Checkup
Parking Services
Parking Shuttle Service
Student Engagement
Student Government
Student Organizations and Clubs
Student Scholarships
University Special Events
University Transcripts

The Student Services and Programs Charge waiver policy can be found at https://fredonia-edu.atlassian.net/wiki/spaces/POL/pages/3351379969/Fee+Waiver+Policy.

State Authorization Disclosure

State Authorization

The State University of New York at Fredonia is able to deliver online programs through the National Council for State Authorization Reciprocity Agreement (NC-SARA) process. NC-SARA is an agreement among member states, districts and territories that establishes comparable national standards for the approval of interstate postsecondary distance education courses and programs.

On September 13, 2016, the New York State Board of Regents adopted new regulations requiring out-of-state institutions of higher education to seek and obtain New York State Education Department (NYSED) approval to offer distance education to New York State residents, and to permit the Department to enter into the State Authorization Reciprocity Agreement (SARA). New York State joined SARA on December 9, 2016.

New York State institutions participating in SARA are authorized to conduct distance education activity in other SARA member states under the terms and provisions of SARA. Please refer to the National Council for State Authorization Reciprocity Agreements (NC-SARA) website for more information about SARA eligibility, coverage, and procedures. A list of states and institutions participating in the State Authorization Reciprocity Agreement is available on the NC-SARA Directory webpage.

Complaint Resolution

Federal regulations require institutions delivering distance education courses to provide students and prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student complaint.

SARA requires the College to provide all students taking courses under SARA's provisions with information on the College's and SARA's complaint resolution policies and procedures. SARA applies solely to distance education activity conducted across state lines. It does not apply to distance education activities inside New York State. Only those complaints resulting from distance education courses or activities offered to students in other SARA states come under the terms of SARA. Complaints from instate students are to be resolved under the College's provisions, not those of SARA.

All Fredonia students taking distance learning courses should first follow the campus procedures for attempting to resolve complaints.

Students residing in state’s other than New York may, after exhausting campus procedures, file complaints according to the policies of the state in which they reside. To assist students, the State Higher Education Executive Officers (SHEEO) has compiled the appropriate contact information for each state. This document provides contact information by State and Agency. Students should follow the procedure for their state of residence.

State University Refund Policy

Click here for the policy (p. 534)

Licensure/Certification

Completion of one of our certificate/licensure programs will prepare qualified candidates for licensure/certification in New York State. The State University of New York at Fredonia is able to deliver
online programs through the State Authorization Reciprocity Agreement (SARA) process. SARA is an agreement among member states, districts and territories that establishes comparable national standards for the approval of interstate postsecondary distance education courses and programs. New York State joined SARA on December 9, 2016. New York State institutions participating in SARA are authorized to conduct distance education activity in other SARA member states under the terms and provisions of SARA. Please refer to the National Council for State Authorization Reciprocity Agreements (NC-SARA) website for more information about SARA eligibility, coverage, and procedures. A list of states and institutions participating in the State Authorization Reciprocity Agreement is available on the NC-SARA Directory webpage.

New York State also participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC). This interstate agreement makes it possible for an educator who
completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. Fredonia has not currently made a determination if this program will specifically meet licensure/certification requirements of any state other than New York. You are encouraged to contact the appropriate state licensing body in your state with any questions relating to professional licensure or certification as each state is responsible for its own certification/licensure requirements. Additionally, licensing/certification requirements vary by state and relocating could impact whether you will meet eligibility requirements for licensure. Check with the state licensing agency where you desire licensure before relocating to ensure that you will be eligible for licensure or reciprocity. You can also visit NASDTEC to review specific state-by-state requirements.

EXTENDED LEARNING

2146 Fenton Hall
(716) 673-3177
Eric Skowronski, *Director*
Email: extended.learning@fredonia.edu
Website: https://www.fredonia.edu/academics/extended-learning

Extended Learning offers a diverse set of education and training opportunities, both credit bearing and noncredit. There are six main program categories affiliated with this office, including the Extended Learning Credit Program, Noncredit Continuing Education, Course Auditing, Summer Sessions, J-Term (Joining Term), and Online Learning.

For additional information on any of these programs, please contact Extended Learning or visit https://www.fredonia.edu/academics/extended-learning.

SUNY Online

Credit-bearing, instructor-led, asynchronous online courses are offered by many SUNY colleges and universities across New York State, including Fredonia, in conjunction with SUNY Online, https://explore.suny.edu/

For additional information, please contact Extended Learning or visit https://www.fredonia.edu/academics/extended-learning.

J-Term (Joining Term) at Fredonia

Every winter, Fredonia offers a select group of undergraduate and graduate courses - on campus, online, and abroad. J-Term is the intersession between fall and spring semesters, with classes that span two to five weeks in duration. For additional information about Fredonia's J-Term, please contact Extended Learning or visit https://www.fredonia.edu/academics/j-term.

Summer Sessions at Fredonia

During Summer Sessions, students have the opportunity to get ahead in their studies, explore courses outside of their disciplines, get back on track, or launch their college studies early. Every summer, Fredonia offers a comprehensive program of undergraduate and graduate coursework – on campus, online, and abroad.

For additional information, please contact Extended Learning or visit https://www.fredonia.edu/academics/summer-sessions.

FREDONIA ORGANIZATIONS AND ACTIVITIES

Art Exhibitions

Each season, many art exhibits are presented on campus. The 2,000 square-foot Cathy and Jesse Marion Art Gallery, housed within the Michael C. Rockefeller Arts Center, hosts several curated contemporary art exhibits each season. The emphasis of the shows is on contemporary work in painting, printmaking, photography, sculpture, graphic design and media arts. The gallery also hosts exhibits by the visual arts department faculty current students. All exhibits feature a public reception open to students, faculty, and community residents. The Emmitt Christian Gallery on the second floor of the arts center is used to exhibit class projects, solo student shows, visiting artist work, and other small exhibits throughout the year.

The Cathy and Jesse Marion Art Gallery, on the ground floor of the Michael C. Rockefeller Arts Center, presents original and traveling exhibitions of contemporary art by nationally to internationally recognized artists. Educational programming related to these exhibitions includes class tours, art days for middle and high school students, workshops, lectures, and gallery talks. Publications are available, free of charge, for major exhibitions. Graduating art majors exhibit their work in a senior show at the end of each semester. Exhibitions and receptions are free and open to the public. The Emmitt Christian Gallery, on the second floor of RAC, presents exhibitions of artwork by current Fredonia art majors.

Athletics

Fredonia State Athletics has a long and storied history of successful competition throughout the Northeast. A highly respected coaching staff has produced over 120 collegiate All-Americans, a number of National Champions, and a plethora of team championships at the conference and regional level.

Fredonia States coaches also serve on advisory committees throughout the east and have held top positions in a number of statewide, regional and national organizations.

Offering a wide range of programs for students wishing to participate at a competitive level, Fredonia State sponsors athletic teams for men in the following sports: baseball, basketball, cross country, hockey, soccer, swimming, and track and field. Offerings on the women's side include: basketball, cheerleading, cross country, lacrosse, soccer, softball, swimming, tennis, track and field, and volleyball.

Athletic eligibility is determined through the office of the Director of Athletics. Varsity athletes must comply with all departmental, conference and NCAA rules and regulations. In addition to being certified eligible to participate through the Athletic Director's office, each prospective student-athlete must receive clearance from the campus medical personnel prior to participating in team activities including practice, staff-supervised pre-season conditioning, and contests. All student-athletes are required to provide the department with evidence of personal health and accident insurance coverage.

Athletic affiliations are maintained with the NCAA and SUNYAC. While programs range in strength from national level competition to competitive conference play, the university encourages students to try out for teams if their ability warrants.

Intramural and Recreational Activities

Office: 154 Dods Hall
(716) 673-3590
Geoff Braun, *Coordinator*
Email: recreational.sports@fredonia.edu
Website: https://fredoniabluedevils.com/index.aspx

The Intramural and Recreational Sports Program is conducted under the direction of the Department of Athletics and Recreation, and is funded by the State of New York and Student Association fees.

The university facilities are outstanding and include Dods Hall, with its classrooms, gymnasium, fitness center, dance studio, and racquetball courts, and Steele Hall, which contains an ice rink, basketball courts, an indoor track, and a natatorium. Facilities also include outdoor tennis and basketball courts, an outdoor track, and numerous playing fields. The complex contains both a natural grass field and a turf field, serves as home to the varsity soccer and lacrosse teams as well as recreational space for intramurals and club teams.

Intramurals offers a variety of sports and recreational activities to meet the needs of the campus population while striving to provide a safe and fun environment for the students, faculty, and staff. Intramurals employs a staff to serve as sport commissioners, field supervisors and officials. In the fall programs include dodgeball, sand volleyball, flag football, broomball and indoor volleyball. The spring semester includes basketball, floor hockey, soccer, tennis, softball, innertube water polo and broomball. Women's, men's, and co-ed leagues are offered for each sport and leagues can run four to ten weeks during the semester.

Blue Devils Fitness Center

Fredonia held a ribbon cutting ceremony for its new $3.25 million dollar Blue Devil Fitness Center in March of 2013. The 7,900 square foot state-of-the-art facility consists of four work-out areas - a cardio zone, a selected circuit zone, a free weight zone and a rock climbing

wall. In addition to providing a well-planned and extremely attractive fitness space, the wide variety of exercise equipment meets the needs of Fredonia's recreational users as well as more highly trained students and athletes.

Dods Hall Gymnasium

The Dods Hall gymnasium is adjacent to the fitness center and consists of over 9,000 square feet of space in which the department conducts aerobics and step aerobics classes and a variety of recreational, intramural and athletic activities. The space can accommodate large fitness classes of over 100 students per class. The department's facility schedule can be accessed by visiting https://fredoniabluedevils.com/index.aspx.

Steele Hall Fieldhouse

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

Outdoor Tennis and Basketball Facilities

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

University Stadium

The University Stadium is composed of a natural grass playing field and a synthetic turf field. Both areas are lighted for evening games and intramural and recreational sports activities.

Steele Hall Ice Rink

The Steele Hall Ice Rink measures 200 feet x 85 feet. The rink hosts many student activities including beginning, intermediate and advanced skating classes, figure skating classes, and student club sports such as figure skating and club hockey. Intramural broomball and floor hockey are conducted in this area once ice is removed in the early spring.

Natatorium

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

Other Student Clubs and Groups

Student life is enriched by the availability of a wide variety of formal and informal group activities, some of long standing, some only newly established. In addition to honor societies, there are service groups, clubs relating to specific majors and career fields, a growing social fraternity and sorority system, and interest groups involved with sports, hobbies, areas of social concern, etc. It is not possible to give more than a sampling here; students who have a specific interest or just want to find out the full range of possibilities, or start a new club, are encouraged to visit the Campus Life website at https://www.fredonia.edu/student-life/campus-life . All department clubs, independent organizations, associations and societies must be recognized by the Student Association and Campus Life in order to have access to campus facilities and Student Association funds.

Accounting Society
African Student Union
Alpha Psi Omega
American Cancer Society
American Choral Directors Association
American Sign Language Club
American Society for Quality
American String Teachers Association
Animation/Illustration Club
Applied Communication Association
Art Forum
The Barbie Club
Best Buddies
Beta Beta Beta
Fredonia Biology Club
Black Student Union
Blue Devil Gaming
Brother 2 Brother
Business Students for Success
Business Club
Catholic Student Fellowship
Chemistry Club
Chess Club
Chi Tau Omega
Club Hockey
Conductor's Guild
Cooking Up History
Council for Exceptional Children
CSTEP STEM Club

Delta Chi
Delta Phi Epsilon
Design Studio
Dungeons & Dragons Fellowship
Dynamic Intonation
Enfusion Dance Team
Ethos
Figure Drawing Club
Fredonia Anime Club
Fredonia Bass Society
Fredonia Brass Association
Fredonia Club Tennis
Fredonia Dance Team
Fredonia Feminist
Fredonia Figure Skating Club
Fredonia Flute Association
Fredonia Lettuce Club
Fred Grows
FSU Guitar Society
Fredonia Immersive Theatre
Fredonia Improv Collective
Fredonia Karate Club
Fredonia Kazoo Choir
Fredonia Mock Trial
Fredonia Night Live
Fredonia Old Time Music Club
Fredonia Radio Systems
Fredonia Renaissance Choir
Fredonia Student Keyboard Assoc.
Fredonia Technology Club
FUSITT
Fredonia Viola Society
Fun & Logic
Geology & ESCI Club
The Guerrillas
Health Professions Club
Hillel
History Club
International Club
Intervarsity Christian Fellowship
Fredonia Jazz Workshop
Kappa Delta Pi
Kappa Sigma
Karaoke Club
Latinos Unidos
Lettuce Club
Life Club
Magic: The Gathering
Fredonia Media Music Collective
Men's Black Horse Rugby
Morgan's Message
Much More Chill
Music Industry Club
Music Therapy Club
Native American Student Union
NAfME
NSSLHA
NYSBDA
Operation Smile
Orchesis
Percussion Guild
Performing Arts Company
Premium Blend
Pride Alliance
Psychology Club
Random Acts Improv
Rince Irish Dance
The Riveters
Sigma Gamma Phi
Sigma Kappa
Sigma Phi Epsilon
Sigma Tau Delta
Social Work Club
Some Like It Hot
Sound Services
Special Olympics Fredonia
Spectrum
Spikeball Club
Sport Management Club
Students Against Suicide
Student Athlete Advisory Committee (SAAC)
Student Opera Theatre Association (SOTA)
STEPS
Student Veterans of America SUNY
SUNY Fredonia ITEA Chapter
Tau Sigma
Teacher's Education Club (TEC)
The 3 L's Club
The Leader
Tonmeister Association
Trombone Workshop
Turning Point USA
WNYF
Fredonia Blackhorse Women's Rugby
Fredonia Women's Club Soccer
Women's Club Volleyball
Writers' Ring

The formal and informal activities mentioned above are further supplemented by some traditional events in student campus life that normally involve large groups of students. They include the following: Activities Night, Culture Night, Relay for Life, and Homecoming.

Student Association

All fee-paying students at Fredonia are members of the Student Association. The Representative Assembly, which is the governing body, is divided into the five classes (freshman through graduate) and has one elected representative for every 100 students in the class.

The representatives have a very important responsibility. Besides representing their constituents at the assembly meetings, they are individually appointed to faculty committees of their choice. Through these committees, students voice their opinions on such matters as academics, food services and Student Affairs. Student membership on these committees is not limited to assembly members; however, everyone is encouraged to participate.

The association also has committees and departments of its own which require student input.

Elections for the office of president and vice president of the Student Association are held every November for a one-year term that runs from January to December. The Student Association President has the privilege of appointing a comptroller. The Speaker of the Assembly is nominated and elected annually by the assembly.

Students are encouraged to become involved with the Student Association. The association determines how the resources (activity fee) of the students are allocated and released over the year and submit for approval by the University President an annual budget.

The Student Association Office is located in the Williams Center, Room S226AB. Students may stop in at any time to join a committee, become a representative or just to ask questions. The office is open Monday through Friday from 8:30 a.m. until 4:30 p.m. For additional information, please call (716) 673-3381.

Student Music Activities

The following music activities provide opportunities for development of proficiency in performance and for personal enjoyment for the performer, the university, and the community. Many of the ensembles are auditioned and are used to fulfill the music ensemble requirement for Music majors. Performing opportunities are available to **all** students. For more information, students should contact the School of Music.

The *Masterworks Chorus* is a large choir comprised of members from the other select choirs on campus. The group performs masterpieces of choral literature.

The *College Symphony Orchestra* is open to all students by audition and offers complete instrumentation and a repertoire of major works of classical, romantic, and modern orchestral and operatic literature. Maintaining high standards, it performs several times each year.

The *College Chamber Orchestra* is a more select ensemble.

The *Fredonia Wind Ensemble* is the premier wind/percussion ensemble in the School of Music. It performs a wide variety of repertoire consisting of contemporary, historical, and standard wind works that range from chamber music to literature that utilizes the full ensemble.

The *Fredonia Wind Symphony* is a select ensemble that utilizes the full resources of the large wind/percussion ensemble to perform outstanding wind ensemble and concert band works from a wide variety of styles and music periods.

The *Fredonia Concert Band* performs the finest in traditional and contemporary literature composed for the wind ensemble and concert band. The repertoire is drawn from a variety of genres and stylistic periods, with an emphasis on the standard band repertoire. The Concert Band is open to all students by audition, regardless of major.

The *Fredonia All-College Band* is a unique mixture of music majors, students from all academic disciplines, and community members. The combination creates a dynamic environment that provides an opportunity for the entire Fredonia community to perform music at a high level, without the pressure of an auditioned ensemble. The All-College Band performs music from the traditional band and wind ensemble repertoire. The All-College Band is open to all students on a space-available basis, regardless of major, and no audition is required for participation.

Jazz Ensemble opportunities are available through the School of Music and through the Fredonia Jazz Workshop, a student organization. There are several groups including two flagship large ensemebles and a number of instrumental and vocal combos from high skilled touring groups to training ensembles dedicated to teaching the art of jazz interpretation and improvisation. All jazz groups work together to foster a wider understanding of jazz through the exploration and performance of a variety of styles.

The *Fredonia Chamber Choir*, a group of mixed voices selected by individual auditions for musical ability, flexibility, quality, and rhythmic sense, performs frequently both on and off campus.

The *College Choir*, with approximately 60 selected mixed voices, studies and performs major choral works in addition to standard sacred and secular music. .

The *Fredonia Camerata* studies and performs sacred and secular literature from all style periods.

The *University Chorus* is the largest choral ensemble on campus, ranging in size from 130 to over 200 singers in any given semester. Its membership comprises university faculty members and people from the community-at-large, as well as Music majors (vocal and instrumental) and students from other academic disciplines. The University Chorus rehearses and performs a wide variety of music each semester. No audition is required for membership.

Flute Ensemble - performs music composed or arranged for flutes.

Guitar Ensemble and Guitar Quartet - ensemble of 12 guitar majors and quartet, both touring groups, perform transcriptions and original music.

Percussion Ensemble - performs mainly contemporary works.

African Drumming Ensemble - performs African music with particular emphasis on the music of Ghana. Practical instruction in traditional instrumental techniques. Admittance to the ensemble is by permission of the instructor.

Piano Ensemble - systematic study in piano sight reading and accompanying.

Saxophone Ensemble - performs original and transcribed works.

Small Ensembles - perform basically chamber ensemble literature and include woodwind, string and brass trios, quartets and quintets, and clarinet and trombone choirs.

The *Opera Theatre Workshop* provides a workshop situation for students to deal with repertoire that has limited production requirements. The wide range of possible experiences provided includes performing, conducting, directing, design and management.

The *Music Educators National Conference*, Student Chapter 151 at SUNY Fredonia, is affiliated with the New York State School Music Association. The activities of the chapter encourage professional interests and ideals.

The *Music Therapy Club* is affiliated with the Mid-Atlantic Region and national chapters of the National Association for Music Therapy. Activities of the club encourage the professional interests and growth of the students entering the field of music therapy.

Other student music groups include various a cappella groups, student chapters of the American Choral Directors Association (ACDA) and American String Teachers Association (ASTA), Conductor's Guild, Ethos (new music association), Fredonia Bass Society, Fredonia Brass Association, Fredonia's Divine Sound Gospel Choir, Fredonia Guitar Society, Fredonia Jazz Workshop, Fredonia Student Keyboard Association (FSKA), Fredonia Trombone Workshop, Fredonia Woodwind Association, Improv Collective, Musicological Society, New York State Band Directors Association Collegiate Chapter (NYSBDA), Noteworthy (show choir), Percussion Guild, Phi Mu Alpha Sinfonia, Ring Road Singers, Sigma Alpha Iota (SAI), Student National Association of Teachers of Singing (SNATS), Student Opera Theatre Association (SOTA), Tonmeisters (sound recording technology),and the Ukulele Club.

Student Theatre Activities

Walter Gloor Mainstage Series Productions. Five major theatrical productions are presented each year. These efforts of the Department of Theatre and Dance have become known for their excellence in all aspects of production, from outstanding acting, singing and dancing to magnificent scenery, lighting and costumes. Auditions and production work are open to all students, regardless of major.

FACULTY STUDENT ASSOCIATION

The Faculty Student Association (FSA) is a New York State not-for-profit corporation governed by a board of directors composed of seven students, three university administrators, three faculty, one classified staff member, and one alumni member all representing the State University of New York at Fredonia. It operates under a contract with Fredonia in conformance with guidelines established for all campuses. The FSA receives no government subsidies, and is self-supporting through revenues generated from its services. Any income after operating expenses is used to benefit the university by supporting campus programs. The FSA administrative offices are located in Gregory Hall. For general information, students should call (716) 680-6228 or visit the FSA website at https://fsa.fredonia.edu/ or email fsa.office@fredonia.edu.

Dining Services Operations

Cranston Marché – Our open kitchen All-You-Care-To-Eat dining hall was designed for total transparency leaving out any mystery. All of our Chef's creations and made-to-order entrees are prepared and served right in front of you at four platforms – Pantry, Pizza and Pasta, Grill, and a gluten free "friendly" station. The Marche is located on the second floor of University Commons.

Willy C's features a variety of grab-and-go quick-serve selections, in addition to made to order subs, pizza, smoothies, sushi, a salad bar, fresh fruit, and more.

Cafes and Concessions, strategically placed across campus, serving coffee, bubble teas, pastries, soup, salads, and hot and cold sandwiches.

Starbucks®, located on the ground floor of the University Commons, offers rich-brewed coffee, espresso and blended beverages, Teavanna® teas, La Boulange® pastries, breakfast and lunch hot sandwiches served all day, and a variety of giftware and merchandise.

The Horizon Room, located on the lower level of the Williams Center and the College Lodge, are among the popular locations offering full catering services ranging from coffee breaks to banquets and weddings. Customers should contact the FSA catering office at (716) 680-6227, email fsa.catering@fredonia.edu, or visit the FSA catering website at https://fsa.fredonia.edu/Catering/AboutFSACatering.aspx for more information.

Other FSA Services

ID Cards - A university ID card; the FREDCard is required for all enrolled Fredonia students. The cards are initially issued free of charge to students by the FSA office. In addition to being a required form of identification on campus, they are also the official card used for all meal plans and FREDFunds accounts. More information can be obtained at http://www.myfredcard.com/.

Located on the first floor of university commons the University Bookstore offers a wide range of items including imprinted clothing and giftware, general trade books, school and art supplies as well as a wide range of unique general gift products. Other products and services available at the store include computer peripherals and the store is also central location for package pickups for students in residence halls.

Attached to the bookstore is the campus convenience store that is open extended hours and stocks a large assortment of convenience foods and beverages along with an essential selection of health and beauty aids. For more information, please email fsa.bookstore@fredonia.edu.

The **FREDFunds Account** is a prepaid taxable debit account. The account offers the convenience of making purchases at any FSA location without carrying cash. The debit account may also be used for online purchases and book rentals through the Bookstore website. Please visit the site at https://www.fredoniabookstore.com/.

The FSA provides **check-cashing** services on campus. Students who possess a valid Fredonia I.D. (FREDCard) may cash checks in the bookstore. Fees for check cashing may apply and there is a $25.00 limit. In addition, electronic banking machines are available on campus.

The FSA's **vending program** on campus includes snacks and beverages.

The Faculty Student Association and Residence life have teamed together to provide use of **washers and dryers** for all resident students on campus at no extra charge. The washers and dryers are located in a designated laundry room within each residence hall.

The **Herbert C. Mackie Memorial Camp** (College Lodge) in Brocton, located 12 miles from the campus on Route 380, is a 203-acre refuge featuring a beautiful and rustic lodge and hiking trails. The facility is available by reservation for weddings, parties, cross-country ski outings, and other events. The camp also has a sleeping lodge that will accommodate up to 90 guests. More information may be found at http://www.collegelodge.com.

Student Employment - The FSA provides jobs ranging from 10 to 20 hours per week for approximately 150 students. A variety of student jobs are available, with the

majority being in dining service locations. The jobs are not based on financial need.

GRADUATE STUDIES

Office of Admissions
6th Floor Maytum Hall
(716) 673-3808
Email: graduate.admissions@fredonia.edu
Website: https://www.fredonia.edu/academics/graduate-admissions

The State University of New York at Fredonia offers programs of graduate study leading to the degrees of Master of Arts, Master of Science, Master of Music, Master of Science in Education, Master of Arts in Teaching, and Advanced Certificates in School Building Leadership and TESOL (Teaching English to Speakers of Other Languages). Professional certification to teach in the public schools of New York may be secured concurrently with the master's degree if the student follows a program designed for this purpose. Graduate instruction at Fredonia is offered during the academic year, and in several special sessions (i.e. J-Term, May Term, Summer). Many courses are scheduled to meet in the late afternoons and evenings to accommodate the employed student.

Each graduate student will be assigned a graduate advisor who consults with him/her regarding programmatic, professional, and scholarly development. Within the framework of all programs, the student pursues graduate study consistent with his/her previous preparation and directed toward his/her own academic and professional objectives.

Degree programs in Interdisciplinary Studies are individually designed by the student, submitted to individual departments for review, and approved by the Associate Provost for Graduate Studies, however, the degree program is on hiatus for 2017-2018. For more information, please contact Graduate Studies.

Governance and Policy

The Graduate Council

The Graduate Council is a standing committee of the University Senate charged with oversight of the academic integrity of graduate studies at Fredonia. In this capacity, Graduate Council supports the development of master's degrees and advanced certificate programs that provide a sound education for graduate students, lead to advanced qualification in the professions and disciplines, and generate new knowledge through research and publications by its faculty and students. The committee's primary functions are: to monitor academic standards; to approve new graduate program and course creation and revisions; to develop standards for admission; to oversee matriculation and graduation standards; and to recommend new and/or revised graduate programs and policies to the Associate Provost for Graduate Studies, Sponsored Research, and Faculty Development. An annual report of all actions taken and policies recommended is sent to the Associate Provost for Graduate Studies and the Executive Committee of the University Senate.

For information on Council membership, terms, and other information, please refer to the Fredonia University Senate webpage and scroll to Graduate Council under "Standing Committees."

The Faculty

As a result of their research and scholarly attainments in their own fields of specialization, Fredonia faculty members have demonstrated their competence to offer graduate instruction. Since most classes are small, students are often able to work closely with their instructors and may join them in research projects. Information about the research interests of faculty members is available on department websites, and from department chairpersons, directors, and deans.

Fredonia's graduate policies develop from several levels of authority and responsibility: local, regional and national. Campus governance legislates academic policies through the University Senate and its committees under the guidance and leadership of the Provost and Vice President for Academic Affairs. Fredonia's master's programs are registered and certified by the State of New York. On a national level, accreditation bodies supervise the curriculum and quality of programs by setting standards and benchmarks. Accredited programs are listed at the beginning of the online University Catalog.

Graduate Diversity Fellowship Program (GDFP)

Pursuant to appropriations contained within the New York State Budget, the State University of New York offers graduate fellowships to students who have been admitted to graduate or professional study and who will contribute to the diversity of the student body in the graduate or professional program in which enrollment is sought.

GDFP:

To participate in the GDFP, candidates are required to:

1. Be U.S. citizens or have permanent resident status, and;

2. Demonstrate how they have overcome a disadvantage or other impediment to success in higher education. Candidates must also demonstrate a commitment to contributing to the diversity of the student body by

facilitating and enhancing diversity, equity, and inclusion efforts in their academic programs and campus activities.

Even though financial need is not a requirement for program eligibility, applicants may utilize economic disadvantage as a basis for eligibility.

These scholarship programs are open to any and all prospective candidates regardless of race, color, national origin, or sex, and are consistent with all current governing federal and state nondiscrimination law. All application submissions will be assessed and evaluated in accordance with the required eligibility criteria.

Preference will be given to candidates who are:

• From a low-income background (e.g., Pell-eligible as undergraduates), were first-generationcollege students (students whose parents have not earned a bachelor's degree), have overcome adversity, are AmeriCorps alumni, or are veterans.

A maximum $5,000 per academic year may be awarded to a recipient enrolled in at least 6 credit hours per semester. Awards may be used for course work completed during summer or other special sessions at the discretion of the Provost's Office.

A memo will be sent annually to all current Fredonia graduate students detailing the application, requirements, and deadline.

Advisement and Registration

A faculty advisor is assigned to each accepted graduate student according to his/her program of study. Students should consult their advisors as soon as possible and prior to the initial registration to ensure appropriate enrollment. Students should meet with their advisors regularly thereafter to discuss the progress of their studies, and the advisor should approve the student's overall program. Registration instructions will be available to students online and as a part of their acceptance information. Students must register during the time periods listed in the university calendar (https://www.fredonia.edu/academics/registrar) to avoid a late registration fee.

Graduate students must maintain continuous enrollment status to be eligible for registration in subsequent semesters. Continuous enrollment status is defined as either currently registered for course work or on approved academic leave. Graduate students who fail to maintain continuous enrollment must apply for reinstatement to their degree program.

Full and Part-Time Status

Fredonia generally recommends a full-time academic course load of 9 graduate-level credit hours per semester. Course load varies by degree program. Graduate assistants may be categorized as full-time students with a course load of 6 credit hours per semester. Some state and federal financial aid programs require recipients to register for a minimum of 12 credit hours per semester (or a minimum of 6 credit hours per semester if the recipient is a graduate assistant) to maintain funding. Students should contact the Financial Aid Office for details and personalized counseling.

Academic Credit and Course Load

Unit of Academic Credit

The State University of New York at Fredonia defines the credit hour in accordance with United States Department of Education regulations, *USDE Guidelines for Preparing/Reviewing Petitions and Compliance Reports,* January 2012, p. 74.
Credit hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than-

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one-quarter hour of credit, or equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Course Load

The maximum course load for a full-time graduate student is 15 credit hours per semester during the academic year, 6 credit hours in each summer session, and 4 credit hours during J-Term. Graduate assistants normally carry a course load of 6 to 9 semester hours during the fall and spring.

Graduate Course Numbers

Graduate courses at Fredonia are numbered 500-599 and 600-699. Under exceptional circumstances, a maximum of 6 credit hours of advanced undergraduate-level courses may be allowed. Prior permission is required prior to the student's enrollment in the course. Undergraduate courses previously taken in the major area of specialization will not receive graduate credit.

With prior approval, qualified undergraduates may enroll in a limited number of graduate-level courses, either for credit to be applied to their undergraduate programs or toward a Fredonia graduate program they enter at a later time.

Schedule Changes

Changes in student class schedules generally require the completion of a drop/add form, available in the Registrar's Office, and the signature(s) of the instructor(s) of the affected courses. Forms must be filed in the Office of the Registrar by published deadlines (https://www.fredonia.edu/academics/registrar). Dropped courses will be removed from the student's permanent record. A fee will be assessed for any course adjustment made after the published deadline.

Course Withdrawal

A student who wishes to withdraw from a course may do so starting in the second week of the semester until the seventh full week of the semester by completing a graduate course withdrawal form. A 'WC' grade will be entered for the course. Course withdrawal requires the approval of the student's advisor or major department chairperson. The withdrawal grade will be recorded on the student's permanent record but will not be counted in the student's quality point average.

Exact dates for the drop/withdrawal period apply to all full-semester courses and are always available online (https://www.fredonia.edu/academics/registrar).

Academic Leave of Absence

Academic Leave is defined as an appropriate, approved period of non-enrollment during a graduate student's degree program. Academic Leave will only be considered after a student has completed a minimum of one semester of graduate course work.

Students must apply to their academic departments for a one- or two-semester academic leave. Students who do not obtain permission from the department for an academic leave will be deemed inactive at the end of one non-enrolled semester and will be required to apply for reinstatement. Students approved for an academic leave will not be required to apply for reinstatement.

Withdrawal from Program

The university reserves the right to require any student who does not maintain minimum academic standards, or who is not in good academic standing, to withdraw. Graduate students who find it necessary to leave the university before the end of a semester must officially withdraw from Fredonia through the Office of Academic Advising Services using the form available here.

Students may withdraw for any reason up to a period of three weeks prior to the end of the semester. Students will be permitted to withdraw during the final three weeks of the semester only due to illness or other appropriate reasons as determined by the Office of Student Affairs. Failure to follow the required procedure may prejudice the right to an honorable dismissal and jeopardize any refunds. As a rule, all students should check with the Office of Financial Aid prior to withdrawing from the University. Those enrolled in any federal veterans' benefits program must also notify the Veterans Affairs Office of their withdrawal.

Students who withdraw during a semester may be eligible for certain refunds. For more information, students should contact the Student Accounts office at (716) 673-3236 or email business@fredonia.edu.

Reinstatement

Students who fail to maintain continuous enrollment status and have not been granted approval to take an academic leave will be considered inactive at the end of one non-enrolled semester and must apply for reinstatement to their degree program. Please contact the Office of the Registrar if you plan to submit a reinstatement application.

Graduate Degree Requirements

1. **Curricular requirements:** Completion of published curricular requirements for the degree with a minimum cumulative quality point average of 3.0 for graduate work completed at Fredonia.
2. **Time limit requirement:** Completion of all degree requirements within a five-year period beginning in the admission semester unless an extension has been approved by the department. Graduate students are expected to make reasonable progress, as determined by the department in which they are enrolled, toward the completion of their degree requirements. The Academic Standings process will identify students who are not making reasonable progress, and they may receive warning letters, be placed on academic probation, and/or be required to withdraw from their programs.
3. **Capstone Research Experience:** All degree programs require a thesis, comprehensive examination, capstone project or portfolio, or other evidence of students' advanced mastery of their fields. Some degree programs may require the formation of a graduate committee in the student's major and related fields of study for the purpose of assessing the capstone project. Committee members are often appointed by the chairperson of the major department.

   Information concerning the capstone requirements for individual programs is listed in each department section. Students must familiarize themselves with the guidelines of the department, school, college, and/or university. It is the student's responsibility to know and meet the requirements of their individual majors. Students should consult their faculty advisor for information about their final project.

Each master's thesis must be prepared in accordance with a set of uniform instructions and time limits available in the student's department. In general, signature-ready thesis work is due in the student's department three weeks before the desired graduation date (approximately April 20 for May graduation). Department deadlines may vary.

4. **Thesis:** For those programs that require a thesis as the capstone experience, copy of each thesis must be reviewed in advance and approved by the Associate Provost for Graduate Studies before the graduate student is approved for graduation. If changes are required, a student will need to make them before degree conferral. Graduate students beginning work on thesis research or thesis writing should obtain the university-wide thesis guidelines well in advance.
5. **Fulfillment of Residence requirement:** A candidate for the master's degree must have completed at least 21 semester hours of graduate work in residence, i.e. in courses offered by Fredonia rather than credits transferred from other institutions.
6. **Recommendation of the department:** The department in which the student is majoring will forward a recommendation form to the Graduate Studies Office upon student completion of all requirements and thesis.
7. **Application for degree:** The application for the graduate degree must be filled out by the degree candidate and filed with the Registrar's Office at least three months prior to the expected date of completion of all degree requirements.

Completion of a Degree Program

The application for graduation (Application for Degree) must be filed with the Office of the Registrar three months before the expected completion of the degree. Students should refer to the academic calendar for published deadlines (https://www.fredonia.edu/about/offices/academic-affairs/academic-calendar#current).

The potential degree candidate list for May is prepared in March. Students and their advisors hold joint responsibility to ensure that the student's name has been included on the list. Students who complete their degree work in December may participate in the previous or subsequent May graduation ceremony.

Transfer Credit

A student may transfer a maximum of 9 credit hours of graduate course work completed at another accredited institution into a Master's program at Fredonia comprising 30 credit hours or more. For post-baccalaureate programs under 30 credit hours, such as Advanced Certificate programs, students may transfer up to 30 percent of the total number of credit hours for the intended program. Program coordinators may request approval for accepting additional transfer credit on a case-by-case basis.

Students must secure prior approval before registering for credit courses at other institutions; credit may also be awarded for course work completed without prior approval. The request for transfer credit approval form is available in the Academic Policies and Forms section of the Registrar's Office website. The form must include the course catalog number and title, and be accompanied by a description of each course proposed for transfer credit.

Credit toward the degree will be given only for courses in which the student earns grades of A or B. Transfer credit will not be included in the computation of the graduate student's average.
Courses transferred into a degree program cannot be more than five years old by the time the degree requirements are completed, unless an extension has been granted.

Graduate Academic Policies

These policy statements may differ somewhat from the general academic policies of the university. Students with policy questions should set up an appointment to visit with the coordinator for their graduate program.

Graduate Deferral of Acceptance

Accepted students may defer acceptance for up to one academic year. An approved deferral carries the stipulation that any new admission and/or program requirements, as deemed necessary by the program coordinator, chair, and dean that may be implemented during the period of deferral, will be communicated in a timely manner to the student. Students must meet these admission changes prior to course registration.

Grading System

All courses taken for graduate credit are evaluated by the letter grades A, A-, B+, B, B-, C+, C, C-, D, F (failure), S (satisfactory), U (unsatisfactory), I (incomplete), IP (in progress - for capstone work only), and X (continuing enrollment). D and F grades do not carry credit toward a master's degree but are included in the cumulative average. The S and U grades(satisfactory/unsatisfactory) are reserved for courses that are not readily evaluated by the usual letter designations. Any course in which S or U (unsatisfactory) grades are used would be so designated by the department when offered. S and U grades carry no quality points and hours earned with an S grade are not included in figuring the semester or cumulative average.

A maximum of 6 credit hours with grades of S may apply to the requirements for the master's degree. Each semester hour of A carries four quality points; B, three quality points; C, two quality points; and D, one quality point. Incompletes must be removed before the end of the

succeeding semester; otherwise the I automatically will become an F on the permanent record. An X grade that has not been converted to a credit-bearing grade by the end of the second regular semester after the semester for which the X was given will automatically change to an F grade. The responsibility for finishing incomplete work rests with the student.

Graduate Academic Standing

The purpose of the Graduate Academic Standing policy is to address both academic and non-academic graduate student deficiencies in a consistent, fair, and timely manner. **Academic deficiencies** include poor course performance, a course grade below 3.0 GPA, a cumulative GPA below 3.0, or other academic deficiencies as identified by the student's department and program. **Non-academic deficiencies** include poor professional disposition, ethical violations, or other personal issues that interfere with program performance.

Departments are charged with identifying students with deficiencies by midterm of each semester and at the conclusion of each semester. As well, program coordinators should ensure that remediation plans for each probationary student are in place and submitted in accordance with department, college and university policy.

Graduate students pursuing a degree are required to maintain a minimum grade point average of 3.0. At the end of each semester as part of a graduate Academic Standings process, the records of all degree students are reviewed. Each student with a cumulative average below 3.0 will be placed on academic probation for one semester. The purpose of the probationary semester is to give the student sufficient warning of academic danger. A student is considered to be in good academic standing even while on probation. If, at the end of their next semester, students have not re-established the required average, they may be required to withdraw from the university.

There may be exceptional circumstances that would affect a student's ability to regain the required academic average at the end of one semester. Students under such circumstances may seek the support of his/her advisor and the chairperson of the major department in appealing the required withdrawal.

Graduate Assistants will maintain an overall minimum 3.0 GPA per semester of funding. Students whose semester GPA falls below that or who carry grades of Incomplete beyond the mid-point of the following semester will potentially incur tuition repayment charges. GAs may not use a tuition waiver to repeat courses for which they did not earn a passing grade.

Students who fail to establish minimum expectations for good standing within 5 years, including reinstatement, may be subject to academic dismissal. Exceptional circumstances will be reviewed by the program coordinator, chair, dean and the Associate Provost for Graduate Studies.

Graduate Grade Appeals

Grade Appeal Overview:

Throughout this process the student has the right to consult with an ombudsperson (a neutral third party who helps investigate and attempts to resolve complaints and problems, in this case between a student and the university). To connect with an ombudsperson, email fgac-grp@fredonia.edu.

Before appealing, the student should ensure that their reason for appeal is appropriate under the Grade Appeal Policy.The right to appeal is time sensitive and requires timely responses from faculty and administration; all parties should read the policy and follow the timeline.

The Grade Appeal Form should be used by the student, the faculty member, and all others involved in the appeal process to document the progress of the appeal.

Grade Appeal Procedure:

1.
The student should first share the Grade Appeal Form with the instructor and the department’s administrative assistant (so that the appeal may be logged) and set a meeting to discuss the grade. The instructor will communicate their decision to the student, the chairperson, and the administrative assistant.

2.
If an agreement is not reached, the student may opt to appeal to the chairperson of the department by sharing the Grade Appeal Form as outlined in the directions below.

3.
The chairperson will either uphold the instructor’s decision or overturn it, communicating their decision to the student, the instructor, and the department’s administrative assistant (to log the outcome).

4.
All parties have the right to appeal the chairperson’s decision to the dean. The dean has the option to convene the Final Grade Appeal Board to seek their input. (The Board will be composed of members of the Final Grade Appeal Committee; details can be found in the full Grade Appeal Policy.) The dean will either uphold or overturn the chairperson’s decision, communicating that result to the student, the instructor, the chairperson, and the dean’s administrative assistant (to log the outcome).

5.
All parties have the right to appeal the dean’s decision to the provost. If the dean did not convene the Final Grade Appeal Board, the provost has the option to do so. The provost will either uphold or overturn the dean’s decision,

communicating that result to the student, the instructor, the chairperson, the dean, and the provost's administrative assistant (to log the outcome). The decision of the provost is final.

6.
If at any point a change in grade is deemed appropriate and not appealed, or if a grade change is deemed appropriate by the provost, the instructor may initiate that change or the office of the appropriate dean may be asked to do so.

7.
At any time during this process prior to when a final decision is made, the student may withdraw their appeal or the instructor may initiate a grade change consistent with the student's appeal. Either of these actions ends the appeal process.

Graduate Course Repeat Policy

Graduate students may retake up to two courses during a single degree program in order to improve the final course grade(s). The Graduate Course Repeat Petition may be obtained from the "Academic Policies and Forms" section of the Registrar's website. If the petition is approved, neither the previous course grade nor its earned credit will count toward the student's cumulative GPA or overall credit hours. A single course may be retaken only once and must be completed within two years after the completion of the original course. Tuition waivers may not be used to pay for a repeated course. Exceptional circumstances will be reviewed by the coordinator, chair, dean and the Associate Provost for Graduate Studies. However, students who cannot complete courses in a timely manner as determined by the program may be subject to academic dismissal.

It is important to note that although the initial grade will remain on the student's academic transcript, the overall quality point average will be re-calculated based on the new grade earned for the repeated course.

Policy on Continuous Enrollment

Purpose
The purpose of the Continuous Enrollment policy is to provide a mechanism for allowing continuous usage of university resources (library, advising, network privileges, etc.) during periods of sustained research and scholarship and to account for student enrollments and faculty involvement in capstone and theses projects not completed within the semester in which the student is registered for the final capstone course.

Definitions
"Continuous Enrollment" is defined as a 1-credit hour graduate course for which a graduate student is required to register during semesters following a capstone course until completion of thesis/capstone work.

Grading
A grade of 'IP' (In Progress) will be assigned to the original thesis/capstone course and will remain on the student's transcript until the student either completes the work or fails to complete the thesis/capstone work within five years of admission to the degree program. A final grade for the original thesis/capstone course will replace the 'IP' grade upon completion of the work. A grade of 'S' (Satisfactory) or 'U' (Unsatisfactory) will be assigned to each extension course for which the student enrolls.

Student Responsibilities
The student and capstone/thesis advisor must complete the Graduate Work Completion Contract, indicating the specific work that remains to be done and an agreed-upon date for completion. The form must be sent to the Graduate Studies office; a copy will be sent to the Registrar, to the student's department chair, and the appropriate Dean's office.

Restrictions
A student is not eligible for academic leave for the purpose of thesis/capstone completion once work on thesis/capstone research has begun. If a student must suspend work on the research for compelling reasons, students must formally withdraw from the graduate degree program and apply for reinstatement when they are prepared to complete the thesis/capstone project. Withdrawing from a graduate degree program curtails student usage of university resources, including the faculty advisors involvement in the research project. Reinstatement to a graduate program following a leave of absence requires approval. The form can be found in the "Academic Policies and Forms" section of the Registrar's website.

Statute of Limitations Policy

No course taken more than 7 years prior to application for a current master's degree program will be considered for credit toward the new degree.

Departments are responsible for scrutinizing past graduate credit earned at Fredonia to determine the appropriateness of transferring such credit toward a current graduate degree. Any coursework for which the student earned a grade lower than 'B' will not be accepted. Other credit will be accepted at the discretion of the student's department.

The department may consult with the Vice Provost if they wish to include credit older than 7 years.

General Information for Graduate Students

Graduate students are welcome to attend all campus activities including special lectures and concerts. The Student Services and Programs Charge often defrays completely the admission charge to many functions. Interested persons should see the student activities section for links to facilities and their operating hours.

Registered Graduate Degree Programs

Fredonia's registered graduate degree programs are listed on the following chart, consistent with the inventory of registered degree and certificate programs maintained by the New York State Education Department. The chart contains the official approved program titles, degrees, and HEGIS code numbers. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Graduate Programs	HEGIS Code	Degree
Biology (p. 34)	0401	M.S.
Curriculum & Instruction in Inclusive Education	0829	M.S. Ed.
Interdisciplinary Studies	4901	M.A./M.S.
Language and Learning (p. 81)	0899	M.A.
Literacy Education (Birth-Grade 12) (p. 83)	0830	M.S. Ed.
Literacy Education (Grades 5-12)	0830	M.S. Ed.
Mathematics 7-12 (p. 107)	1701.01	M.S. Ed
Music Education K-12 (p. 126)	0832	M.M.
Music Education Studies (p. 127)	0832	M.M.
Music Education (p. 120) (Multi-Award)	0832	M.M.
Music Performance (p. 130)	1004	M.M.
Music Theory-Composition (p. 131)	1004.10	M.M.
Music Therapy (p. 133)	1099	M.M.
Speech Language Pathology (p. 145)	1220	M.S.
TESOL (p. 86)	1508	M.S.Ed.
Bilingual Education (p. 77)	0899.60	Adv. Cert.
Educational Leadership (p. 85)	0828	Adv. Cert.
TESOL (p. 90)	1508	Adv. Cert.

Teacher Education Certification

The Dean of the College of Education, Health Sciences and Human Services, serves as Fredonia's Chief Certification Officer and is responsible for reviewing all applications for certification to ensure compliance with local and New York State requirements. Any questions or concerns related to the process of acquiring certification should be directed to the Dean of the College of Education, Health Sciences and Human Services, Janeil Rey, 704 Maytum Hall, (716) 673-3311. Additional information can be obtained by contacting the Office of Student Services at (716) 673-4768 or visit: https://www.fredonia.edu/academics/colleges-schools/college-education/coe/student-services

GENERAL EDUCATION

It all matters. In the world today, what you know, how you know it, and what you can do with that knowledge matters. It matters in your education. It matters in your profession. It matters in your communities. It matters in the perspectives you form, the decisions you make, and the actions you take in your life.

On our campus, Fredonia's general education curriculum constructs important and useful foundations to what you know and how you can use that knowledge. That's why we call our general education program Fredonia Foundations.

In your theme-based Fredonia Foundations courses, you will build knowledge in key areas with experts in those fields. They will share their passion for their content and support you to find your own. Through the themes, you will develop skills and ways of thinking you can use throughout your education and your life.

Mission Statement of General Education Program

Fredonia Foundations, the General Education program offered at SUNY Fredonia, provides courses that develop our students' capacity to become skilled, creative, responsible, and connected global citizens.

By exploring critical ways of knowing, practicing essential skills, and augmenting core competencies, you will accumulate a rich storehouse of perspectives on—and assemble your own toolkit of approaches to—understanding, analyzing, contextualizing, and solving the problems of today and tomorrow. Fredonia Foundations will provide you with an intellectual foundation for making reasoned judgments outside and inside your academic field. Our coursework will prepare you to meet the rapidly changing demands of the 21st century. With the content knowledge and skills you learn in Fredonia Foundations, you will be prepared to shape communities, polities, societies, and economies in and beyond Fredonia as a lifelong learner engaged in leadership and service.

Questions? Just check your DegreeWorks page or ask your advisor.

Foreign Language Requirement Guidelines

As part of Fredonia's General Education requirements, every Fredonia student must successfully complete a minimum of one language course (numbered 110 or above) in a language of the student's preference. The appropriate course level will be determined by a proficiency test in that language. The placement test will be administered by faculty in World Languages and Cultures; incoming students should arrange to take the test as soon as possible in the semester before they plan to take the language course. Students that do not have any background in the preferred language of study can choose to take the introductory 100-level course (which does not meet the Fredonia Foundations requirement) instead of the placement test to get permission to enroll in the 110 course.

These are possible outcomes of the test and the corresponding courses:

Placement Exam Score	**Foreign Language Course Level Placement**
No foreign language background or score of 1	100 mini course and then 110 in language of choice. *Please note: 100 level mini course does NOT satisfy the foreign language requirement*
Score of 2 or 3	110 in language of choice
Score of 4	215 in language of choice
Score of 5	216 in language of choice
Score of 6	300-level course in language of choice in consultation with the department chair of World Languages and Cultures

Foreign Language Requirement Exceptions:

- Fredonia grants world language credit to students who have satisfied the foreign language requirement according to their previous institution's general education requirement with a statement of verification (i.e. GETA on or with their transcript).

- International students or any student who can demonstrate a native or near-native proficiency in a language other than English may apply for a waiver for the world language requirement. NOTE: students who receive a waiver will NOT receive credit for the course, meaning that they will NOT get three credits towards graduation or towards the 30 credits of General Education coursework required by SUNY. Furthermore, the waived class will NOT count towards one of the theme requirements in Fredonia Foundations. Students who may qualify for a waiver must contact the program coordinator in World Languages and Cultures.

To schedule a Foreign Language Placement Exam, click here. If you have any questions, please contact Isabel Cortijo at cortijom@fredonia.edu

STUDENT AWARDS AND RECOGNITION

The State University of New York at Fredonia has many ways in which high achieving students can be honored for their academic success. Some of these include Dean's List, Graduation with Honors, Lanford Prize and Honor Societies. Each is outlined below.

Graduation with Honors

Students whose cumulative quality point average indicates high scholastic attainment will be awarded their degree as follows:

1. *Summa Cum Laude* - Quality Point Average 3.70 or higher.
2. *Magna Cum Laude* - Quality Point Average between 3.50 and 3.69.
3. *Cum Laude* - Quality Point Average between 3.30 and 3.49.

Students may graduate with honors only when they have completed at least 45 hours of graded work at Fredonia. Graded work includes all courses that carry quality points and excludes courses that are graded "satisfactory-unsatisfactory" or "pass-fail." Only those credits earned at Fredonia will be computed in the final average.

Lanford Prize

The Lanford Presidential Prize from the Oscar and Esther Lanford Endowment of the Fredonia College Foundation is presented at Commencement to a member of the graduating class who has demonstrated balanced achievement. The recipient is selected by nomination from among those students whose accomplishments exemplify the university's ideals. Criteria for selection include a high degree of personal honesty and integrity, substantial intellectual growth and achievement during university years, a minimum grade point average of 3.25, and exemplary service to Fredonia, including active participation in more than one area of university life. The award is named for President Emeritus Oscar Lanford.

Societies

Alma Mater Society. An honorary organization of students selected annually by the student body at Fredonia. The society was established in 1966 by the Student Association for the purpose of recognizing those students, faculty and staff who have exhibited outstanding qualities of character and leadership in support of the student body and the campus community as a whole during their university years.

Alpha Epsilon Rho (AERho). The National Broadcasting Society. An honors organization comprised of student and professional broadcasters whose primary goal is to bridge the gap between the academic and professional worlds of broadcasting in order to better prepare students to enter the broadcasting industry. Student national members must have a GPA of 3.0 in communication courses. Local membership requires a 2.5 GPA in communication courses.

Alpha Kappa Delta. Sociology majors and minors who maintain a minimum 3.0 GPA in their major or minor and overall are eligible for induction into *Alpha Kappa Delta*, the International Sociology Honorary Society.

Alpha Lambda Delta. A national honor society recognizing first-year students who have maintained a 3.5 or higher GPA and are in the top 20 percent of their class during their first year of higher education. *Alpha Lambda Delta* was re-chartered at Fredonia in 2006.

Alpha Psi Omega. A national dramatic society for students in theatre arts at the junior or senior level who have attained an overall grade point average of 3.25 in their major and who contribute significantly to the theatre program.

Beta Beta Beta. A national honor society recognizing superior scholarship and research in the biological sciences. The *Upsilon Chi* chapter of *Beta Beta Beta* was installed at Fredonia in 1966.

Beta Gamma Sigma. A national honor society in business administration.

Chi Alpha Epsilon. A national honor society recognizing continued academic achievement of students admitted to colleges and universities through non-traditional criteria, developmental or Higher Education Opportunity-type programs. Students must be full-time and have a 3.0 GPA for two consecutive semesters. The *Alpha Mu* chapter was established at Fredonia in September 1999.

Financial Management Association National Honor Society. Established in 1976, the membership is composed of outstanding students in the field of business finance.

Kappa Delta Pi. A national honor society in education. The local chapter is Zeta Upsilon. Membership is by invitation.

Omicron Delta Epsilon. A national academic honor society granting recognition in the field of economics. *Tau* chapter was installed at Fredonia in 1971.

Omicron Delta Kappa. A national leadership honor society that recognizes outstanding leadership and character. ODK encourages membership across five pillars of leadership that ODK celebrates: academics, athletics, service, communications and arts.

Phi Alpha. To provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Phi Alpha Theta. An international honor society in history whose membership is composed of students and professors and whose purpose is to recognize, through its membership, excellence in the study of history. Membership is open to any student who has completed 12 or more credit hours of history and who has achieved prescribed standards of academic proficiency.

Phi Mu Alpha Sinfonia. The Rho Chi chapter of Phi Mu Alpha Sinfonia Fraternity of America was installed at Fredonia in May 1966. As a national professional music fraternity for men, Sinfonia endeavors to advance the cause of music in America and to foster the mutual welfare and brotherhood of students of music.

Pi Delta Phi. A national French honor society whose local chapter, *Epsilon Rho*, was installed in May 1968. The society recognizes outstanding scholarship in French and strives to stimulate cultural activities that will lead to deeper appreciation of France and its people. Members are nominated in recognition of academic achievement.

Pi Kappa Lambda. A national music honor society, first organized in 1918. The society's primary objective is "the recognition and encouragement of the highest level of musical achievement and academic scholarship." Initiates are elected by the society's membership on the basis of this objective. Fredonia's chapter of Pi Kappa Lambda is Delta Omega.

Pi Mu Epsilon. A national honorary society for the promotion of scholarly activity in mathematics among students in academic institutions. Members are elected on an honorary basis according to their proficiency in mathematics.

Pi Sigma Alpha. The political science department is a member of *Pi Sigma Alpha*, the national political honor society. Outstanding undergraduates majoring in Political Science are admitted to membership.

Psi Chi. A national honor society in psychology. This organization recognizes academic achievement of students with majors or minors in Psychology. The purpose is to advance the science of psychology and to encourage scholarship among members.

Sigma Alpha Iota. Incorporated as a women's international music fraternity whose purposes are to foster interest in music and to promote social contact among persons sharing a general interest in that art form. Delta Lambda chapter was installed at Fredonia in 1964.

Sigma Delta Pi. National Spanish honor society whose local chapter, *Eta Alpha*, was installed in May 1968. The society promotes the understanding and appreciation of Hispanic culture. Members are selected from advanced students who exhibit outstanding ability and interest in Spanish studies.

Sigma Iota Rho. The purpose of this organization is to promote and reward scholarship and service among students and practitioners of International Studies, International Affairs, and Global Studies and to foster integrity and creative performance in the conduct of world affairs.

Sigma Pi Sigma. A national honor society, the sole purpose of which is to recognize excellence in the study of physics coupled with high overall academic scholarship. Membership is open to qualified first-semester juniors, seniors, graduate students, and faculty. The Fredonia chapter was installed in May 1970 as a subdivision of the existing chapter of the Society of Physics Students, a national organization open to all persons with active interest in physics.

Sigma Tau Delta. The International English Honor Society. Undergraduate and graduate students in English, English-Adolescence Education and Writing maintaining advanced academic standing are eligible for induction to the *Alpha Xi Omicron* chapter. Founded in 1924, the society "confers distinction for high achievement in English language and literature; provides cultural stimulation and promotes interest in literature and the English language; fosters all aspects of the discipline of English, including literature, language and writing; promotes exemplary character and good fellowship among its members, exhibits high standards of academic excellence, and serves society by fostering literacy." Fredonia's charter was granted in 2006.

Sigma Xi. National organization for the promotion of scientific research. It has an active club at Fredonia with membership open to both faculty and students who have done publishable work.

Tau Sigma. Tau Sigma is a national honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students. A minimum 3.50 GPA at Fredonia is required for membership.

STUDENT LIFE ON CAMPUS

Alumni Association

Membership in the Alumni Association of the State University of New York at Fredonia is open to enrolled students, graduates of the university, and present and retired faculty members.

Supported by alumni gifts and student dues, the association provides its constituents with its biannual publication, the Fredonia Statement.

Contributions are primarily used to support scholarships and grants for deserving students, student recruitment, career counseling, Homecoming Weekend, and various programs for which funds are unavailable through normal state sources.

Students are encouraged to participate in the Undergraduate Alumni Council (UAC), which assists in the coordination of alumni/student activities. Actively involved students are considered for Undergraduate Alumni Awards. Awards are annually given to those UAC members who are in good academic standing and have shown an interest in improving the quality of campus life by their extra-curricular involvement.

The Office of Alumni Affairs also sponsors the College Ambassador program (undergraduate students who assist at official university functions and at the President's home) and coordinates the Senior Challenge fundraising campaign to assist members of the graduating class with the class gift.

Fredonia Ticket Office

https://www.fredonia.edu/about/ticket-office

The Fredonia Campus Ticket Office is located in the Williams Center, Room G-140 . It provides a variety of services for the campus and surrounding community. In addition to handling tickets for events in the Michael C. Rockefeller Arts Center, Juliet J. Rosch Recital Hall and student activities across campus, the Ticket Office is an authorized ticketing agent for Coach USA and Greyhound bus companies. The Ticket Office also sells tickets for a shuttle service to the Buffalo airport and Depew Amtrak station, and for downstate motor coach charters. These shuttles and charter busses run for the Thanksgiving, Winter, and Spring breaks. Hours of operation during the academic year are Monday through Friday from 9:00 a.m. until 5:00 p.m. The office is closed on Saturdays Sundays and most major holidays.

Michael C. Rockefeller Arts Center and Visiting Artists, Ensembles and Speakers

The Michael C. Rockefeller Arts Center, a magnificent performing and visual arts facility, includes the 1,200-seat King Concert Hall, the 400-seat Marvel Theatre, the 200-seat Bartlett Theatre, and the 2,000 square foot Marion Art Gallery.

Over 130 public events are presented each season for the benefit of campus and community audiences.

Fredonia has a rich cultural life, not only because of the many artistic events produced on campus, but also because of a full schedule of visiting artists and speakers, many brought to campus by the arts center.

Each season, the center presents the *DFT Communications Pops Series*, three evenings of musical relaxation and enjoyment. Guest ensembles on the series have included Dave Bruneck, Rockapella, the Three Phantoms in Concert, the Moscow Boys Choir, and the Canadian Brass. Rockefeller Arts Center also produces the traditional Commencement-Eve Pops Concert, providing additional performance opportunities for students from the Department of Theatre and Dance and the School of Music. Other noted artists and speakers who have visited campus in recent years include Yo-Yo Ma, Arturo Sandoval, The Harlem Quartet, Neil DeGrasse Tyson, Maya Angelou and Rita Moreno.

Music Faculty Performances

Throughout each academic year, members of the artist faculty of the School of Music present public recitals. Most often the performances feature an individual faculty member; on occasion, however, several faculty members join together to present a program. Performances are also presented each year by the Fredonia Woodwind Quintet.

The Western New York Chamber Orchestra, an independent, regional chamber orchestra, is an ensemble-in-residence at the Fredonia School of Music. The chamber orchestra presents a series of concerts on campus and is also active in presenting concerts and educational events throughout the area. The orchestra is comprised of faculty, other area professional musicians, and outstanding School of Music students, with repertoire spanning all stylistic periods.

Residence Life

Residence Life

Office: Williams Center G112

(716) 673-3341

Kathy Forster, *Dean of Students / Director of Residence Life*

Email: residence.life@fredonia.edu

Website: https://www.fredonia.edu/student-life/residence-life

The Residence Life Office, located in suite G112 of the Williams Center, supports students living in Fredonia's 10 coeducational residence halls & Townhouse units. Students can choose from a variety of living styles, including traditional corridor, suite, kitchen suite, and independent-style housing. All residence halls are smoke-free and tobacco-free.

For students seeking a more independent living experience, the University Village Townhouses offer the comfort of apartment-style living with the convenience of campus resources. Each townhouse features four private bedrooms, a full kitchen with a dishwasher, furnished living and dining spaces, and an in-unit washer and dryer. Residents also have access to the Village Center, which includes the Residence Life office, mailboxes, lounges, a community kitchen, fireplaces, and meeting spaces.

Living on campus places students at the center of the Fredonia experience. Academic buildings, Reed Library, athletic events, dining, and campus activities are all within a short walk, making it easy to stay connected and involved. Residence Life also offers numerous opportunities to build community through Hall Council, Resident Assistant programs, student employment, and other leadership and engagement opportunities. Our goal is to create a welcoming environment where every student can feel at home and find a true sense of belonging.

Residence Halls

Fredonia is composed of a variety of residence halls in corridor and suite configurations, all of which have a 24-hour intervisitation policy. Each hall is home to a staff that will provide programming and offer a warm, caring atmosphere conducive to educational and social growth. The residence halls include Alumni (corridor), Chautauqua (corridor), Disney (suite), Eisenhower (suite), Grissom (suite) Kasling (suite), McGinnies (corridor), Nixon (corridor). Kitchen Suites: a limited number of three-bedroom suites including a full kitchen are available to upper-level students in Disney and Eisenhower halls. Gregory Hall (corridor) and University Commons (suite) are co-ed, independent living halls (i.e., guests do not sign in) and restricted to upper-level students.

University Commons consists of 124-premium spaces, featuring single and double rooms. Every two rooms share a bathroom, and each room is equipped with heat and air conditioning which can be controlled in the room, and a micro-fridge unit.

University Village Townhouses are new to Fredonia as of Fall 2014. These townhouse units offer an independent living experience for upper-level students. Each unit contains 4 single rooms, laundry facilities, kitchen area and living room area. Every 2 rooms share a bathroom, and each room is equipped with a full-size bed. All residence halls are locked on a 24-hour basis. Residents are provided with electronic door access, and their guests must be escorted at all times.

Freshmen and sophomores (two years post high school, regardless of credit hours) who do not live with parent(s) or spouse within 50 miles of the campus are required, as a matter of policy, to live in university housing for the full academic year. Any exemption to the regulation must be granted, in writing, by the Director of Residence Life. The housing license is for the entire academic year and cannot be canceled during this period as long as the student is registered, regardless of class standing. There is a $350 fee for approved termination of the housing license.

Assignment to a residence hall is first-come, first-served, based on the date of submission of a completed housing application and license.

Detailed information about university housing facilities for students will be provided upon request by the Office of Residence Life, Gregory Hall, State University of New York at Fredonia, Fredonia, NY 14063, at the website listed above, or residence.life@fredonia.edu.

Regulations governing occupancy of residence hall rooms will be provided by the Office of Residence Life in both the housing license and in the Student Handbook. All occupants within the halls are expected to comply with the appropriate regulations.

For the cost of housing, see the Admissions and Financial Aid section of the catalog on University Expenses.

Residence Life Staff

The Residence Life staff is dedicated to providing essential services for resident students and fostering an environment that promotes personal and community development. We look forward to your participation and good citizenship.

Residence Directors

Each residence hall is supervised by a Residence Director (RD) who either has achieved or is working towards a Master's degree. The RD is responsible for establishing an environment that fosters the academic and personal growth of resident students. The RD promotes educational programs, provides personal counseling and referrals, maintains consistent behavioral expectations for residents, and supervises the Resident Assistants (RAs).

Resident Assistants

Resident Assistants carry out a wide range of functions that benefit resident students and the overall residential community.

RAs provide peer counseling, sponsor educational and social programs, enforce rules and regulations, serve as a referral resource and generally assist in the operation of the residence hall.

Administrative Staff

The Administrative Staff includes the Dean of Students / Residence Life Director, Associate Director, Assistant Director, Program Aide and Office Assistant 2. Collectively they are responsible for housing administration, staff hiring and supervision, purchasing furnishings and supplies for the residence halls, information systems, inventory control, and budget management. The Office of Residence Life is located on the first floor in Gregory Hall.

Basic Needs & Peer Support Coordinator

The Basic Needs & Peer Support Coordinator provides leadership for SUNY Fredonia's student basic needs initiatives and peer support programs, helping students overcome barriers to academic success and personal well-being.

Care Coordinator

The Care Coordinator (CC) offers residence hall students support in accessing the Counseling Center, off campus mental health treatment, and aids in accessing a variety of support on and off campus. Additionally, the CC provides consultation for Residence Life staff to better support the students living in the residence halls.

University Police Department

Office: Gregory Hall, 2nd Floor
(716) 673-3333
Gordon Carpenter, *Chief of University Police*
Email: Gordon.carpenter@fredonia.edu
Website:
https://www.fredonia.edu/about/offices/university-police

The University Police Department, located on the second floor of Gregory Hall, is responsible for all law enforcement related issues on campus.

Members of the department are trained in a community policing environment where students and the campus community share in keeping the university a safe place to study and work. University Police Officers are responsible for the security of all buildings and the protection of students, employees, and visitors. Duties include community policing, parking enforcement and all investigations.

The Chief of University Police is assisted by four lieutenants, nine officers and three dispatchers. The office maintains a close working relationship with the Fredonia Police Department and other law enforcement agencies in Chautauqua County.

For additional information about University Police, please visit their website at
https://www.fredonia.edu/about/offices/university-police or call (716) 673-3333.

Veteran Affairs, Office of

Office: 158 Nixon Hall
(716) 673-3423
David White, *Veterans Affairs Administrator*
Email: veteran.affairs@fredonia.edu
Website: https://www.fredonia.edu/student-life/veterans-affairs

Fredonia takes pride in serving the men and women in uniform and assisting them in their educational goals. Located on the main floor of Nixon Hall, the Office of Veterans Affairs provides information, advice, and processes the paperwork for the certification of veterans educational benefits. The office is staffed by part-time student veteran employees under the supervision of the Office of Veterans Affairs Coordinator and is open for business Monday through Friday; however, hours of operation will vary and be posted on the office door.

Please note that Fredonia provides special services to students receiving VA educational entitlements:

- Late Fee Waivers - Please visit the Student Accounts Office web page for further details
- Tutoring - The Fredonia Veterans Affairs Office participates in the GI Bill® Tutorial Assistance Program.
- VA Work-Study Program - The Fredonia Veterans Office participates in the federal VA Work-Study Program.
- Counseling Services - Trained staff within the Counseling Center provide confidential counseling services.
- On-Campus Housing Residency - While Fredonia requires all freshmen and sophomores to reside on-campus unless they live within 50 miles of the University, this residency requirement is waived for all students who have served on active duty and are receiving VA educational entitlements.
- Deployments Without Penalty - Students serving in the military that are placed on active duty during a semester may withdraw and return to the university normally without academic penalty. However, it is left to the discretion of the course instructor to determine the appropriate course of action depending on the course of study. Students will need to provide the university a copy of official orders and follow the

normal Leave of Absence Policy and Continuing Enrollment.

- Military Credit Evaluation - Fredonia will evaluate all military transcripts (AARTS, SMARTS, ACE etc.) and provide as much transfer credit as possible in accordance with the program of study and university policies.

Fredonia has created the Veterans Affairs Support Team which includes specific staff members across campus from key departments who specialize in assisting students with veterans related issues. The departments include the following: Financial Aid Office, Admissions Office, Counseling Center, Academic Advising, Student Accounts, and Career Development.

STUDENT RIGHTS AND RESPONSIBILITIES

Pursuant to the Resolution of the Board of Trustees of the State University of New York, dated May 11, 1967, and Section 356 of the State Education Law, and after consultation with the President, representatives of the faculty, and students, the Council of the State University of New York at Fredonia establishes and promulgates the following regulations covering the conduct and behavior of students. The following rules and regulations were amended in December 2004 and May 2015. They were approved by the College Council and the President of the University in May 2015.

Attendance at this University is a privilege afforded the student by the State of New York and not a legal right. The determination of a student's fitness to be admitted to the university and to continue as a student has been entrusted by the Board of Trustees of the State University to the President and their staff. The term "student" or "students" include all persons taking or auditing classes at Fredonia, both full-time and part-time, pursuing undergraduate, graduate, or professional studies; matriculated in any University program. Persons who are not officially enrolled for a particular term, but who have a continuing student relationship with the University, are considered "students."

General Policy

Students seeking knowledge and understanding also need freedom to inquire, to exchange ideas through discussion, publication, and public presentations. These opportunities are basic to education in and for a democratic society. To insure these freedoms, the State University of New York at Fredonia requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to the rational and orderly approach to the resolution of human problems. In exercising freedoms and in discharging the rights and obligations of citizenship, students must also recognize their responsibilities to other individuals, to the University, to the state and the nation, and to society in general. Orderly and dignified expression and conduct are encouraged.

In protection of these freedoms, the University must establish certain standards of personal and group conduct. The University may apply sanctions or take other appropriate action when the conduct of individuals or groups on or off campus directly or significantly interferes with the freedom to teach and learn, the safety and health of persons in the community, the maintenance or protection of property, the provision of living accommodations and other services, and the sponsoring of non-classroom activities such as lectures, concerts, athletic events, and social functions.

Counseling, guidance, and rehabilitation are the preferred means for resolving behavioral problems. Although disciplinary proceedings play a secondary role in resolving such problems, violation of the Standards of Behavior listed below may result in privilege restriction, suspension, or expulsion/dismissal.

In the legitimate interest of the University in protecting property and the safety and welfare of specific individuals or the general public, the University President or their designee may temporarily suspend an individual, change a students' Residence Hall location, or remove a student from the Residence Halls pending a decision by the Director of Student Conduct, the Judicial Board, or the Administrative Board.

Statement of Jurisdiction

The Standards of Behavior and University Policies apply to all undergraduate students, graduate students, and student organizations of the State University of New York at Fredonia. The Standards of Behavior primarily prohibits misconduct on Fredonia property, but may address off-campus conduct when the behavior or the continued presence of the individual, in the University's sole judgment, impairs, obstructs, or interferes with the mission, processes, or functions of Fredonia. Students should be aware that Fredonia reserves the right to review and take disciplinary actions based on conduct occurring off campus and/or between academic periods.

A student's action may violate civil or criminal laws as well as being deemed a violation of the University Standards of Behavior or University Policies. In such situations, that student may be held accountable by both civil authorities and face university sanction. The University may, at its sole discretion, elect to pursue disciplinary action against a student even if criminal charges involving the same incident are pending, have been dismissed, or were reduced.

Students that elect to study abroad through the Office of International Education will assume dual status as a Fredonia student and as a student of the host institution. Fredonia's Student Rights and Responsibilities are applicable while a student is studying abroad.

Students who witness serious violations of Fredonia policy, procedures, or Rights and Responsibilities that are potentially harmful to the safety and well-being of other students, may be charged with a violation or violations if they fail to remove themselves from such situations and/or report the incident to proper authorities.

Specific Standards of Behavior (Code of Conduct)

Listed below are the specific Standards of Behavior (Code of Conduct). The Code of Conduct is broken up into four sections: Personal Identification and Representation; Interference with the Health, Safety, or Rights of Other Persons; Care of University or Personal Property; and Demonstrations by Groups or Individuals.

Alleged violation of any of the following may result in charges being filed against a student or organization.

1.
Personal Identification and Representation

Failure to act in accordance with these standards must be treated as a major failure to accept responsibility as a student and make one subject to separation from the community.

The following conduct is prohibited:

a.
Furnishing false or incomplete information to University offices, officials, or judicial boards.

b.
Failing to appear before a University official or judicial board when directed to appear.

c.
Making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University that results in injury, defrauding, or misrepresentation.

d.
Refusing to identify one's self when directed by an authorized University official having just cause. Students are expected to carry their FRED Cards at all times.

e.
Transferring one's own FRED Card to another person for the purpose of obtaining University services or privileges.

f.
Attempting to obtain a University privilege or service to which the student is not entitled.

g.
Providing erroneous information concerning a change in status concerning financial refunds or financial independence from parents or legal guardian.

h.
Failing to provide accurate information regarding one's local address, residency, or contact information.

2.
Interference with the Health, Safety, or Rights of Other Persons

All members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons. Students are required to obey the statutes and laws of the nation and the state, as well as the ordinances and laws of the village of Fredonia, city of Dunkirk, and the towns of Pomfret and Dunkirk. Conviction of a violation of such laws, statutes, or ordinances may be grounds for suspension or expulsion/dismissal.

The following conduct is prohibited:

a.
Failing to comply with reasonable directions of University or town officials (This includes, but is not limited to faculty, staff, Residence Hall Director, Resident Assistant, security, safety, fire officials, or police officers carrying out properly assigned responsibilities).

b.
Failing to comply with the final decision of a judicial board or administrative action.

c.
Misusing safety equipment including but not limited to tampering with fire equipment, fire alarms, smoke detectors, exit lights, refusal to obey a fire alarm, initiating a false fire alarm, submitting a bomb threat, activating emergency phones, sprinkler systems, or propping doors open.

d.

i.
Fighting and threats to, physical abuse of, harassment, assault, or any other action which threatens to or does endanger the health, safety, or welfare of a member of the University community.

ii.
Engages in or threatens to engage in behavior which poses imminent danger of causing substantial harm to a fellow student, a member of the University community, a campus guest, or community member.

iii.
Obstructing or disrupting the teaching, administrative, or public service function of the University.

iiii.
Obstructing or disrupting disciplinary proceedings or authorized University activities.

e.

i.

Engaging in any action or situation which endangers or causes substantial harm to the mental or physical health of a fellow student, a member of the University community, a campus guest, or community member.

ii.
Creating a situation that results in severe or pervasive harassment of a member of the University or local community. This includes bullying and cyber-bullying.

iii. Intentionally, knowingly, or recklessly causing or creating unreasonable risk of harm to another student as a requirement for initiation into, affiliation with, or continued membership of a recognized or unrecognized student organization, regardless of whether a student willingly participates. This may apply but is not limited to Greek organizations, student clubs and organizations, student government associations, and athletic teams, and is more particularly described in the University policy on Hazing (p. 591)."

f.

i.
Participation in any form of non-consensual sexual activity or unwanted physical sexual conduct. This includes sexual violence, sexual harassment, sexual assault, dating or domestic violence, or stalking. This is more particularly described in the University Policy on Sexual Violence Prevention and Response.

ii.
Participation in any form of sexual harassment covered under the University's Title IX Grievance Policy. This is more particularly described in the University's Title IX Grievance Policy.

g.
Possessing firearms, explosives (including firecrackers), weapons, bb guns, paintball guns, potato guns, blow guns, knives (4 inches or longer or switchblade), bayonets, nunchucks, brass knuckles, and toy guns that look like real guns.

h.
Illegally using, possessing, selling, or distributing narcotics, prescription drugs, stimulants, depressants, hallucinogens, marijuana or its derivatives, or drug paraphernalia. This is more particularly described in the University Policy on Drugs and Alcohol and the Residence Life Policies and Procedures.

i.
Illegally using alcohol, possessing alcohol, selling or distributing alcohol; distributing alcohol to minors. Conduct related to the use of alcohol where the individual becomes a disruption to the community is prohibited, regardless of one's age. This is more particularly described in the University Policy on Drugs and Alcohol and the Residence Life Policies and Procedures.

j.
Sponsoring or hosting a house party that violates local or state laws, ordinances, or jeopardizes the health and safety of students or others.

k.
Use of speakers or other sound amplifying equipment without approval as to time and place from the Office of Student Affairs, Campus Life, and/or Residence Life.

l.

i.
Posting of posters, handbills, or notices without permission of the appropriate University official. The Office of Campus Life must approve all postings.

ii.
Solicitation or vending of any kind is not permitted on campus or in the Residence Halls, unless permission is given by the Office of Residence Life and/or the Office of Campus Life.

m.
Fredonia is a tobacco-free campus. Smoking is not permitted. This includes, but is not limited to, cigarettes, cigars, pipes, hookahs, e-cigarettes, etc.

n.
Ignoring reasonable standards of appropriate behavior, including disorderly conduct.

o.
Engaging in fraud, cheating, plagiarism, or collusion on any examination or on assigned work. This is more particularly described in the University Policy on Academic Integrity.

p.
Refusing to accept financial obligations incurred as a student enrolled at the University. (The University is empowered to refuse to register, graduate, or release records of any student who is delinquent in their obligations to the University.)

q.
Viewing, possessing, or distributing child pornography.

r.
Counterfeiting or violating copyright laws.

s.
Illegal or inappropriate use of Fredonia's network or computers. This is more particularly described in the Computer and Network Usage Policy.

t.

Engaging in unlawful gambling activities under conditions that are contrary to the provisions of state law or any applicable University policy.

u.
Violating a local, state, federal law, or local ordinance.

v.
Violating the University's Policy on Bias Crimes/Incidents. This is more particularly described in the University's Policy on Bias Crime Prevention.

w.
Violating the University's Policy on Non-Discrimination. This is more particularly described in the University's Policy on Non-Discrimination.

3.
Care of University and Personal Property

Maintaining and preserving University grounds, academic buildings, resident and dining facilities, and other associated structures is an obligation of all members of the university community. Similarly, maintaining and preserving personal property is also an obligation.

The following conduct is prohibited:

a.

i.
Theft, unauthorized possession of, or inappropriate use of property belonging to the University, a member of the University community, a campus guest, or community member.

ii.
Vandalism, destruction of, damage to, or inappropriate use of property belonging to the University, a member of the University community, a campus guest, or community member.

b.
Destruction, mutilation, and defacement of or tampering with books, magazines, library materials or equipment, or computer services or equipment.

c.
Unauthorized occupancy of or trespassing on University property or facilities, or that of a community member.

4. Demonstrations by Groups or Individuals

The campus must be open to a free exchange of ideas and individuals and groups have protected Constitutional rights; therefore, all members of the community are encouraged to conduct dialogues with mutual respect and courtesy.

The following conduct is prohibited:

a. Denying to other students, officials, employees, or invited guests of the University lawful freedom of movement on the campus, lawful use of the property or facilities of the University, or the right of lawful entrance to and exit from any of the University's facilities.

b. Impeding the staff or faculty of the University in the performance of their duties, or impeding any student of the University in the pursuit of his or her legitimate educational or social activities, through the use of restraint, coercion, or intimidation, or when force and violence are presented or threatened.

c. Engaging in any intentional overt activity resulting in the obstruction to, disruption of interference with any of the legitimate missions, processes, procedures, or functions of the University.

d. Refusing to vacate a building, street, sidewalk, driveway, or other facility of the University when directed to do so by an authorized official of the University having just cause to order such evacuation.

e. Making unnecessary noise or causing noise to be made with objects and instruments, which disturb University functions or community living.

UNIVERSITY POLICIES

Listed below are policies the University has adopted to ensure the health, safety, and well-being of the campus community.

Acceptable Use Policy-Information Technology

I. Reason for Policy

Access to information technology is essential to the mission of the State University of New York at Fredonia ("Fredonia") in providing Fredonia students, faculty and staff with educational services of the highest quality. The pursuit and achievement of the SUNY mission of education, research, and public service require that the privilege of the use of computing systems and software, internal and external data networks, as well as access to the Internet, be made available to all those of the Fredonia community. The preservation of that privilege for the full community requires that each faculty member, staff member, student, and other authorized user comply with institutional and external standards for appropriate use, whether on campus or from remote locations.

II. Policy Statement

To assist and ensure compliance with internal and external acceptable usage standards, Fredonia establishes the following policy which supplements all applicable Federal and State policies, including harassment, patent and copyright, student and employee disciplinary policies, and FERPA, as well as applicable federal and state laws.

A. Scope

The following document outlines Fredonia's policy on Fredonia-provided access to electronic information, services, computing facilities, and networks.

All creation, processing, communication, distribution, storage, and disposal of information by any combination of Fredonia resources and non-Fredonia resources are covered by this policy.

Technology resources covered by this policy include, without limitation:

- All Fredonia owned, operated, leased or contracted computing, networking, information resources, whether they are individually controlled, shared, standalone or networked,
- All information maintained in any form and in any medium within the Fredonia's computer resources, and Fredonia data networks,
- All physical facilities, including all hardware, software, applications, databases, and storage media.

B. Definitions

Authentication Credentials

- Assigned UserID/Username and PIN/Password {changed by users) that, used in conjunction, authenticates users to privileged computing facilities and resources.

Computing Facilities

- All software applications, desktop and mobile computers, networks, and computer peripherals licensed, owned or operated by Fredonia.

e-Services

- Fredonia's terminology relating to electronic services such as e-mail, Learning Management System, and electronic library resources.

Internet

- All networks external to Fredonia.

Intranet

- All networks internal to Fredonia.

Managed

- Software and antivirus upgrades being controlled by a server and "pushed" to the desktop or laptop.

Un-managed

- a computing device that does not have anti-virus definitions or upgrades implemented automatically. The computer user installs all upgrades manually.

Users

- Individuals who make use of Fredonia technology resources. This includes students, faculty and staff, authorized guests, and all persons authorized for access or use privileges by Fredonia including volunteers for local non-profit agencies, scholars visiting from other State University of New York institutions, and the like.

C. Policy Statement

Users of Fredonia's computing resources must comply with federal and state laws, Fredonia rules and policies, and the terms of applicable contracts including software licenses while using Fredonia computing resources.

Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those jurisdictions and the rules and policies of those other systems and networks. Users with questions as to how the various laws, rules and resolutions may apply to a

particular use of Fredonia's computing resources should contact the Chief Information Officer's office for more information.

Users are responsible for ascertaining what authorizations are necessary and such authorizations prior to using Fredonia computing resources. Users are responsible for any activity originating from their accounts which they can reasonably be expected to control.

Accounts and passwords may not, under any circumstances, be used by persons other than those to whom they have been assigned by the account administrator.

In cases when unauthorized use of accounts or resources is detected or suspected, the account owner should change the password and report the incident.

Although there is no set bandwidth, CPU time, or other limit applicable to all uses of Fredonia's computing resources, Fredonia may require users of those resources to limit or refrain from specific uses if, in the opinion of the system administrator, such use interferes with the efficient operations of the system.

Users are also expected to refrain from deliberately wasteful practices such as printing unnecessary large documents, performing endless unnecessary computations, or unnecessarily holding public computers for long periods of time when others are waiting for the same resources.

Users must not use computing resources to gain unauthorized access to remote computers or to impair or damage the operations of computers or networks, terminals or peripherals. This includes blocking communication lines, intercepting or sniffing communications, and running, installing or sharing virus programs. Deliberate attempts to circumvent data protection or other security measures are not allowed.

Network services and wiring may not be tampered with or extended beyond the area of their intended use. This applies to all network wiring, hardware and in-room jacks. Users shall not use the residential network to provide Internet access to anyone outside of the Fredonia community for any purpose other than those that are in direct support of the academic mission of Fredonia.

D. User Accounts

Use of Fredonia's computer systems and network requires that a user account be issued by Fredonia. Every computer user account issued by Fredonia is the responsibility of the person in whose name it is issued. Continued use of a previously assigned and previously enabled "@fredonia.edu" email account by an inactive or a transferred student is at the discretion of the Chief Information Office. Such accounts, if re-enabled will not be considered “theft-of-service”. Fredonia recognized clubs and student organizations may be issued a user account.

Faculty advisors shall designate a particular person{s) authorized to act on behalf of the club or organization. This person{s) is responsible for all activity on the account and will be subject to Fredonia's disciplinary procedures for misuse.

The following will be considered theft of services, and subject to penalties described below:

- Using a username without the explicit permission of the owner and of Information Technology Services;
- Allowing one's username to be used by another person;
- Using former system and access privileges after association with Fredonia has ended.

E. Resources

Fredonia's information technology resources are, by nature, finite. All members of the Fredonia community must recognize that certain uses of Fredonia's information technology resources may be limited for reasons related to the capacity or security of Fredonia's information technology systems, or as required for fulfilling Fredonia’s mission.

Users shall not use information technology resources to excess. Excessive use of information technology resources by a particular user, or for a particular activity, reduces the amount of resource available to satisfy the needs of other users. Excessive use may degrade or jeopardize system functionality, and can result in significant costs to Fredonia. Some examples of excess use may include writing a program or script or using an Internet bot to perform a repetitive task such as attempting to register for a class or purchasing concert tickets online.

Users shall limit incidental personal use. Incidental personal use is an accepted and appropriate benefit of being associated with Fredonia. Appropriate incidental personal use of technology resources does not result in any measurable cost to Fredonia, and benefits Fredonia by allowing personnel to avoid needless inconvenience.

Incidental personal use must adhere to all applicable Fredonia policies. Under no circumstances may incidental personal use involve violations of the law, interfere with the fulfillment of an employee's professional responsibilities, or adversely impact or conflict with activities supporting the mission of Fredonia. Examples of incidental personal use may include, sending a personal email or visiting a non-work-related web site.

F. Security & Privacy

Fredonia employs various measures to protect the security of its computing resources and its user's accounts. Users should be aware, however, that Fredonia cannot guarantee security and confidentiality. Users should therefore engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords and changing them regularly.

Users shall not intentionally view information of other users, modify or obtain copies of other users' files, access or attempt to access other users' email, or modify other users' passwords without their permission.

Fredonia computers and networks are designed to protect user personal privacy and as such, users shall not attempt to circumvent these protections. Users shall not develop or use procedures to alter or avoid the accounting and monitoring of the use of computing facilities. For example, users may not utilize facilities anonymously or by means of an alias, and may not send messages, mail, or print files that do not show the correct username of the user performing the operation. Users shall not circumvent or attempt to circumvent security mechanisms or the intent of a system.

Computers are Fredonia owned state assets, as such Fredonia retains the inherent right to access these resources either directly or indirectly through remote access tools and techniques at any time.

While Fredonia does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the Fredonia's computing resources may require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns and other such activities that are necessary for the provision of service. Fredonia may also specifically monitor or inspect the activity and accounts of individual users of Fredonia's computing resources, including individual login sessions and the content of individual communications, without notice, when:

- The user has voluntarily made them accessible to the public, as by posting to a web page;
- It reasonably appears necessary to do so to protect the integrity, security, or functionality of Fredonia or other computing resources or to protect Fredonia from liability;
- There is reasonable cause to believe that the user has violated or is violating this policy or any other law or policy;
- An account appears to be engaged in unusual or unusually excessive activity;
- Accessing the account is otherwise required or permitted by law, including but not limited to freedom of information laws, laws governing the conduct of parties engaged in or anticipating litigation, and laws governing criminal investigations.

G. Laws and Fredonia Policies

Users must employ technology resources consistent with local, state and federal laws and Fredonia policies. Examples include but are not limited to:

- Users shall comply with all federal copyright law.
- Users shall not download, use or distribute illegally obtained media (e.g. software, music, movies).
- Users shall not upload, download, distribute or possess pornography unless written approval has been granted by the Vice President of Academic Affairs / Provost office to accommodate academic research. Research of this nature shall be conducted in an isolated environment approved by the Associate Vice President of Information Technology/Chief Information Officer.

H. Commercial Use

Computing resources are not to be used for personal commercial purposes or for personal financial or other gain.

Occasional personal use of Fredonia's computing resources for other purposes is permitted when it does not consume a significant amount of those resources, does not interfere with the performance of the user's job or other Fredonia assigned responsibilities, and is otherwise in compliance with this policy.

Further limits may be imposed upon personal use in accordance with normal supervisory procedures concerning the use of Fredonia's equipment.

I. Enforcement

Users who violate this policy may be denied access to Fredonia's computing resources and may be subject to other penalties and disciplinary action, including possible expulsion or dismissal. Alleged violations will be handled through Fredonia's disciplinary procedures consistent with the terms and conditions of the governing labor agreements (if applicable).

Fredonia may suspend, block or restrict access to an account, independent of such procedures, when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of Fredonia's or other computing resources or to protect Fredonia from liability.

Fredonia may also refer suspected violations of applicable law to appropriate law enforcement agencies.

When Information Technology Services becomes aware of a possible violation, Information Technology Services will initiate an investigation in conjunction with relevant campus offices including the President's Cabinet members, Human Resources, and University Police in accordance with collective bargaining rights for applicable unions. Users are expected to cooperate fully in such investigations when requested.

In order to prevent further unauthorized activity during the course of such an investigation, Information Technology Services may suspend authorization for use of all computing facilities for the user(s) involved in the violation.

XI. Related Documents, Forms, and Tools

Campus Policies

Information Security Program (PDF)

Information Management and Cyber Security Policy (PDF)

Federal Policies

Gramm-Leach-Bliley Act

FERPA (Family Educational Rights and Privact Act)

HIPPA (Health Insurance Portability and Accountability Act)

FISMA (Federal Information Security Management Act)

XII. Website Address for this Policy

https://www.fredonia.edu/about/offices/information-technology-services/acceptable-usage-policy

V. Authority for Policy

Authority for policies is the President's Cabinet.

Alcohol and Drug Policy

Alcohol and Drug Policy

The inappropriate use of alcohol and drugs can interfere with student development and seriously threaten the health and safety of the University community. Members of the University community will be held accountable for their behavior while under the influence of alcohol and/or drugs, regardless of one's age.

Conduct related to the use of alcohol where the individual becomes a disruption to the community is prohibited, regardless of one's age. Being intoxicated due to the level of consumption of alcohol or other drugs, where students have placed themselves or others in harm's way, or are experiencing significant difficulty functioning physically, is not permitted, regardless of one's age.

The Alcohol Policy states that no one under 21 years of age may consume or possess alcoholic beverages. Hosts are responsible for all of their guests, including those who are under 21 years of age. Students who are over 21 may not consume alcohol in the presence of anyone under 21 other than their roommate. Individuals who are under the age of 21 may not be present where alcohol is being served or consumed other than as set forth by the aforementioned regulation. In such cases, all underage students present will be charged with an alcohol or drug policy violation. Fredonia prohibits the possession of alcohol related paraphernalia, regardless of age, including, but not limited to, empty alcohol containers used for decoration, the presence of "high-risk drinking paraphernalia," which includes beer pong tables, beer bongs or funnels, and all drinking games with or without alcohol, like water pong.

The Drug Policy states that all students should be aware that "Pursuant to the order of the Chancellor of SUNY, the illegal use of narcotics and/or dangerous drugs on campus is expressly forbidden." The State University of New York at Fredonia prohibits the possession of illegal drugs, drug paraphernalia including, but not limited to, pipes, hookahs, bongs, rollers, spoofs, water pipes, smokeless cigarettes/e-cigarettes, etc. Any student known or suspected to be in possession of, using or distributing drugs or drug related paraphernalia, or in the presence of any of the above, is subject to disciplinary action and criminal action under campus regulations, as well as state and federal law.

These alcohol and drug-related sanctioning guidelines focus on student development and early intervention for minor violations and first offenses, and on a more disciplinary approach for major violations and repeat or multiple offenses.

Drugs

The following are prohibited:
1. Using or possessing illegal drugs, controlled substances, or drug paraphernalia.
2. The sale or distribution of illegal drugs, controlled substances, or drug paraphernalia.
3. Being in the presence of any of the aforementioned.

Alcohol

The following are prohibited:
1. Using or possessing alcohol (persons under 21 years of age).
2. Distributing or selling alcohol to minors, on or off campus.
3. Misstating or misrepresenting age through the presentation of false documents.
4. Distributing or selling alcohol without a license.
5. Conduct related to the use of alcohol where the individual becomes a disruption to the community is prohibited, regardless of one's age.
6. Being in the presence of any of the aforementioned.

Students who are of legal purchase age or older may possess alcoholic beverages in quantities for personal use only in their private rooms, subject to all regulations that may be established by the Office of Residence Life.

Typical Alcohol/Drug Sanction(s)

Listed below are possible sanction(s) for those who violate the drug and alcohol policy. The sanctions listed may be used alone, or in combination, and additional sanctions not listed here may also be applied:

1.First Offense

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The first alcohol or drug related violation would typically result in a Disciplinary Warning and a requirement to complete either the online Alcohol or Drug Education

Course. The student will be charged a fee to cover the cost of these programs.

2.Second Offense

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The second alcohol or drug related violation would typically result in Disciplinary Probation and a referral to the Fredonia CARES program, an in-depth alcohol and drug prevention counseling program. The student will be charged a fee to offset some of the cost of this counseling program.

3. Third Offense

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The third offense would typically result in some sort of Disciplinary Suspension. The duration of the suspension would depend on the student's educational and disciplinary record.

If any of the above mentioned offenses are very minor, the Residence Hall Director or Director of Student Conduct would have the option to issue a lesser sanction. If any of these offenses are major violations of campus policy, the sanctions may be more severe. Major violations would typically stem from police involvement, criminal charges, hospitalization of participants, or involve the illegal sale or distribution of drugs or provision of alcohol to students who are underage.

Alcohol Education Course

Students are required to complete this online program as a sanction for a first time violation of the University alcohol policy. This course is a science-based course and provides detailed information about alcohol and its effects on the body and mind. A fee will be charged to cover the cost of the program.

Drug Education Course

Students are required to complete this online program as a sanction for a first time violation of the University drug policy. The course is a science-based course that provides detailed information about marijuana and its effect on the body and mind. A fee will be charged to cover the cost of the program.

Fredonia C.A.R.E.S.

Fredonia CARES [Choice |Acceptance| Responsibility| Experience| Success] is a campus initiative designed to address alcohol and other drug concerns on our campus. The program responds to the individual needs of students who have been charged with a violation of the Fredonia Alcohol and Drug Policy. Additionally, students who believe they might benefit from examining their substance use may take part in an appropriate workshop. Students will have a private and confidential consultation, and participate in a researched based workshop focusing on self-assessment to help better understand the risks and impacts substance use plays in one's life. The program respects individuals' values and personal choices regarding substance use. It also supports the idea that with new information, time to process it, and support for change, many people will benefit from considering behavior changes and exploring new beliefs. A fee is charged to cover the cost of this program.

Bias Crimes Prevention

Bias Crimes Prevention (*see website for entire policy and procedures*)

The State University of New York at Fredonia Police shall protect all members of the Fredonia community by preventing and prosecuting bias or hate crimes that occur within the campus's jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their age, religion, ethnicity, gender, sexual orientation, or disability. Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Perpetrators who are students will also be subject to campus disciplinary procedures where sanctions including expulsion/dismissal are possible.

In addition to preventing and prosecuting hate/bias crimes, University Police also assist in addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents and defined by the University as objectively perceptible acts of bigotry, harassment, or intimidation directed at a member or group within the Fredonia community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed, or marital status, may be addressed through the State University's Discrimination Complaint Procedure or the campus Code

of Conduct. Bias incidents can be reported to University Police, the Office of Enrollment & Student Services, or the Office of Diversity, Equity, and Inclusion.

Students are encouraged to contact the Chief Diversity Officer to request consultation and counseling regarding a crime or incident, to report a crime or incident, to file a Charge of Discrimination form, or to share concerns about issues regarding the University. Other offices students may wish to contact are: Enrollment & Student Services, the Intercultural Center, University Police, the Counseling Center, Residence Life, and Student Conduct.

If you are a victim of, or witness to, a hate/bias crime on campus, report it to University Police by calling (716) 673-3333 in an emergency, using a Blue Light or other campus emergency telephones, or stopping by the University Police Office located on the 2nd floor in Gregory Hall. University Police will investigate and follow the appropriate adjudication procedures.

Victims of bias crime or bias incidents are urged to contact the following offices for assistance:

University Police (716) 673-3333

Division of Student Affairs (716) 673-3271

Office of Student Conduct (716) 673-3271

Title IX and Advocacy (716) 673-3358

Diversity, Equity and Inclusion (716) 673-4714

Counseling Center (716) 673-3424

Intercultural Center (716) 673-3398

For general information on Fredonia security procedures, see the University Police Website at: https://www.fredonia.edu/about/offices/university-police or call (716) 673-3333. More information about bias-related and bias crimes, including up-to-date statistics on bias crimes is available from the Chief of University Police at (716) 673-3333 or the University Police Website.

Crime Statistics

A copy of the State University of New York at Fredonia campus crime statistics as reported annually to the U.S. Department of Education will be provided upon request by the University Police Department or the Campus Safety Advisory Committee. Persons should direct all such requests to the Office of University Police at (716) 673-3333. Information can also be obtained from the U.S. Department of Education website at http://ope.ed.gov/security/ and the State University of New York at Fredonia University Police website at https://www.fredonia.edu/about/offices/university-police.

Complaints

A complaint of misconduct is usually written by a complainant and includes specific allegations or charges of misconduct. The complaint will be discussed with the complainant and the accused during separate interviews. If there appears to be grounds for disciplinary action, it will be addressed through the appropriate procedures. If the complaint is found to be unwarranted or if there is not enough evidence to proceed, the complainant will be so advised. The complaint, relevant evidence and related charges are shared with the accused so that the accused can prepare a defense in the event of a conduct hearing. Faculty, staff, students and community members are encouraged to report incidents of misconduct. Police reports and residence hall incident reports are also used to report violations of University conduct standards.

Consensual Relationships (Faculty/Staff and Students)

MODEL SUNY Consensual Relationship Policy

I. Policy Statement: The State University of New York is committed to ensuring that our students, faculty, and staff can learn and work in an environment that is free from nepotism, harassment, exploitation, and conflicts of interest. SUNY is also committed to promoting fairness in grading, evaluation, and career opportunities. In order to achieve this, it is vital that all college personnel maintain professional boundaries with students, and with employees over whom there is or will be a supervisory relationship.

SUNY professional staff and other college personnel exercise power and authority over SUNY students and employees for whom they have current supervisory, instructional, or other professional responsibility, which creates a power imbalance. This makes consent within any romantic relationship between a supervisor and employee or between a professional staff or other college personnel and a student problematic and may impede the real or perceived freedom of the student or employee to terminate or alter the relationship. Further, it may cause individuals outside of that relationship to believe that they are treated in an unequal manner during such a relationship or after it terminates, or it may cause individuals to feel that entering such a relationship is necessary or assistive in attaining their academic or career goals. Such a relationship may damage the credibility or reputation of the student, employee, the department or unit, the campus and University as a whole and may expose individuals or the institution to legal action and liability.

In the academic context, romantic relationships that might be appropriate in other circumstances have inherent dangers when they occur between professional staff or other college personnel and students. Implicit in the idea of

professionalism is the recognition by those in positions of authority that in their relationships with students and employees there is an element of power.

Because inherent power differentials exist, professional staff or other college personnel are prohibited from entering romantic relationships with students for whom such staff or personnel have current supervisory, instructional or other professional responsibility.

Consensual romantic relationships between professional staff or other college personnel and any students for whom such staff or personnel have no current supervisory, instructional or other professional responsibility are strongly discouraged. It is understood that any intimate activity between SUNY professional staff/other college personnel and another employee or a student/graduate student shall never take place while the SUNY professional staff/other college personnel is on duty or on campus. In regard to SUNY Police, such relations shall also never occur while the officer is in uniform.

In the case of pre-existing relationships, professional staff or other college personnel shall be required to recuse themselves from any evaluation of the student and from any activity or decision which may appear to reward, penalize, or otherwise affect the student or student employee and to otherwise take appropriate action to minimize any potential preferential or adverse consequences to the student or other members of the College community.

In the employment context, there is a presumption against romantic relationships between employees where there is a current supervisory or authority imbalance. In cases where there is or has been a consensual romantic relationship between two individuals employed by the college, it is important that any sphere of influence or authority by one such employee over another be removed. Where one person is in the direct line of supervision over the other, the supervisor must notify college administration so that alternative arrangements for supervision can be made.

Where neither individual is in the direct line of supervision over the other, but authority exists wherein one individual could impact any employment related decision regarding the other, such as participating in decisions regarding hiring, termination, appointment, reappointment, promotion, assignment of duties, evaluation or changes in compensation or benefits for the other individual, such person must either recuse themselves from the decision-making process or, in the alternative, notify college administration so that they can be removed from the decision-making process.

Non-consensual relationships are always prohibited and may implicate other policies or laws.

II. Definitions:

Department or Unit: an academic department or unit or a professional department or unit.

- **Academic Department or Unit**: Department or unit devoted to a particular academic discipline or operational area.
- **Professional Department or Unit:** Department or unit devoted to providing professional services to students. This includes, but is not limited to, dining services, facilities services, student life/activities, financial aid, registrar, bursar, career services, library services, residential life, athletics, academic advisement, disability services, counseling services, health center, information technology, and safety, security and Police.

Other College Personnel: Any person with an employment relationship with the college that is not covered by the definition of professional staff. This would include all employees in the classified service pursuant to New York State Civil Service laws, rules and regulations as well as student and graduate student employees on the state payroll.

Professional Responsibility: For the purposes of this policy only, professional staff and other college personnel shall be deemed to have professional responsibility to an undergraduate student or graduate student when that person has a job related duty that can impact the student's educational or professional career; specifically, where they have decision-making authority that may impact student learning, student life or student welfare, they have professional responsibility.

In addition, a University Police Officer shall be deemed to have a professional responsibility at any time that they are on duty, or when the member is directly involved in an ongoing investigation in which the student is a target, witness, person of interest or subject of an investigation, criminal matter, inquiry, or campus administrative action, or when the member is involved in an open case or action in which the student or other staff is either the plaintiff/complainant/defendant or potential plaintiff/complainant/defendant.

A health care professional working in a campus student health services/wellness center shall not commence a romantic relationship with a student for whom they are providing direct patient medical care. In addition, such health care provider shall not provide direct patient medical care to a student with whom they have had or are having a consensual romantic relationship (unless it is an emergency and no other health care provider is available on campus).

Professional Staff: All persons occupying positions designated by the Chancellor as being in the unclassified service. This includes academic employees, professional employees, and management/confidential employees. See Policies of the Board of Trustees, Article II, Definitions.

Romantic Relationship: An intimate, sexual and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term. Such a relationship exists in a marriage, a domestic partnership, or outside of marriage or domestic partnership between two persons who have a sexual union or who engage in a romantic partnering or courtship that may or may not have been consummated sexually.

Student: An individual who is either an undergraduate or graduate student.

- **Undergraduate Student:** An individual whose primary relationship to the campus is in their role as a matriculated or non-matriculated student in an Associate or Bachelor level program, including certificates and other traditional and non-traditional academic programs. This definition does not include employees who are taking a non-matriculated course that is not part of an academic program. Status begins at payment of deposit to enroll or equivalent and continues through completion of all academic requirements and 4 | Page graduation. This applies regardless of the age of the Undergraduate Student and age of the faculty or staff member.
- **Graduate or Professional Student:** An individual whose primary relationship to the campus is in their role as an enrolled or non-matriculated student in a Masters, Doctoral, post Bachelor Certificate or Professional level program. It also includes such individuals in the status of academically-required employment, such as residency, internship, practicum, fellowship and equivalent. Depending on employment status, this group of students may also be covered employees as professional staff or other college personnel.

Supervisory Relationship: A relationship in which an employee has the authority to make, recommend, or impact decisions regarding hiring, termination, appointment, reappointment, promotion, assignment of duties, evaluation, or changes in compensation or benefits for another individual.

III. Employee Applicability: This policy governs professional staff or other college personnel, whether employed fulltime, part-time, or in volunteer status, whether or not they receive monetary compensation. This policy does not apply to undergraduate or graduate student employees on the student assistant or college work study payroll; it does apply to graduate students with appointments as graduate assistants or teaching assistants. Conflicts of interest and limitations on supervisory relationships by student employees may be covered separately by the Code of Conduct or other policy.

IV. Policy:

A. Undergraduate Students: SUNY professional staff or other college personnel, are prohibited from entering romantic relationships with any undergraduate students for whom such staff or personnel have current supervisory, instructional, or other professional responsibility.

B. Graduate or Professional Students: SUNY professional staff or other college personnel are prohibited from entering romantic relationships with any graduate or professional student in their academic department or unit or over whom they have current supervisory, instructional or other professional responsibility.

C. Employees in a Supervisory Role: SUNY professional staff or other college personnel are prohibited from supervising any employee with whom they are currently engaged or in the past have been engaged in a romantic relationship. Professional staff or other college personnel who enter a romantic relationship with any employee for whom they provide direct line supervision must notify their direct supervisor or department/unit head, and Director of Human Resources or Employee Relations or designee. The employee's supervisor or department/unit head, in concert with the Director of Human Resources or Employee Relations or designee, shall determine whether an alternative supervisory structure is possible and, if so, shall direct the employees to the alternative supervisory structure. The conclusion of the relationship (whether amicably or not), does not change the prohibition stated herein.

There is no prohibition or reporting requirement for SUNY professional staff or other college personnel who enter, are currently engaged in, or in the past have been engaged in romantic relationships with other faculty and staff where there is no direct line supervisory relationship. However, where a romantic relationship exists or has existed, professional staff or other college personnel shall recuse themselves from any personnel decisions regarding the other individual including hiring, termination, appointment, reappointment, promotion, assignment of duties, evaluation or changes in compensation or benefits for the other individual or, in the alternative, notify college administration so that they can removed from the decision-making process.

There are no prohibitions or reporting requirements for consensual social interactions between SUNY professional staff or other college personnel, regardless of supervisory relationships, that are not romantic in nature.

D. Pre-Existing Relationships: Relationships between professional staff or other college personnel and an undergraduate, graduate/professional student, or employee for whom the employee will have supervisory, instructional, or other professional responsibility that pre-date enrollment as a student, the existence of a supervisory, instructional or professional responsibility, or hire as staff are permissible provided that employee notifies their direct supervisor or department/unit head and the Director of Human Resources or Employee Relations or designee. The supervisor or department/unit head and the Director of

Human Resources or Employee Relations or designee will work with the covered individuals to ensure that they are not in a direct supervisory or instructional relationship (and, if so, will develop a management plan for the employee), but there is no prohibition on maintaining the relationship. Individuals with hiring or admission authority may not be directly responsible for hiring or admitting an employee or student of any level, with whom they are currently engaged or have in the past been engaged in a romantic, intimate, and/or sexual relationship.

V. Reports and Investigation: While the primary reporting office for violations of this policy is the Office of Human Resources or Employee Relations, reports of violations of this policy may be brought to the campus Title IX Coordinator, the Director of Human Resources or Employee Relations or their designee, or the Office of the Provost.

Monitoring the status of alternative supervision is the responsibility of the Director of Human Resources or Employee Relations or designee. All documentation under this policy shall be maintained in the Office of Human Resources or Employee Relations.

Retaliation for making a report or participating in a process under this policy is prohibited. The University prohibits an individual from knowingly filing a false complaint or making misrepresentations of sexual misconduct. A complaint made in good faith is not considered false merely because the evidence does not ultimately support the allegation of sexual misconduct. If an investigation results in a finding that a person who has accused another of sexual misconduct has acted maliciously or has recklessly made false accusations, the reporting party will be subject to appropriate sanctions. It is important to note that due process considerations may limit the ability to investigate or resolve anonymous complaints.

VI. Discipline: Violations of this policy may result in disciplinary charges up to and including termination. Any disciplinary action shall be taken pursuant to the applicable collective bargaining agreement.

Students with concerns in this matter are encouraged to contact the Office of Student Affairs, 8th Floor, Maytum Hall, (716) 673-3271 or the Office of Academic Affairs, Eighth Floor, Maytum Hall, (716) 673-3335.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, sets forth requirements designed to protect the privacy of parents and students. The statute governs the access to records maintained by educational institutions, and the release of such records.

The Family Educational Rights and Privacy Act permits current or former students to inspect and review their education records. Students are also accorded a right to a hearing in order to question the contents of their education records. Written consent from students may be required before personally identifiable information about them will be released from their education records, as provided by law.

Specifically, institutions are permitted to release directory information on students unless the students have notified the institution to withhold this information. Directory information is "public" information, which may be released without the student's consent to persons making inquiry. Personally identifiable information designated as directory information includes: the student's name; local address and local telephone number; cell phone number; University-assigned e-mail address; student's home address and home telephone number; parent's name, address and telephone number; class schedule; date and place of birth; major field of study; class standing; participation in officially recognized sports and activities; weight and height (athletes); electronic images (photographs); dates of attendance at University; degrees and awards received; and the most recent previous educational institution attended.

Inquiries or complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-5901. Copies of the State University of New York at Fredonia compliance policy and the Family Educational Rights and Privacy Act are available at the Office of Student Affairs.

Hazing

The purpose of this policy is to specifically clarify those behaviors and activities which constitute violations of University regulations and New York State laws pertaining to hazing, and to provide some guidance to student organizations in designing new member programs and activities, which serve to protect the human dignity and safety of all persons which will be permitted. This policy applies to all members of a student organization including alumni members. No organization may engage in any form of hazing. A student found responsible for hazing may receive a permanent transcript notation on their transcript. This is more particularly described in the Permanent Transcript Notation Policy.

Anti-Hazing Policy Statement

Hazing is abusive, degrading, psychologically damaging, and may be life-threatening. It is unacceptable in all forms and has no place in the SUNY Fredonia community. Student groups, organizations, and athletic teams are important contributors to a vibrant and positive campus life and are expected to act in accordance with the Student Code of Conduct and to treat others with respect. Hazing by individuals and student organizations is prohibited in any form both on campus and off campus.

Definitions

1.
Hazing

Any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:

- Is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

- Causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury. The following are non-exhaustive examples of conduct that causes or creates such a risk:

- Whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
- Causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
- Causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
- Causing, coercing, or otherwise inducing another person to perform sexual acts;
- Any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
- Any activity against another person that includes a criminal violation of applicable local, New York State, Tribal, or Federal law; and
- Any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.

This definition is compliant with New York State law. Under New York State Penal Law, a person may be charged with hazing if, during another person's initiation into or affiliation with any organization, they intentionally or recklessly engage in conduct that creates a substantial risk of and/or causes physical injury to another person. A criminal charge of hazing may result in a violation or misdemeanor.

1.
Student Organization

An organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution. This definition of "student organization" is just for the purpose of the hazing policy.

In the case of students participating in a student organization unrecognized by the campus that contains two or more members that are students enrolled at the campus, such individual students may be subject to a charge or charges of hazing on an individual basis.

Reporting Incidents of Hazing

SUNY Fredonia encourages the reporting of incidents of hazing and takes every such report seriously. It will investigate all reports diligently and thoroughly in accordance with the Student Code of Conduct and/or other applicable policies and procedures. Individuals found responsible for committing, soliciting, encouraging, directing, aiding, or recklessly permitting hazing to occur will be subject to disciplinary sanction that could include suspension or expulsion.

Any person may report hazing in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Office of Student Conduct, G144

Gregory Hall, student.conduct@fredonia.edu, (716) 673-4726. Or by utilizing the online incident report form: Student Conduct Incident Report Form. Individuals may also report incidents of hazing to a campus administrator, a campus office, University Police, or local law enforcement.

SUNY Fredonia complies with the Stop Campus Hazing Act by publishing a Transparency Report twice annually, disclosing incidents where any recognized student organization was found responsible for hazing. SUNY Fredonia has no incidents to report for the reporting period from December 1, 2025 to July 1, 2026.

Amnesty Related to Hazing Reports

SUNY Fredonia recognizes that students are sometimes reluctant to report hazing activity, due to a fear of potential consequences for their own conduct. For this reason, the University has adopted an amnesty policy which states that a student who acts in good faith to report activity that may fall within the definition of hazing and/or a victim who cooperates fully as a witness in the investigation and disciplinary process may not be subject to student conduct sanctions related to their own participation in hazing behavior and other behavior including related to alcohol and/or drug violations, as determined by the University in its sole discretion.

In the event amnesty is granted for self-reported behaviors, if evidence is presented that the student has continued to engage in hazing behaviors or has knowledge of hazing activity that was not reported, they may be held accountable for past behavior. Students who choose to report and request amnesty for their own conduct should know that amnesty does not apply to any criminal or civil action that may be taken by any law enforcement agencies, including University Police.

Investigation Process

After a report is received, SUNY Fredonia will quickly review the submission and determine the next appropriate actions. If a report is criminal in nature, University Police and/or local law enforcement will be contacted. SUNY Fredonia will also conduct its own investigation to prevent a recurrence of the alleged hazing and to determine if there are potential violations of the Student Code of Conduct and/or any other applicable processes depending upon the nature of the complaint.

Retaliation

No person may intimidate, threaten, coerce or discriminate against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Hazing Policy and Procedure. Complaints alleging retaliation may be filed with the Office of Student Conduct and/or Human Resources. Any reports of retaliation involving an employee covered by a Collective Bargaining Agreement will be addressed through the appropriate processes.

Hazing Prevention and Awareness

Students are expected to be familiar with the campus hazing policy. The policy is distributed to all students prior to the start of each semester as part of the Enrollment Verification process on Your Connection, along with the entire Student Code of Conduct.

Students involved in campus clubs and organizations are provided with information about hazing and bystander intervention. All student athletes participate in a mandatory NCAA compliance meeting where information on hazing is addressed. Leaders of Greek organizations are required to attend training on hazing, bystander intervention, and alcohol and other drugs education. All student organization leaders are required to participate in the Student Association's semesterly summit where topics such as ethical leadership, bystander intervention, and effective team building are offered.

Faculty and Staff who are members of the University Judicial Board are informed about the hazing policy during annual training. Faculty and Staff who serve as Clery Campus Security Authorities (CSA) are notified about their reporting responsibilities, including reports of hazing.

Investigation of Violent Felony Offenses/Missing Students

Chapter 22 of the Laws of 1999 of the State of New York establishes certain requirements for investigation of violent felonies and reporting of missing students on college/university campuses in New York State.

1. "Missing Student" means any student of the university subject to the provisions of Section 355(17) of the New York State Education Law, who resides in a facility owned or operated by the university and who is reported to the university as missing from his or her residence.
2. "Violent Felony Offense" means a violent felony offense as defined in Section 70.02(1) of the Penal Law of the State of New York.

Response and Investigation

1. *Missing Student:* When a report of a missing student is received by the university or the municipal police department, the receiving department will conduct a preliminary investigation in order to verify the

complaint and to determine the circumstances which exist relating to the reported missing student. If the student's absence is verified, the incident will be reported and shared between departments. Both departments will continue the investigation to locate the missing student. If, after further investigation, the missing student is not located, both departments will determine the most efficient manner of continuing the investigation. In any event, information relating to any report of a missing student shall be shared by both parties no later than twelve (12) hours from the time of the initial report. If the missing student is located or returns to the university at any time after the matter has been reported, each party shall notify the other immediately.

2. *Violent Felony Offenses:* When any report of an on-campus violent felony offense is received by the university or when a report of a violent offense involving a university student is received by the municipal police department, the recipient shall notify the other police department as soon as possible. The police departments will carry out appropriate investigative procedures, will determine the most efficient manner of continuing the investigation and shall provide mutual assistance when requested.

University Judicial System

The University Standards of Behavior and University Policies are intended to promote student development and ensure an atmosphere of learning necessary to the well-being of all University community members on and off-campus. Violation of University policy off-campus may be subject to disciplinary action by the University judicial process. The Office of Student Conduct implements the standards and procedures of the University Administrative/Judicial Board.

Any member of the University community may bring a complaint directly to the Office of Student Conduct (see complaints section). The complaint must be written, signed, and dated. A review by the Office of Student Conduct will be initiated and if appropriate, charges will be filed. Specific procedures will be followed if a case is referred to the University Administrative/Judicial Board.

If a student is charged with a violation of the rules and regulations, the following options exist: the student may choose an Administrative Hearing, a Judicial Board Hearing, or an Administrative Sanction Hearing in which a student chooses to plead responsible to the charges and waives their right to a hearing. In such a case, the Office of Student Conduct will impose a sanction.

If a student, club, or organization fails to respond to the charge letter by the appointment date and time listed in the letter, by either pleading responsible or not responsible, a determination of responsible or not responsible may be made without their participation as part of an Administration Sanction Hearing. In some cases, an Administrative Hearing may be scheduled to resolve the situation.

In cases where there are allegations of behavior that fall under the Title IX Grievance Policy or the University Policy on Sexual Violence Prevention and Response (129-B), the case will be heard by an *Administrative Hearing Board (a 3-person panel of University faculty/staff members).*

Administration Sanction Hearing

In an Administrative Sanction Hearing, the Director of Student Conduct (or their designee) meets with the accused student to hear the case. This option is usually chosen if a student pleads responsible to the charges and accepts the appropriate sanction. This option requires that the student waive their right to a formal hearing and to the right to appeal the decision.

Administrative Board Hearing

The Administrative Hearing Board consists of University faculty and staff members. Board members are appointed for a term of one year. From the pool of members, the Administrative Board that would hear a case is comprised of at least three members. The Administrative Board hears the case, weighs the evidence and testimony of the accused, complainant, and of witnesses, determines a finding of responsible or not responsible of the accused student and notifies the Vice President of Student Affairs of the finding. An appropriate sanction will be determined if the accused student is found responsible. The accused student will be determined responsible or not responsible by the preponderance of the evidence. Preponderance of the evidence means evidence that would lead a reasonable person to conclude that it is more likely than not that the act in question did occur and/or that the accusations are true. To proceed with a hearing, a minimum of three Administrative Board members must be present. If less than three Administrative Board members are present, the accused student must agree in writing in order to proceed with the hearing

Judicial Board Hearing

The University Judicial Board is comprised of University faculty, staff, and student members. Board members are appointed for a term of one year. From the pool of members, the Judicial Board that would hear a case is comprised of at least five members. The Judicial Board hears the case, weighs the evidence and testimony of the accused, complainant, and of witnesses, determines a finding of responsible or not responsible of the accused student and notifies the Vice President of Student Affairs

of the finding. An appropriate sanction will be determined if the accused student is found responsible. The accused student will be determined responsible or not responsible by the preponderance of the evidence. Preponderance of the evidence means evidence that would lead a reasonable person to conclude that it is more likely than not that the act in question did occur and/or that the accusations are true. To proceed with a hearing, a minimum of five Judicial Board members must be present. If less than five Judicial Board members are present, the accused student must agree in writing in order to proceed with the hearing.

Policies and Procedures of the University Administrative/ Judicial Board

The University Judicial Board is comprised of University faculty, staff, and student members. Board members are appointed for a term of one year. From the pool of members, the Judicial Board that would hear a case is comprised of at least five members. The Judicial Board hears the case, weighs the evidence and testimony of the accused, complainant, and of witnesses, determines a finding of responsible or not responsible of the accused student and notifies the Vice President of Student Affairs of the finding. An appropriate sanction will be determined if the accused student is found responsible. The accused student will be determined responsible or not responsible by the preponderance of the evidence. Preponderance of the evidence means evidence that would lead a reasonable person to conclude that it is more likely than not that the act in question did occur and/or that the accusations are true. To proceed with a hearing, a minimum of five Judicial Board members must be present. If less than five Judicial Board members are present, the accused student must agree in writing in order to proceed with the hearing.

Procedures for the University Administrative/Judicial Board:

Step 1: A charge for violation may be placed against any student by any other student or by a member of the University community by giving written notice of the charge signed by the complainant to the Office of Student Conduct.

Step 2: The Office of Student Conduct shall give notice of the specific charges against the student, in writing. The notice shall clearly indicate the offense with specific reference to the violated regulation and shall indicate the time and place of the initial meeting with the Director of Student Conduct. If the student/organization requests a hearing, a separate notice shall be presented to the accused at least five (5) days prior to the hearing. In extreme cases, the five-day notification period may be waived if deemed necessary. A student may waive their right to a formal hearing and plead responsible to the charge(s). In such cases, the Director of Student Conduct will consider the evidence and make a sanction decision (See Administrative Sanction Hearing). If the student does not waive their right to a hearing and does not appear for a scheduled hearing, their case will be considered by the board and a decision will be rendered in their absence.

Step 3: The Office of Student Conduct shall ensure that any student charged with violating University rules and regulations has, prior to appearing before the Board, the ability to review a statement defining the composition and authority of the Board.

Step 4: The Board shall examine all relevant facts and circumstances presented at the hearing and reach an equitable decision. A record of the hearing shall be kept to enable review and every reasonable attempt shall be made to keep the matter appropriately confidential. All hearings are audio recorded, however in the event of equipment failure, a board member will take notes to ensure accurate recording of the hearing. Fredonia will not be responsible for turning audio recordings into written transcript form. Grounds for appeal will also not be considered due to equipment failure.

Step 5: At the hearing, the student(s) shall have a full opportunity to explain the circumstances surrounding the incident and shall be able to present pertinent evidence and testimony of witnesses. In addition, the student shall have the opportunity to ask questions of any witnesses, respond to written statements submitted against them, and to respond to questions. The Board shall also have the right to call witnesses and to review materials. The student shall have the right to be assisted by an advisor/support person of their choice. The advisor/support person may not participate in the hearing.

Step 6: The student's judicial history will be withheld from the board members until a finding of responsibility has been made. If a student is found responsible for violating University policy, their judicial history, if any, will be shared with the Board members prior to sanction deliberation.

Step 7: The student will be notified in writing of the Board's final decision approximately 3-5 business days following the hearing.

The student shall have the right to appeal. An appeal will only be considered if there is significant new information or material relevant to the case that was not presented during the hearing, or for a claimed violation of the student's due process rights. An appeal must be filed in writing within 5 days of the hearing decision letter date.

Policies of the Administrative/Judicial Board

1. The Board shall not discuss or review matters under consideration outside of the hearing. Failure of a Board member to uphold this provision renders such member subject to impeachment procedures. Impeachment shall be by a two-thirds vote of that committee. Any

violation of this section shall not affect the proceedings of the Board in a determination of the case.

2. No member of the Board shall be either a witness before the board or a person previously engaged in formulating the charge or in presenting materials relating to the case.
3. Hearing records shall be filed with the Office of Student Conduct and released only with the permission of the Board, the Director of Student Conduct, or the alleged violator. Records shall be kept for seven years.
4. The Board may adopt bylaws not inconsistent with these rules and regulations upon the affirmative vote of no less than six members.
5. The Board pool shall be composed of at least twelve members. Approximately six students and six faculty/staff members are appointed for a term of one year.
6. In order to be eligible, a student must have attained sophomore status. All members of the Judicial Board must have been a member of the University community for at least one semester before taking office. No student may serve if they are on disciplinary probation at the time of the appointment. No member of the Judicial Board may be an executive (including class presidents) of the Student Association or a voting member of the University Senate.

Motor Vehicles Policies

All members of the University community (students, faculty, and staff) who park cars or other motor vehicles on campus between the hours of 7 a.m. and 5 p.m. must register their vehicle each semester within seven days after classes begin.

When a new or borrowed vehicle is brought on campus, University Police (716-673-3333) must be notified immediately in order to avoid unnecessary ticketing. Any vehicle obtained during the semester must be registered within 48 hours through the Parking Unit by contacting parking@fredonia.edu or 716-673-2222.

Regulations Governing Motor Vehicle Use and Campus Parking Facilities is available online at https://www.fredonia.edu/about/offices/university-police/parkingregulations. Students, faculty, and staff shall comply with all traffic and parking regulations in all campus areas and shall comply with all published regulations or be subject to fines. Failure to comply can result in the loss of campus driving, parking and vehicle registration privileges.

Fredonia Non-Discrimination Statement

Pursuant to University policy, the University is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The University's policy is in accordance with federal and state laws and regulations prohibiting unlawful discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Please note: **The Discrimination Complaint Procedure** was updated on August 15, 2026. This procedure may be used by any current or former SUNY Fredonia student or employee, or by any Third Party as defined in the DCP, concerning conduct arising from the individual's employment, enrollment, application, or participation in a SUNY program or activity.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Ms. Kristen Helling, Title IX Coordinator, (716) 673-3358 or kristen.helling@fredonia.edu. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; Email OCR.NewYork@ed.gov.

Other Types of Sanctions

If a student is found responsible for misconduct on or off campus, the following sanctions may be imposed individually or in combination. The sanction(s) imposed will commensurate with the offending conduct, and may take into account the student's educational record and any previous conduct record.

- **Verbal Warning** - A verbal reprimand which expresses University dissatisfaction with the student's conduct and

which clarifies expected behavior in the future. Such a warning is noted in the student's conduct file.

- **Disciplinary/Written Warning** - A written reprimand which expresses University dissatisfaction with the student's conduct and which clarifies expected behavior in the future.

- **Disciplinary Probation** - Written notification that any further violations within the probationary period shall result in more severe disciplinary action. The probationary period will be for a specific period of time and/or until the completion of any specified requirements or conditions that are part of the probation.

- **Disciplinary Suspension in Abeyance** - The student remains enrolled. However, any violation of conduct regulations during the period of suspension in abeyance will, after determination of guilt, result in a minimum sanction of automatic suspension.

- **Disciplinary Suspension** - A decision that removes the student from the University for a specific period of time, usually no more than two years. The suspension might be immediate or begin after the end of the semester. In either case, the student is eligible for consideration for readmission at the end of the specified period. Students that are suspended will not be eligible for a refund. This includes tuition and cost of on-campus housing. Typically, this sanction also includes the student being restricted from the campus for the period of suspension.

- **Disciplinary Expulsion/Dismissal** - A decision that removes the student permanently from the University. This sanction also includes that student being restricted from the campus for a minimum of one year.

- **Alcohol Education Course** - This course is a science-based course that provides detailed information about alcohol and its effects on the body and mind. A fee will be charged the cover the cost of this online program.

- **Marijuana Education Course** - This course is a science-based course that provides detailed information about marijuana and its effects on the body and mind. A fee will be charged the cover the cost of this online program.

- **Fredonia CARES** - This program is a campus initiative designed to address alcohol and other drug concerns on our campus and in our campus community. This program responds to the individual needs of students who have been involved in an alcohol or drug related incident. A fee will be charged to cover the cost of the program.

- **Other Sanctions** - Other sanctions may include a variety of restrictions and/or educational related activities. These include, but are not limited to:

- removal from on-campus housing

- restriction from specific buildings or Residence Halls

- changing student room or Residence Hall assignment

- restriction from campus
- placing holds on records
- service charges or restitution
- required counseling assessment
- required substance abuse evaluation
- required community service
- writing a paper
- written apology
- other educational and creative programs or assignments

Permanent Transcript Notation (Hazing , Sexual Violence and Other Serious Violations)

Students that are found responsible and suspended or expelled/dismissed for serious violations of the Students Rights and Responsibilities may receive a permanent notation on their academic transcript. This includes, but is not restricted to, sexual assault, hazing, and conduct leading to the death or serious physical injury of another person.

Students found responsible for such violations will not receive credit for the semester in which they are suspended or expelled/dismissed and will be liable for all tuition and fees for that semester.

For a respondent who withdraws from the institution while such conduct charges are pending, institutions shall make a notation on the transcript of such students that they "withdrew with conduct charges pending." If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Individuals seeking to have a transcript notation removed may submit a written appeal, no sooner than one year after the conclusion of their suspension, to the Director of Student Conduct. The decision will be made in consultation with the Vice President of Student Affairs (or their designee). The appeal must include a rationale for removing the notation, evidence of rehabilitation during the period of suspension, and confirmation that any other sanctions have been successfully completed.

Transcript notations resulting from an expulsion/dismissal from the University are permanent and cannot be appealed. If a finding of responsibility is vacated for any reason, the transcript notation will be removed.

Campus Safety Advisory Committee

Pursuant to the N.Y.S. Education Law Article 129-A, section 6431, the Campus Safety Advisory Committee reviews current campus security policies and procedures and makes recommendations for their improvement.

The committee will be responsible for providing advice and recommendations to support the campus's compliance in the following areas:

1. Review of various security policies/procedures and recommend programming and training to educate the campus community on issues related to personal safety, crime prevention, sexual assault prevention, reporting, communication campus response protocols, and referral to appropriate support for victims.
2. Identify and assess hazards and recommend solutions related to workplace safety, environmental health, and compliance with regulations.
3. Identify campus safety priorities and recommended improvements (e.g., lighting, facility conditions, emergency procedures).
4. Coordination of Title IX, Clery Act, and related SUNY/state compliance efforts such as reporting or referring sexual assaults and complaints to appropriate authorities and support of victims during investigations and support of or referral to appropriate support for victims.
5. Annual reporting on campus safety initiatives and compliance outcomes. The committee must consist of a minimum of six members, at least half of whom shall be female. The Campus Safety Advisory Committee consists of three student representatives nominated by the Student Association, three faculty members nominated by the University Senate, and at least two individuals appointed by the University President.

The committee reports, in writing, to the University President or chief administrative officer on its findings and recommendations at least once each academic year, and such reports shall be available upon request.

For more information regarding the Campus Safety Advisory Committee, persons should contact the Chief of University Police at (716) 673-3333 or email upd@fredonia.edu, the Director of Environmental Health and Safety and Sustainability at 716-673-3111 or email envhealt@fredonia.edu, or the Office of Student Affairs at (716) 673-3271 or email student.affairs@fredonia.edu.

Policy Statement on Religious Absences

The Education Law of New York says, in part:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that they are unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day or days.
2. Any student in an institution of higher education who is unable, because of their religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of their religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which they may have missed because of such absence on any day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, registration, examinations, study, or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of their availing themselves of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of their rights under this section. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of their religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements for which they may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of

training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under Section 501 of the United States Code.

Rules and Regulations for Maintenance of Public Order on Campus

The materials below consist of regulations of the State University of New York Board of Trustees. However, it is not the Official Compilation of the Codes, Rules, and Regulations of the State of New York. Readers are advised to refer to the Official Compilation (8 NYCRR Part 535 et seq) in case of questions.

Part 535

1. *Statement of Purpose*. The following rules are adopted in compliance with Section 6450 of the Education Law and shall be filed with the Commissioner of Education and the Board of Regents on or before July 20, 1969, as required by that section. Said rules shall be subject to amendment or revision and any amendments or revisions thereof shall be filed with the Commissioner of Education and Board of Regents within 10 days after adoption. Nothing herein is intended, nor shall it be construed, to limit or restrict the freedom of speech or peaceful assembly. Free inquiry and free expression are indispensable to the objectives of a higher educational institution. Similarly, experience has demonstrated that the traditional autonomy of the educational institution (and the accompanying institutional responsibility for the maintenance of order) is best suited to achieve these objectives. These rules shall not be construed to prevent or limit communication between and among faculty, students, and administration, or to relieve the institution of its special responsibility for self-regulation in the preservation of public order. Their purpose is not to prevent or restrain controversy and dissent but to prevent abuse of the rights of others and to maintain that public order appropriate to a college or university campus without which there can be no intellectual freedom and they shall be interpreted and applied to that end.
2. *Application of Rules.* These rules shall apply to all state-operated institutions of the State University except as provided in Part 550 as applicable to the State University Maritime College. These rules may be supplemented by additional rules for the maintenance of public order heretofore or hereafter adopted for any individual institution, approved and adopted by the State University trustees and filed with the Commissioner of Education and Board of Regents, but only to the extent that such additional rules are not inconsistent herewith. The rules hereby adopted shall govern the conduct of students, faculty, and other staff, licensees, invitees, and all other persons, whether or not their presence is authorized, upon the campus of any institution to which such rules are applicable and also upon or with respect to any other premises or property, under the control of such institution, used in its teaching, research, administrative, service, cultural, recreational, athletic, and other programs and activities; provided however, that charges against any student for violation of these rules upon the premises of any such institution other than the one at which they are in attendance shall be heard and determined at the institution in which they are enrolled as a student.
3. *Prohibited conduct.* No person, either singly or in concert with others, shall:
    a. willfully cause physical injury to any other person, nor threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which they have a lawful right to do or to do any act which they have a lawful right not to do;
    b. physically restrain or detain any other person, nor remove such person from any place where they are authorized to remain;
    c. willfully damage or destroy property of the institution or under its jurisdiction, nor remove or use such property without authorization;
    d. without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
    e. enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
    f. without authorization, remain in any building or facility after it is normally closed;
    g. refuse to leave any building or facility after being required to do so by an authorized administrative officer;
    h. obstruct the free movement of persons and vehicles in any place to which these rules apply;
    i. deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express their views, including invited speakers;
    j. knowingly have in their possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the chief administrative officer; whether or not a license to possess the same has been issued to such person;

k. willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; or

l. take any action, create, or participate in the creation of, any situation which recklessly or intentionally endangers mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.

4. *Freedom of Speech and Assembly:* Picketing and Demonstrations.

a. No student, faculty, or other staff member or authorized visitor shall be subject to any limitation or penalty solely for the expression of their views nor for having assembled with others for such purpose. Peaceful picketing and other orderly demonstrations in public areas of ground and building will not be interfered with. Those involved in picketing and demonstrations may not, however, engage in specific conduct in violation of the provisions of the preceding section.

b. In order to afford maximum protection to the participants and to the institutional community, each state-operated institution of the State University shall promptly adopt and promulgate, and thereafter continue in effect as revised from time to time, procedures appropriate to such institution for the giving of reasonable advance notice to such institution of any planned assembly, picketing, or demonstration upon the grounds of such institution, its proposed locale and intended purpose; provided, however, that the giving of such notice shall not be made a condition precedent to any such assembly, picketing, or demonstration and provided, further, that this provision shall not supersede nor preclude the procedures in effect at such institution for obtaining permission to use the facilities thereof.

5. *Penalties.* A person who shall violate any of the provisions of these rules (or of the rules of any individual institution) shall:

a. If they are a licensee or invitee, have authorization to remain upon the campus or other property withdrawn and shall be directed to leave the premises. In the event of their failure to do so they shall be subject to ejection.

b. If they are a trespasser or visitor without specific license or invitation, be subject to ejection.

c. If they are a student, be subject to expulsion or such lesser disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges, reprimand, or warning.

d. If they are a faculty member having a term or continuing appointment, be guilty of misconduct and be subject to dismissal or termination of their employment or such lesser disciplinary action as the facts may warrant including suspension without pay or censure.

e. If they are a staff member in the classified service of the civil service, described in Section 75 of the Civil Service Law, be guilty of misconduct, and be subject to the penalties prescribed in said section.

f. If they are a staff member other than one described in subdivisions (d) and (e) of this section, be subject to dismissal, suspension without pay, or censure.

6. Procedure.

a. The chief administrative officer or their designee shall inform any licensee or invitee who shall violate any provisions of these rules (or of the rules of any individual institution supplementing or implementing these rules) that their license or invitation is withdrawn and shall direct them to leave the campus or other property of the institution. In the event of their failure or refusal to do so such officer shall cause their ejection from such campus or property.

b. In the case of any other violator, who is neither a student nor faculty or other staff member, the chief administrative officer or their designee shall inform them that they are not authorized to remain on the campus or other property of the institution and direct them to leave such premises. In the event of their failure or refusal to do so such officer shall cause their ejection from such campus or property. Nothing in this subdivision shall be construed to authorize the presence of any such person at any time prior to such violation nor to affect their liability to prosecution for trespass or loitering as prescribed in the Penal Law.

c. In the case of a student, charges for violation of any of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be presented and shall be heard and determined in the manner hereinafter provided in Section 535.9 of this Part.

d. In the case of a faculty member having a continuing or term appointment, charges of misconduct in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be made, heard and determined in accordance with Title D of Part 338 of the policies of the Board of Trustees.

e. In the case of any staff member who holds a position in the classified civil service, described in Section 75 of the Civil Service Law, charges of

misconduct in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be made, heard and determined as prescribed in that section.

f. Any other faculty or staff member who shall violate any provision of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be dismissed, suspended, or censured by the appointing authority prescribed in the policies of the Board of Trustees.

7. Enforcement Program.

a. The chief administrative officer shall be responsible for the enforcement of these rules (or of the rules of any individual institution supplementing or implementing these rules) and shall designate the other administrative officers who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

b. It is not intended by any provision herein to curtail the right of students, faculty, or staff to be heard upon any matter affecting them in their relations with the institution. In the case of any apparent violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) by such persons, which, in the judgment of the chief administrative officer or their designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any premises of the institution where their continued presence and conduct is in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules).

c. In any case where violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) does not cease after such warning and in other cases of willful violation of such rules, the chief administrative officer or their designee shall cause the ejection of the violator from any premises which they occupy in such violation and shall initiate disciplinary action as hereinbefore provided.

d. The chief administrative officer or their designee may apply to the public authorities for any aid which they deem necessary in causing the ejection of any violator of these rules (or of the rules of any individual institution supplementing or implementing these rules) and they may request the State University counsel to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of such rules.

8. *Communication* . In matters of the sort to which these rules are addressed, full and prompt communication among all components of the institutional community, faculty, students, and administration, is highly desirable. To the extent that time and circumstances permit, such communication should precede the exercise of the authority, discretion, and responsibilities granted and imposed in these rules. To these ends each state-operated institution of the State University shall employ such procedures and means, formal and informal, as will promote such communication.

9. Notice, Hearing and Determination of Charges Against Students.*****

a. The term chief administrative officer, as used in these rules, shall be deemed to mean and include any person authorized to exercise the powers of that office during a vacancy therein or during the absence or disability of the incumbent and for purposes of this section shall also include any designee appointed by said officer.

b. Whenever a complaint is made to the chief administrative officer of any state-operated institution of the university of a violation by a student or students of the rules prescribed in this Part (or of any rules adopted by an individual institution supplementing or implementing such rules) or whenever they have knowledge that such a violation may have occurred, they shall cause an investigation to be made and the statements of the complainants, if any, and of other persons having knowledge of the facts reduced to writing. If they are satisfied from such investigation and statements that there is reasonable ground to believe that there has been such a violation, they shall prepare or cause to be prepared charges against the student or students alleged to have committed such violation which shall state the provision prescribing the offense and shall specify the ultimate facts alleged to constitute such offense.

c. Such charges shall be in writing and shall be served on the student or students named therein by delivering the same to theirs or them personally, if possible, or, if not, by mailing a copy of such charges by registered mail to such student or students at their or their usual place or places of abode while attending college and also to the students or their home address or addresses, if different.

d. The notice of charges so served shall fix a date for hearing thereon not less than 10 nor more than 15

days from the date of service which shall be the date of mailing where necessary to effect service by mail. Failure to appear in response to the charges on the date fixed for hearing, unless there has been a continuance for good cause shown, shall be deemed to be an admission of the facts stated in such charges and shall warrant such action as may then be appropriate thereon. Before taking such action the hearing committee, hereinafter referred to, shall give notice to any student, who has failed to appear, in the manner prescribed in subdivision (c), of its proposed findings and recommendations to be submitted to the chief administrative officer and shall so submit such findings and recommendations 10 days thereafter unless the student has meanwhile shown good cause for his/her failure to appear, in which case a date for hearing shall be fixed.

e. Upon demand at any time before or at the hearing, the student charged or their representative, duly designated, shall be furnished a copy of the statements taken by the chief administrative officer in relation to such charges and with the names of any other witnesses who will be produced at the hearing in support of the charges; provided, however, that this shall not preclude the testimony of witnesses who were unknown at the time of such demand.

f. The chief administrative officer may, upon the service of charges, suspend the student named therein, from all or any part of the institution's premises or facilities, pending the hearing and determination thereof, whenever, in their judgment, the continued presence of such student would constitute a clear danger to them self or to the safety of persons or property on the premises of the institution or would pose an immediate threat of disruptive interference with the normal conduct of the institution's activities and functions; provided, however, that the chief administrative officer shall grant an immediate hearing on request of any student so suspended with respect to the basis for such suspension.

g. There shall be constituted at each state-operated institution a hearing committee to hear charges against students of violation of the rules for maintenance of public order prescribed by or referred to in this Part. Such committee shall consist of three members of the administrative staff and three members of the faculty, designated by the chief administrative officer, and three students who shall be designated by the members named by the chief administrative officer. Each such member shall serve until a successor or replacement has been designated. No member of the committee shall serve in any case where they are a witness or have been directly involved in the events upon which the charges are based. In order to provide for cases where there may be such a disqualification and for cases of absence or disability, the chief administrative officer shall designate an alternate member of the administrative staff and an alternate member of the faculty, and their principal designees shall designate an alternate student member, to serve in such cases. Any five members of the committee may conduct hearings and make findings and recommendations as hereinafter provided. At any institution where the chief administrative officer determines that the number of hearings which will be required to be held is, or may be, so great that they cannot otherwise be disposed of with reasonable speed, the individual may determine that the hearing committee shall consist of six members of the administrative staff and six members of the faculty to be designated by the chief administrative officer and of six students who shall be designated by the members so designated by the chief administrative officer. In such event the chief administrative officer shall designate one of such members as chairperson who may divide the membership of the committee into three divisions each to consist of two members of the administrative staff, two faculty members, and two students and may assign charges among such divisions for hearing. Any four members of each such division may conduct hearings and make recommendations as hereinafter provided.

h. The hearing committee shall not be bound by the technical rules of evidence but may hear or receive any testimony or evidence which is relevant and material to the issues presented by the charges and which will contribute to a full and fair consideration thereof and determination thereon. A student against whom the charges are made may appear by and with representatives of their choice. The student may confront and examine witnesses against them and may produce witnesses and documentary evidence on their own behalf. They may be present at the hearing: the student charged and their representatives and witnesses; other witnesses; representatives of the institutional administration; and, unless the student shall request a closed hearing, such other members of the institutional community or other persons, or both, as may be admitted by the hearing committee. A transcript of the proceedings shall be made.

i. Within 20 days after the close of a hearing the hearing committee shall submit a report of its findings of fact and recommendations for disposition of the charges to the chief administrative officer, together with a transcript of the proceedings, and shall at the same time transmit a copy of its report to the student concerned or their

representative. Within 10 days thereafter the chief administrative officer shall make their determination thereon. Final authority to dismiss the charges or to determine the guilt of those against whom they are made and to expel, suspend, or otherwise discipline them shall be vested in the chief administrative officer. If the student shall reject the findings of the hearing committee in whole or in part, the student shall make new findings which must be based on substantial evidence in the record and shall include them in the notice of their final determination which shall be served upon the student or students with respect to whom it is made.

***Applies to charges for violation of the rules prescribed by or referred to in this Part heretofore served which have not been finally determined within 60 days after the adoption hereof, which charges shall be referred to the committee constituted pursuant to said Section 535.9 for determination in accordance therewith, and said section shall apply to all charges for violation of such rules hereafter made, whether for violations heretofore or hereafter committed.*

10. Rules for Organizations.

    a. *Organizations.* Organizations which operate upon the campus of any state-operated institution or upon the property of any state-operated institution used for educational purposes shall be prohibited from authorizing the conduct described in subdivision (l) of section 535.3 of this Part.

    b. *Procedure.* The chief administrative officer at each state-operated institution shall be responsible for the enforcement of this section, and, as used herein, the term chief administrative officer shall include any designee appointed by said officer.

        i. Whenever the chief administrative officer has determined on the basis of a complaint or personal knowledge that there is reasonable ground to believe that there has been a violation of this section by any organization, the chief administrative officer shall prepare or cause to be prepared written charges against the organization which shall state the provision proscribing the conduct and shall specify the ultimate facts alleged to constitute such violation.

        ii. Such written charges shall be served upon the principal officer of the organization by registered or certified mail, return receipt requested, to the organization's current address and shall be accompanied by a notice that the organization may respond in writing to the charges within 10 days of receipt of said notice. The notice of the charge so served shall include a statement that the failure to submit a response within 10 days shall be deemed to be an admission of the facts stated in such charges and shall warrant the imposition of the penalty described in subdivision (c) of this section. The response shall be submitted to the chief administrative officer and shall constitute the formal denial or affirmation of the ultimate facts alleged in the charge. The chief administrative officer may allow an extension of the 10-day response period.

        iii. Upon written request, by an authorized representative of the organization, the chief administrative officer shall provide the representative organization an opportunity for a hearing. A hearing panel designated by the chief administrative officer shall hear or receive any testimony or evidence which is relevant and material to the issues presented by the charge and which will contribute to a full and fair consideration thereof and determination thereon. The organization's representative may confront and examine witnesses against it and may produce witnesses and documentary evidence on its behalf. The hearing panel shall submit written findings of fact and recommendations for disposition of the charge to the chief administrative officer within 20 days after the close of the hearing.

        iiii. Final authority to dismiss the charges or to make a final determination shall be vested in the chief administrative officer. Notice of the decision shall be in writing; shall include the reasons supporting such decision; and shall be served on the principal officer of the organization by mail in the manner described in paragraph (2) of this subdivision within a reasonable time after such decision is made.

    c. *Penalties.* Any organization which authorizes the prohibited conduct described in subdivision (l) of Section 535.3 of this Part shall be subject to the rescission of permission to operate upon the campus or upon the property of the state-operated institution used for educational purposes. The penalty provided in this subdivision shall be in addition to any penalty which may be imposed pursuant to the Penal Law and any other provision of law or to any penalty to which an individual may be subject pursuant to this Part.

    d. *Bylaws.* Section 6450

        i. of the Education Law requires that the provisions of this Part which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any

organization shall be deemed to be part of the bylaws of all organizations which operate upon the campus of any state-operated institution used for educational purposes. The statute further requires that each such organization shall review these bylaws annually with individuals affiliated with the organization.

ii. *Distribution.* Copies of the provision of this Part which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization shall be given to all students enrolled in each state-operated institution.

University Policy on Sexual Violence Prevention and Response

The Fredonia campus will not tolerate sexual assault in any form, including acquaintance rape. Where there is reasonable cause to believe that the University regulations prohibiting sexual assault have been violated, the campus will pursue strong disciplinary action through its own channels. This discipline includes the possibility of suspension or expulsion/dismissal from the University.

A student charged with an act of sexual violence can be prosecuted under New York State criminal statutes and disciplined under the campus code of student conduct. Even if the criminal justice authorities choose not to prosecute, the campus can pursue disciplinary action. A student may be charged under Section 2(f) of the Standards of Behavior.

In addressing cases of sexual assault, the State University of New York at Fredonia works to ensure fairness and to provide support for all persons involved. Students who have questions about the procedures and protections provided in these cases are encouraged to contact Student Affairs and/or University Police. Students are also encouraged to take advantage of the Student Counseling Center and Student Health Center for further assistance.

For the full University Policy on Sexual Violence Prevention and Response, including the definition of Affirmative Consent and the Students' Bill of Rights, as well as other helpful information, please visit: https://www.fredonia.edu/student-life/student-conduct/policies#sexualAssault

Title IX Grievance Policy

Title IX Grievance Policy

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that provides new guidelines for Title IX policies for public K-12 schools, colleges, and universities. The new guidelines go into effect Aug. 14, 2020.

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

For the complete policy, please visit: Title IX Grievance Policy

Statement Regarding Fredonia's Celebration of Diversity

The University welcomes the experience, talent, and surge of energy that comes from a culturally diverse campus. It has pledged to ensure that everyone is treated fairly, without degradation of any person's race, religion, ethnicity, gender, affection orientation, physical/mental challenge, or any other characteristic not germane to a person's rights or human worth. The University specifically discourages fighting, threats, physical abuse, harassment, assault, or any other action which threatens to or does endanger the health, safety, or welfare of a fellow student and/or member of the University community.

The University also discourages engaging in any action or situation that which recklessly or intentionally dangers the mental or physical health of a member of the University community; creating a situation through severe and persuasive acts that results in the discomfort of, or harassment or excessive ridicule of a member of the University community. The University will also act to prohibit such conduct to the extent that it violates the Student Code of Conduct and terms and conditions of the applicable employees collective bargaining unit.

All members of the campus community are expected to live, learn, and work with a foundation of understanding and appreciation of differences. Faculty and staff, as mentors and educators, are expected to support this policy through personal interactions with students, classroom discussion, and careful selection of curricular materials and content.

Parental Notification Policy

New York State Education Law §6438-d (Beau's Law)

Effective Date: July 1, 2026

Notification of Parent, Guardian, or Emergency Contact for Alcohol and Controlled Substance Violations

The State University of New York at Fredonia is committed to protecting student health and safety while respecting student privacy.

In accordance with FERPA and New York State Education Law §6438-d (Beau's Law), SUNY Fredonia maintains the following policy regarding when a parent, guardian, or designated emergency contact may be notified if a student under the age of 21 is involved in certain alcohol- or controlled substance-related incidents.

Purpose

Effective July 1, 2026, and in accordance with FERPA and New York State Education Law §6438-d, this policy establishes the framework under which SUNY Fredonia may notify a student's parent(s), guardian(s), or designated emergency contact(s) when a student under the age of 21 is involved in certain alcohol- or controlled substance-related violations or incidents.

The purpose of this policy is to:

- Promote student health and safety;
- Ensure transparency regarding notification practices; and
- Clarify how SUNY Fredonia exercises its discretion under FERPA and applicable New York State law

Scope

This policy applies to:

- All students enrolled at SUNY Fredonia who are under the age of 21; and
- Involved in alcohol and controlled substance-related incidents, whether occurring on or off campus, which are addressed through institutional processes

Policy Statement

SUNY Fredonia maintains a policy regarding the notification of a student's parent(s), guardian(s), or emergency contact(s) when a student under the age of 21 is involved in certain alcohol- or controlled substance-related violations or incidents.

Notification decisions are made by authorized institutional offices and are guided by considerations of student health, safety, and welfare, as well as compliance with applicable federal and state laws.

Incidents Subject to Notification

A parent, guardian, or emergency contact may be notified when a student under the age of 21 is involved in one or more of the following, including but not limited to:

- Violations of institutional rules or policies related to the use or possession of alcohol or a controlled substance;
- Violations of federal, state, or local laws involving alcohol or controlled substances; and
- Alcohol or controlled substance-related medical emergencies, including:
  - Hospitalization;
  - Overdose; or
  - Other situations presenting a serious risk to the student's health or safety

Notification Authority and Process

- Notification determinations are made only by designated institutional offices, which may include Student Affairs, the Dean of Students, University Police, Health Services, Counsel's Office, or other authorized officials.
- Individual faculty or staff members do not contact parents, guardians, or emergency contacts unless specifically authorized.
- Notifications are made on a case-by-case basis, considering the totality of the circumstances.

FERPA and New York State Education Law Considerations

FERPA permits institutions of higher education to disclose PII without consent if there is an articulable and significant threat to the health or safety of the student or others, and the disclosure is to parties who need to know to respond.

New York State Education Law §6438-d (Beau's Law) requires transparency in NYS institutions of higher education on its policies involving notice to a parent, guardian, or emergency contact when a student under the age of 21 is involved in one or more of the following, including but not limited to:

- Violations of institutional rules or policies related to the use or possession of alcohol or a controlled substance;
- Violations of federal, state, or local laws involving alcohol or controlled substances; and

- Alcohol or controlled substance-related medical emergencies, including:
- Hospitalization;
- Overdose; or
- Other situations presenting a serious risk to the student's health or safety

SUNY Fredonia exercises its authority under FERPA and New York State Education Law in a manner that limits disclosures to information reasonably necessary to address the circumstances presented.

Student Notification

When feasible and appropriate, students will be informed that a parent, guardian, or emergency contact has been or may be notified, unless such notification would compromise health or safety or interfere with an ongoing investigation.

Confidentiality and Privacy

All notifications under this policy are handled with sensitivity and respect for student privacy. Information shared is limited to what is necessary to address health, safety, or welfare concerns. All disclosures made pursuant to this policy are documented.

Training and Awareness

SUNY Fredonia provides regular training to employees regarding:

- FERPA requirements and exceptions;
- This notification policy; and
- Appropriate reporting and escalation procedures

Questions

Questions regarding this policy or its implementation should be directed to:

- **Office of Student Affairs**
- Student.affairs@fredonia.edu

- (716) 673-3271

FERPA and New York State Education Law Considerations

FERPA permits institutions of higher education to disclose PII without consent if there is an articulable and significant threat to the health or safety of the student or others, and the disclosure is to parties who need to know to respond.

New York State Education Law §6438-d (Beau's Law) "Consistent with FERPA's above health and safety exception, this law requires institutions to publicly display their policy for contacting a student's parent(s), guardian(s), or emergency contact(s) of a violation by a student under the age of 21 for the use or possession of alcohol or a controlled substance.

Violations include but are not limited to:

- Rule infractions
- Violations of federal, state, or local law, or
- Controlled substance or alcohol related hospitalizations or overdoses

Zero Tolerance Policy

As part of a Zero Tolerance Policy, Fredonia will take disciplinary action for every alcohol and drug related violation on campus. Fredonia will also take disciplinary action for violations reported off-campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community.

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The Fredonia College Foundation 2026 Board of Directors can be found here:: https://www.fredonia.edu/about/offices/fredonia-college-foundation/board

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RENETA BARNEVA, *Professor*
University of Sofia (Bulgaria), Ph.D.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
The State University Chancellor's Award for Excellence in Service
Kasling Lecturer

EDWARD CROFT, *Lecturer*
Western Kentucky, M.M

KERRY FISCHER, *Associate Professor*
University of Northern Colorado, Ph.D.

NEEPA GAEKWAD BABULAL, *Associate Professor*
University of Kansas, Ph.D.

LEI HUANG, *Professor*
McGill University, Ph.D.
William T. Hagan Young Scholar/Artist Award

SUNGICK MIN, *Associate Professor*
University of Northern Colorado, Ph.D.

JUSTIN MINDZAK, *Associate Professor*
Laurier University, Ph.D.

SHAZAD M. MOHAMMED, *Associate Professor*
Florida International University, Ph.D.

MARK A. NICKERSON, *Assistant Professor*
Liberty University, D.B.A; C.P.A.

ARMAND PETRI, *Senior Lecturer*
University at Buffalo, State University of New York, M.A.

PETER REINELT, *Professor*
University of California at Berkeley, Ph.D.

MOJTABA SEYEDIAN, *Professor*
Binghamton University, State University of New York, Ph.D.

JULIE FITZPATRICK SZPYLMAN, *Associate Professor*
University at Buffalo, State University of New York, Ph.D.

LISA M. WALTERS, *Professor*
California Coast University, Ph.D.

TAIHYEUP YI, *Professor*
Temple University, Ph.D.

SOJIN YU, *Assistant Professor*
Korea University, Ph.D.

Chemistry and Biochemistry Faculty

ALLAN J. CARDENAS, *Assistant Professor*
Georgetown University, Ph.D.

MARK EVEN, *Lecturer*
University of Michigan - Ann Arbor, Ph.D.

MATTHEW FOUNTAIN, *Professor*
University of Rochester, Ph.D.

MATTHEW GRONQUIST, *Associate Professor*
Cornell University, Ph.D.

MARK JANIK, *Associate Professor*
Binghamton University, State University of New York, Ph.D.

MELANIE KIRKLAND, *Instructional Support Associate*
State University of New York at Fredonia, M.S.

MICHAEL MILLIGAN, *Professor*
Rensselaer Polytechnic Institute, Ph.D.

Communication Faculty

MICHAEL IGOE, *Professor*
University of New Hampshire Law School, J.D.

MARK KIYAK, *Associate Professor*
University of Miami, M.F.A.

TRACY MARAFIOTE, *Associate Professor*
University of Utah, Ph.D.

ANGELA MCGOWAN-KIRSCH, *Associate Professor*
The University of Southern Mississippi, Ph.D.

ELMER PLOETZ, *Associate Professor*
University at Buffalo, State University of New York, M.A.

ROSLIN SMITH, *Professor and Department Chair*
Bournemouth University, M.F.A.

Communication Disorders and Sciences Faculty

MELISSA A. HOOPER, *Clinic Supervisor*
State University of New York at Fredonia, M.S., CCC-SLP

KEVIN KEARNS, *Professor*
University of Kansas, Ph.D., CCC-SLP

ALLISON MANNING, *Associate Professor*
State University of New York at Fredonia, M.S., CCC-SLP

CHRISTINA MEAD, *Lecturer*
University at Buffalo, State University of New York, Ph.D., CCC-SLP

TIMOTHY F. OVERBECK, *Clinical Supervisor*
State University of New York at Fredonia, M.S., CCC-SLP

BRIDGET A. RUSSELL, *Associate Professor*
University at Buffalo, State University of New York, Ph.D., CCC-SLP

MELANIE ZIMMER, *Clinical Audiologist*
Kent State University, Au.D

JULIE L. WILLIAMS, *Clinic Director, Youngerman Center*
State University of New York at Fredonia, M.S., CCC-SLP
The State University Chancellor's Award for Excellence in Professional Service

PATRICIA BABCOCK, *Assistant Clinic Director/ Clinical Supervisor*
State University of New York at Fredonia, M.S., CCC-SLP

Computer and Information Sciences Faculty

ZIYA ARNAVUT, *Professor*
University of Nebraska-Lincoln, Ph.D.
Kasling Lecturer

SYED ALI HAIDER, *Associate Professor*
University of North Carolina at Charlotte, Ph.D.

GURMUKH SINGH, *Senior Lecturer*
Punjab University, India, Ph.D.
Kasling Lecturer

JUNAID AHMED ZUBAIRI, *Professor*
Syracuse University, Ph.D.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
Kasling Lecturer
SUNY Distinguished Professor

Education Faculty

ROBERT DAHLGREN, *Professor*
University of Florida, Ph.D.

CARRIE FITZGERALD, *Associate Professor*
University at Buffalo, State University of New York, Ph.D

LAURA GERACI, *Professor*
University at Buffalo, State University of New York, Ph.D.

GREGORY GEER, *Lecturer*
University at Albany, State University of New York, Ph.D.

KATHLEEN GRADEL, *Professor*
University of Virginia, Ed.D.
The SUNY Chancellor's Award for Excellence in Teaching

MICHAEL JABOT, *Professor*
Syracuse University, Ph.D.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award

JAEHEE KWON, *Assistant Professor*
The University of George, Athens, Ph.D.

KAREN LILLIE, *Associate Professor*
Arizona State University, Ph.D.

KATE MAHONEY, *Professor*
Arizona State University, Ph.D.
William T. Hagan Young Scholar/Artist Award

JILL MARSHALL, *Associate Professor*
University at Buffalo, State University of New York, Ph.D.

MARY BETH MULDOWNEY, *Lecturer*
Buffalo State, The State University of New York, M.S.Ed.

BARBARA NOLAN, *Associate Professor*
University of British Columbia, Ph.D.

JEFFREY RABEY, *Assistant Professor and Program Coordinator*
Niagara University, Ph.D.

NANCY SIM, *Assistant Professor*
University of Wisconsin-Milwaukee, Ph.D.

CYNTHIA SMITH, *Professor*
The Ohio State University, Ph.D.

GUANGYU TAN, *Associate Professor*
Kent State University, Ph.D.

LONGCHUAN XU, *Lecturer*
University at Buffalo, State University of New York, M.S.

English Faculty

RACHEL BENEWAY, *Lecturer*
University of South Florida, M.F.A.

KENTON BROWN, *Senior Lecturer*
State University of New York at Fredonia, M.A
The State University Chancellor's Award for Excellence in Adjunct Teaching, 2015

KIMMARIE COLE, *Associate Professor*
University of Wisconsin, Madison, Ph.D.

NATALIE GERBER, *Professor*
University of California, Berkeley, Ph.D.
William T. Hagan Young Scholar/Artist Award, 2017
The State University Chancellor's Award for Excellence in Faculty Service, 2022

SCOTT JOHNSTON, *Associate Professor*
University of Nevada, Ph.D.

DAVID KAPLIN, *Associate Professor*
William T. Hagan Young Scholar/Artist Award,
2026 Indiana University, Ph.D.|
The State University Chancellor's Award for Excellence in Teaching, 2021

DANIEL LAURIE, *Senior Lecturer*
State University of New York at Fredonia, M.A

SAUNDRA LIGGINS, *Associate Professor*
University of California, San Diego, Ph.D.

HEATHER McENTARFER, *Associate Professor*
University at Buffalo, State University of New York, Ph.D.
The State University Chancellor's Award for Excellence in Teaching, 2023
William T. Hagan Young Scholar/Artist Award, 2026

SHANNON McRAE, *Professor*
University of Washington, Ph.D.
The State University Chancellor's Award for Excellence in Teaching, 2016

MICHAEL SHEEHAN, *Associate Professor*
University of Arizona, M.F.A.

ANN SIEGLE DREGE, *Associate Professor*
University of North Dakota, Ph.D.
President's Award for Excellence in Teaching, 2020

BRUCE SIMON, *Associate Professor*
Princeton University, Ph.D.
The State University Chancellor's Award for Excellence in Faculty Service, 2018

SUSAN BLOOME SPANGLER, *Professor*
Illinois State University, Ph.D.

MARY WEISER, *Lecturer*
St. Bonaventure University, M.A.

EMILY VANDETTE, *Professor*
Pennsylvania State University, Ph.D.

BIRGER VANWESENBEECK, *Professor*
University at Buffalo, State University of New York, Ph.D.
William T. Hagan Young Scholar/Artist Award, 2018
Robert W. Kasling Memorial Lecturer Award, 2020

ICLAL VANWESENBEECK, *Professor*
University at Buffalo, State University of New York, Ph.D.
The State University Chancellor's Award for Excellence in Teaching, 2016

Geology and Environmental Sciences Faculty

WENTAO CAO, *Associate Professor*
University of Iowa, Ph.D.

THOMAS A. HEGNA, *Assistant Professor*
Yale University, Ph.D.

MATTHEW PURTILL, *Associate Professor*
West Virginia University, Ph.D.

KIM A. WEBORG-BENSON, *Lecturer*
University of Illinois, M.S.

COURTNEY WIGDAHL-PERRY, *Associate Professor (joint appointment with Biology)*
University of Maine, Ph.D.

History Faculty

PRESTON DECKER, *Assistant Professor*
University of Kansas, Ph.D.

NANCY HAGEDORN, *Associate Professor*
The College of William and Mary, Ph.D.

JENNIFER HILDEBRAND, *Associate Professor*
University of California, Riverside, Ph.D.

DAVID KINKELA, *Professor*
New York University, Ph.D.
William T. Hagan Young Scholar/Artist Award
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities

EILEEN GROTH LYON, *Professor*
University of Cambridge, Ph.D.

PETER McCORD, *Senior Lecturer*
University of California, Riverside, Ph.D.

MARY BETH SIEVENS, *Professor*
Boston University, Ph.D.

MARKUS P.M. VINK, *Professor*
University of Minnesota, Ph.D.
William T. Hagan Young Scholar/Artist Award

Library Services Faculty

CHRISTINA R. HILBURGER, Research and Information Literacy Services Librarian
Associate Librarian
McGill University, M.I.St.
The State University Chancellor's Award for Excellence in Librarianship

SCOTT S. RICHMOND, Associate Director
Associate Librarian
University at Buffalo, State University of New York, M.L.S.
The State University Chancellor's Award for Excellence in Librarianship

AMANDA M. SHEPP, Coordinator of Special Collections and Archives
Associate Librarian
University at Buffalo, State University of New York, M.L.S.
The State University Chancellor's Award for Excellence in Librarianship

KATELYNN TELFORD, Music and Arts Librarian
Senior Assistant Librarian
University at Buffalo, State University of New York, M.L.I.S

KERRIE FERGEN WILKES, Director
Associate Librarian
University at Buffalo, State University of New York, M.L.S.
The State University Chancellor's Award for Excellence in Librarianship

Mathematical Sciences Faculty

MERAL ARNAVUT, Associate Professor
University of Nebraska, Ph.D.

LAN CHENG, Associate Professor
University of Pittsburgh, Ph.D.

KIMBERLY CONTI, *Senior Lecturer*
State University of New York at Fredonia, M.S.
President's Award for Excellence, 2018

KEARY HOWARD, *Professor*
Cornell University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
President's Award for Excellence, 2013

MEGAN JOHNSON, Assistant Professor
University at Buffalo, State University of New York, Ph. D.

Y.H. HARRIS KWONG, *Professor*
University of Pennsylvania, Ph.D.
Kasling Lecturer

JULIA WILSON, *Associate Professor*
University of Wisconsin, Milwaukee, Ph.D.

College of Music, Theatre, and Dance Faculty

APPLIED MUSIC PERFORMANCE FACULTY

ELIRAN AVNI, *Associate Professor*
The Juilliard School, D.M.A.

BARRY CRAWFORD, *Associate Professor*
Mannes College of Music, M.M.

DONNA DOLSON, *Senior Lecturer*
Manhattan School of Music, M.M.

SEAN DUGGAN, *Professor*
Carnegie Mellon University, M.F.A.

NATASHA FARNY, *Professor*
The Juilliard School, D.M.A.
Kasling Award

ANGELA HAAS, *Associate Professor*
Florida State University, D.M.A.

SARAH HAMILTON, *Professor*
The Ohio State University, D.M.A.

KIERAN HANLON, *Associate Professor*
Eastman School of Music, M.M.

JOE DAN HARPER, *Professor*
New England Conservatory, M.M.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities

JAMES HARRINGTON, *Assistant Professor*
Florida State University, M.M.

PAULA HOLCOMB, *Professor*
Northwestern University, D.M.A.

CHRISTOPHER HOTALING *Lecturer*
Eastman School of Music, D.M.A.

VERNON HUFF, *Associate Professor*
Arizona State, Ph.D.

NATHAN HUVARD, *Assistant Professor*
Stony Brook University, D.M.A.

ANNE KISSEL, *Lecturer*
Eastman School of Music, D.M.A.

LAURA KOEPKE, *Professor*
Yale University, M.M.

JONATHAN LOMBARDO, *Lecturer*
University at Buffalo, State University of New York, M.M.

DON MARRAZZO, *Associate Professor*
The Pennsylvania State University, M.M.

MARGARET MCMURTRY, Senior Lecturer
Royal Scottish Academy, M.M.

DAVID ROSE, *Associate Professor*
Indiana University, M.M.

EMILY SCHAAD, Assistant Professor
Boston University, D.M.A

ANDREW SEIGEL, *Professor*
Michigan State University, D.M.A.

KAY STONEFELT, *Distinguished Professor*
Indiana University, D.M.A.
The State University Chancellor's Award for Excellence in Teaching

NIKOLA TOMIĆ, *Assistant Professor*
Eastman School of Music D.M.A.

JESSICA TONG, *Associate Professor*
Peabody Institute of Music - Johns Hopkins University, M.M.

BRENT WEBER, *Lecturer*
Yale University, M.M

WILDY ZUMWALT, *Associate Professor*
Florida State University, D.M.A.

MUSIC STUDIES FACULTY

JESSICA BARNETT-MOSELEY, *Lecturer*
College-Conservatory of Music, University of Cincinnati, Ph.D.

ZANE CUPEC, *Lecturer*
University of Colorado, Ph.D.

JAMES A. DAVIS, *Distinguished Professor*
Boston University, Ph.D.

ROB DEEMER, *Professor*
University of Texas at Austin, D.M.A
The State University Chancellor's Award for Excellence in Professional Service
President's Award for Excellence

RODNEY GARRISON, *Lecturer*
University at Buffalo, State University of New York, Ph.D.

BERND GOTTINGER, *Professor*
New York University, Ph.D.

MICHAEL MARKHAM, *Professor*
University of California, Berkeley, Ph.D.

ANDREW MARTIN SMITH, *Lecturer*
Bowling Green State University, D.M.A
The State University Chancellor's Award for Excellence in Adjunct Teaching

GORDON ROOT, *Associate Professor*
University of California, Santa Barbara, Ph.D.

XIXI SHEN, *Lecturer*
Florida State University, Ph.D.

NICK WEISER, *Associate Professor*
Eastman School of Music, D.M.A.
William T. Hagan Young Scholar/Artist Award

JIHYUN WOO, *Senior Lecturer*
University at Buffalo, State University of New York, Ph.D.

MUSIC EDUCATION / MUSIC THERAPY FACULTY

CHRISTIAN BERNHARD, *Professor*
University of North Carolina, Greensboro, Ph.D.
William T. Hagan Young Scholar/Artist Award

HEEYOUN CHO, *Associate Professor*
Temple University, Ph.D.

TRAVIS GRATTEAU-ZINNEL, *Assistant Professor*
Iowa State University, Ph.D.

HYUN-JUNG KANG, *Assistant Professor*
Lesley University, Ph.D
Ewha Womans University, Ph.D

SARAH MARCHITELLI, *Lecturer*
State University of New York at Fredonia, M.M.

JILL REESE, *Professor*
Temple University, Ph.D.
President's Award for Excellence
William T. Hagan Young Scholar/Artist Award

AMY SPEARS, *Assistant Professor*
Arizona State University at Tempe, Ph.D.

RICHARD WEBB, *Associate Professor*
Northwestern University, Ph.D.

Philosophy Faculty

STEPHEN KERSHNAR, *Distinguished Teaching Professor*
University of Nebraska, Ph.D.; University of Pennsylvania, J.D.
The State University Chancellor's Award for Excellence in Teaching
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award
Kasling Lecturer

Physics Faculty

CHELSEA BRAUN, *Lecturer*
University of Manitoba, Ph.D.

JUSTIN CONROY, *Professor*
The College of William and Mary, Ph.D.

Politics & International Affairs Faculty

JONATHAN CHAUSOVSKY, *Associate Professor*
University of Texas-Austin, Ph.D.

DAVID RANKIN, *Professor*
University of California, Santa Barbara, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
President's Award for Excellence, 2011

RAYMOND RUSHBOLDT, *Lecturer*
State University of New York at Buffalo, M.A.

Psychology Faculty

CATHERINE E. CREELEY, *Associate Professor*
University of Missouri - St. Louis, Ph.D.

LISA DENTON, *Associate Professor*
Indiana University, Ph.D.

JUDY HOROWITZ, Professor
State University of New York at Buffalo, Ph.D.

J. ANDY KARAFA, *Professor*
Kansas State University, Ph.D.

THUY KARAFA, *Senior Lecturer*
Kansas State University, M.S.
University of Kansas, M.A.

DANI V. McMAY, *Associate Professor*
University of South Florida, Ph.D.
CHRISTOPHER PUGLISI, *Director of Training*
Canisius University, M.S.

DARRIN L. ROGERS, *Associate Professor*
Ohio State University, Ph.D.

Sociocultural and Justice Sciences Faculty

MICHAEL AIELLO, *Associate Professor* (Criminal Justice)
John Jay College of Criminal Justice, Ph.D.

MICHAEL CLARKSON-HENDRIX, *Associate Professor* (Social Work)

University at Albany, State University of New York, Ph. D.

MATTHEW DENNIS, *Lecturer*
Indiana University of Pennsylvania, Ph.D.

JOSAL DIEBOLD, *Assistant Professor* (Social Work)
University at Buffalo, State University of New York, Ph.D.

ERIN GURNETT, *Lecturer*
University at Buffalo, State University of New York, M.S.W.

RANDOLPH HOHLE, *Professor* (Sociology)
University at Albany, State University of New York, Ph.D.

JESSE NORRIS, *Associate Professor* (Criminal Justice)
University of Wisconsin Law School, J.D.

ALLYN SKINNER, *Lecturer* (Sociology)
University at Buffalo, M.A.

Theatre and Dance Faculty

NESTOR BRAVO GOLDSMITH, *Associate Professor/Theatre Arts Coordinator*

Arizona State University, Ph.D.

ROB DEEMER, *Chairperson*

University of Texas, D.M.A.
The State University Chancellor's Award for Excellence in Professional Service
President's Award for Excellence

ROSLYN FULTON-DAHLIE, *Lecturer*
California Institute of the Arts, M.F.A.

ANGELA DIFIORE, *Lecturer*
Florida State University, M.F.A.

JESSICA HILLMAN-McCORD, *Professor*

University of Colorado at Boulder, Ph.D.

SAM KENNEY, *Professor/Dance Area Coordinator*

Smith College, M.F.A.

BRIANA KELLY, *Lecturer*

State University of New York at Brockport, M.F.A.

DANIEL LENDZIAN, *Assistant Professor/Performance Area Coordinator*

The University of Texas at Austin, M.F.A.

CZERTON LIM, *Professor/Managing Producer*

University of Washington, M.F.A.
William T. Hagan Young Scholar/Artist Award

JESSICA LUSTIG, *Assistant Professor*

University of Washington, M.F.A.

PAUL W. MOCKOVAK II, *Distinguished Professor of Teaching*

University of Miami, M.F.A.

PARISHA RAJBHANDARI, Assistant Professor
Minnesota State University, Mankato, M.F.A

TODD PROFFITT, *Professor/Lighting Designer*

Texas Tech University, M.F.A.

DAVID STELLHORN, Professor/Theatrical Production & Design Area Coordinator

University of Illinois Urbana-Champaign, M.F.A.

Visual Arts and New Media Faculty

JASON DILWORTH, *Associate Professor*
Virginia Commonwealth University, M.F.A.
2014-15 Recipient of the Marion Fellowship for the Visual and Performing Arts

TIMOTHY FRERICHS, *Distinguished Professor*
University of Iowa, M.F.A.
William T. Hagan Young Scholar/Artist Award
President's Award for Excellence, 2015
Kasling Lecturer

QUINTIN GLEIM, Assistant Professor
Columbus College of Art and Design, M.F.A.

PHIL HASTINGS, *Professor*
Southern Illinois University Carbondale, M.F.A.

STEPHEN KOMP, *Associate Professor*
Savannah College of Art and Design, M.F.A.

ABBEY PACCIA, *Assistant Professor*
University of Massachusetts Amherst, M.F.A.

LEESA RITTELMANN, *Associate Professor*
University of Pittsburgh, Ph.D.

HIDE SADOHARA, *Associate Professor*
Kent State University, M.F.A.

PETER TUCKER, *Associate Professor*
University of Texas at Austin, M.F.A.

MEGAN URBAN, *Associate Professor*
Carnegie Mellon University, Ph.D.

World Languages and Cultures

BRIAN BOISVERT, *Associate Professor* (Spanish)
University of Massachusetts-Amherst, Ph.D.

JUAN A. DE URDA ANGUITA , *Associate Professor* (Spanish)
University of Missouri, Ph.D.

SUNY HISTORY AND GENERAL STATEMENT

The nation's largest comprehensive public university system, the State University of New York (SUNY) was officially established in February 1948. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. All of these colleges, with their unique histories and backgrounds, united for a common goal: To serve New York State. Since 1948, SUNY has grown to include 64 schools, a mix of 29 state-operated campuses and five statutory colleges — including research universities, liberal arts colleges, specialized and technical colleges, health science centers, land-grant colleges — and 30 community colleges and an online learning network.

Today, the State University of New York's geographically dispersed campuses bring educational opportunities within commuting distance of virtually all New Yorkers. These institutions offer programs as varied as ceramics engineering, philosophy, fashion design, optometry, maritime studies, law, medical education, and everything in between. The university also operates hospitals and numerous research institutes. SUNY offers students a wide variety of educational options including short-term vocational/technical courses; certificate, associate, and baccalaureate degree programs, graduate degrees and post-doctoral studies. Total enrollment is around 376,000 full-time and part-time students.

SUNY attracts the best and brightest scholars, scientists, artists and professionals, and boasts nationally and internationally recognized faculty in all major disciplines. Faculty are regular recipients of prestigious awards and honors. The highly-regarded doctoral degree granting universities are home to top research programs and attract experts in a variety of fields. SUNY employs 85,000 faculty and staff and counts more than three million living alumni, residing in New York State and throughout the world.

The State University of New York is committed to serving as the state's strongest economic and quality-of-life driver and providing quality education at an affordable price to New Yorkers and students from across the country and the world.

SUNY LIST OF UNITS

University Centers/Doctoral Granting Institutions

Albany
Binghamton
University at Buffalo
Stony Brook
N.Y.S. College of Ceramics at Alfred University
College of Optometry
Cornell University:
- N.Y.S. College of Agriculture and Life Sciences
- N.Y.S. College of Human Ecology
- N.Y.S. College of Veterinary Medicine
- N.Y.S. School of Industrial and Labor Relations

College of Environmental Science and Forestry
Downstate Health Sciences University
Upstate Medical University
SUNY Polytechnic Institute

University Colleges

Brockport
Buffalo State
Cortland
Empire State College
Fredonia
Geneseo
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase

Technology Colleges

Alfred State
Canton
Cobleskill
Delhi
Farmingdale State
Maritime College
Morrisville State College

Community Colleges

Adirondack
Broome
Cayuga
Clinton
Columbia-Greene
Corning
Dutchess
Erie
Fashion Institute of Technology
Finger Lakes
Fulton-Montgomery
Genesee
Herkimer
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara County
North Country
Onondaga
Orange
Rockland
Schenectady County
Suffolk County
Sullivan
Tompkins Cortland
Ulster County
Westchester

NEW YORK STATE EDUCATION DEPARTMENT COMPLAINT NOTICE

SUNY Fredonia makes every effort to provide the best possible experience for students and to resolve student concerns and complaints in a timely and effective manner. Students should feel free to raise matters of concern without risk of disadvantage. In the event that something is less than satisfactory, students should initially attempt to resolve concerns and complaints with the appropriate campus department or office.

Specific procedures and guidance are available for the following student complaints:

- **Discrimination/Harassment** — for the prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.
    - Visit: https://www.fredonia.edu/about/offices/title-ix-advocacy/discrimination-procedure-for-students

- **Online Student Complaints** - https://www.fredonia.edu/academics/online-learning/online-student-complaint-information

- **Grade Appeal**— dealing with grade concerns in the most direct fashion should always be the first step toward resolution. Students are strongly encouraged to discuss the issue with the faculty member prior to filing a formal complaint. To request action when a student feels that an assigned grade is not consistent with the grading policy in the syllabus, or that the evaluation has been unjust.
    - Visit: Final Grade Appeal Policy/Procedure

- **Interpersonal Violence** — for support and assistance when a reporting individual has experienced a situation when one person uses power and control over another through

physical, sexual, or emotional threats or actions, economic control, isolation, or other kinds of coercive behavior. This includes: domestic violence, dating violence, relationship violence, spousal abuse, or battering, stalking.

- Visit: https://www.fredonia.edu/student-life/prevention-advocacy-wellness
- Visit : https://www.fredonia.edu/about/offices/title-ix-advocacy/title-ix

- **Law Enforcement** — to file a criminal complaint with University Police and/or with local law enforcement and/or state police.
  - Contact: SUNY Fredonia University Police (716) 673-3333
  - Contact: Village of Fredonia Police Department (716) 679-1531
  - Contact: Chautauqua County Sheriff's Office (716) 753-2131
  - Contact: NYS State police 24-hour hotline to report sexual assault on a NY college campus: 1-844-845-7269
- **Misconduct** — for complaints of misconduct. This includes: assault and/or harassment and other behavior, not based on a person's protected status, that poses an imminent danger of causing substantial harm to a fellow student.
  - Visit: https://www.fredonia.edu/student-life/student-conduct/policies#complaints
- **Sexual Violence** — for support and assistance when an individual has experienced sexual violence, defined as a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent due to the victim/survivor's use of drugs or alcohol or due to intellectual or other disability.
  - Visit: https://www.fredonia.edu/student-life/sexual-assault
  - Visit: https://www.fredonia.edu/about/offices/title-ix-advocacy/title-ix

Other institutional complaints:

For assistance with other complaints related to the institution that have not been resolved through other means, a student may contact the following:

For complaints about student life and the campus experience:

Dr. Tracy L. Stenger, Vice President for Student Affairs
Office: 808 Maytum Hall
Phone: 716-673-3271
Email: student.affairs@fredonia.edu

For complaints related to the academic mission of the campus:

Dr. Julie Gorlewski, Provost and Vice President for Academic Affairs
Office: 801 Maytum
Phone: 716-673-3335
Email: Provost@fredonia.edu

For complaints related to the finance and administration mission of the campus:

Mr. Wayne Lynch, Vice President for Finance & Administration
Office: 501 Maytum
Phone: 716-673-3109
Email: finance.administration@fredonia.edu

For complaints related to the university advancement mission of the campus:

Ms. Karen Rohr, Vice President for University Advancement, Engagement, and Economic Development
Office: Foundation House
Phone: 716-673-3321
Email: Foundation@fredonia.edu

If a student is unable to resolve a complaint at the campus level or believes that the campus has not properly addressed the concern, one of the following agencies may be contacted:

Middle States Commission on Higher Education
3624 Market Street, 2nd Floor
West Philadelphia, PA 19104
Phone: 267-284-5000
Email: info@msche.org
Spanish: espanolinfo@msche.org
Website: https://www.msche.org/

New York State residents who are unable to resolve the concern or complaint at the campus level or believe that the campus has not properly addressed the concern may contact:

The State University of New York System Administration
Provost's Office
State University Plaza
335 Broadway
Albany, NY 12246

Postsecondary Complaint Registry
New York State Education Department Office of College and University Evaluation
Mezzanine 5
North Albany, New York 12230

Non-New York State residents who are unable to resolve a complaint at the campus level or believe that the campus has not properly addressed the concern may work with an agency in their home state to have their complaint addressed. The State Higher Education Executive Officers (SHEEO) provides state contact information and additional resources related to state authorization of distance education at http://www.sheeo.org/sheeo_surveys/. Students should contact the agency listed in their home state if they seek further assistance.

If a complaint does not fall into one of the exceptions noted above, persons should contact the Office of College and University Evaluation at http://www.highered.nysed.gov/ocue/home.html

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