

Department of Athletics & Recreation

This department focuses on academic and student development in a program that features intercollegiate athletics, club sports, intramural and recreational opportunities for students, faculty and staff.

The University has a long-standing reputation of excellence in the athletic realm, producing competitive varsity teams, successful coaches and outstanding student-athletes recognized for their accomplishments both on the field and in the classroom. Nineteen intercollegiate sports are offered for men and women. The list includes basketball, football, baseball, track and field, cross country, softball, field hockey, golf, soccer, tennis, volleyball and lacrosse.

For information on intercollegiate, club sports and intramurals, one may contact the UAlbany Sportsline at 442-DANE or the Intramural Office at -442-5640.

The indoor and outdoor physical education design is among the most comprehensive in the Northeast. The Recreation and Convocation Center, a state-of-the-art facility; the Physical Education Building, which houses University Gym; an air-supported bubble ("Dane Dome"); and several athletic fields, which have been fenced and undergone surface reconditioning, are utilized for sporting and cultural activities. In addition, there are 24 tennis courts (12 with lighting), an in-line skating rink, racquetball/squash/handball courts, a swimming pool, a dance studio, and a comprehensive fitness and weight training center.

The University began competing at the NCAA Division I level in the 1999-2000 academic year. UAlbany is affiliated with the America East Conference and the football program competes in the Northeast Conference.

The Department is located in both the Recreation and Convocation Center and the Physical Education Building, (518-442-DANE).

Men's Sports

Baseball
Basketball
Cross Country
Football
Indoor Track and Field
Lacrosse
Outdoor Track and Field
Soccer

Head Coach

Jon Mueller
Will Brown
Craig McVey
Bob Ford
Roberto Vives
Scott Marr
Roberto Vives
Johan Aarnio

Women's Sports

Basketball
Cross Country
Field Hockey
Golf
Indoor Track and Field
Lacrosse
Outdoor Track and Field
Soccer
Softball
Tennis
Volleyball

Head Coach

Trina Patterson
Craig McVey
Deborah Fiore
Richard Sauers
Roberto Vives
Dennis Short
Roberto Vives
Kalekeni Banda
Chris Cannata
Chrissy Short
Kelly Sheffield

INTENSIVE ENGLISH LANGUAGE PROGRAM

Linda Leary, Coordinator

The Intensive English Language Program (IELP) is designed for students who wish to use more fluent English in their academic professional lives. Classes are communicative, integrating all language skills, and are taught at the beginning, intermediate and advanced levels.

In addition to a full-time intensive program, elective classes are offered one day per week and include TOEFL preparation, accent reduction, computer instruction, idiomatic English, and technical writing.

ESL 001 Oral Communication for International Students.

For those who wish to improve their speaking and pronunciation skills.

ESL 002 Academic Writing for International Students.

Will provide students with essential skills needed to develop greater fluency in classroom writing.

ESL 003 Oral Communication for International Students of Business

A course designed for advanced international students that focuses on oral and listening skills necessary for the business classroom. [This course is for matriculated international MBA students.

ESL 004 Oral Communication for International Teaching/Research/Graduate Assistants

A course designed to improve functional spoken English and communication skills necessary for effective classroom teaching.

These classes are intended for University at Albany matriculated undergraduate and graduate international students. Off-campus students may also participate if their spoken English is at least at an intermediate level. The offering of these courses is contingent upon sufficient enrollment. All courses are non-credit, but offer 3-hour load equivalency for F-1 status.

The IELP runs year round, concurrent with the University's fall and spring semesters, and there is an 8-week summer session. Cultural activities expand each student's ability to use English in a variety of situations.

For further information, contact the IELP by phone at 518-442-3870 or by e-mail at ielp@uamail.albany.edu. The Internet address is <http://www.albany.edu/ielp>

INTERNATIONAL STUDENT SERVICES (ISS)

Chisato Tada, Coordinator

The Office of International Student Services (ISS) provides a broad range of advising and referral services to over 1000 international students from nearly 100 countries. One of the first contacts that undergraduate students have with the University at Albany is receiving pre-arrival materials from ISS and participating in its thorough orientation program.

ISS, in LI-84, is the primary contact office for assistance regarding such issues as:

- Non-immigrant status
- Federal and State regulations
- Visa programs
- E-mail, web, listserv connection
- Workshops on special topics
- Health insurance and health care
- Host Family opportunities
- Social activities and trips
- Improving English proficiency
- Personal finances
- Income tax preparation
- Access to other agencies supporting international studies

For further information, contact ISS by phone at 518-442-5495 or by e-mail at: iss@uamail.albany.edu.

University at Albany

UNDERGRADUATE STUDY

Undergraduate study is offered through the faculties of each of the separate schools and colleges comprising the University.

The College of Arts and Sciences provides all undergraduates with study in most of the disciplines within the liberal arts and sciences. Those students wishing to explore any of these areas in depth may become majors within the college. The college cooperates with the School of Education in offering a program that prepares students for certification as teachers of academic subjects in the secondary schools. Programs in the colleges lead to the degrees of Bachelor of Arts and Bachelor of Science.

The School of Business offers programs in accounting and business administration. Admission to these programs is competitive, open only to the best-qualified students who have completed 56 or more credits, including specific courses outlined in the School of Business section of this bulletin.

The School of Criminal Justice offers a multi-disciplinary degree program, focusing on the study of criminal behavior and society's response to it. Students take courses in criminal justice, as well as in a disciplinary field related to criminal justice. Admission to this major is highly competitive, and students must complete specific requirements before applying for admission.

The School of Education provides the professional education for students in the College Arts and Science who plan to enter the field of teaching in secondary schools. In addition, the school offers courses of general interest appropriate for undergraduates who may not be preparing for teaching careers.

The School of Information Science and Policy houses the Faculty-Initiated Interdisciplinary Major with a Concentration in Information Science. This program draws on faculty expertise from across the University, offering courses in Computer Science, Communication, Linguistics and Cognitive Science, Philosophy and Psychology. Students must obtain the approval of the program director before they can officially declare this program as their major.

The Nelson A. Rockefeller College of Public Affairs and Policy offers undergraduate degree programs in political science and public policy. These programs focus on issues of politics, public policy and management in the public service in the local, state, federal and international arena. The program in public policy is a combined major and minor sequence, where students design an area of concentration.

The School of Public Health offers undergraduate electives in public health and medical informatics.

The School of Social Welfare offers a combined major and minor sequence that prepares students for beginning social work. This program serves the liberal education needs for students interested in the social sciences and human services professions. Admission to this major is competitive, and students have complete specific requirements before applying for admission.

The Interdisciplinary Studies Committee of the Undergraduate Academic Council works with the academic colleges and schools to develop and approve Faculty-Initiated Interdisciplinary Majors and Minors. The approval of student-initiated majors and minors is also under the jurisdiction of this committee. In addition, the committee recommends and monitors University-wide independent study, internships, special projects, and interdisciplinary topics courses.

Office of the Dean of Undergraduate Studies

The Dean of Undergraduate Studies is responsible for the coordination of the academic experience of undergraduate students at this University. The dean works closely with the deans and faculty of the individual schools and colleges and with the Undergraduate Academic Council in developing, coordinating, and implementing undergraduate academic policy and curricula. The dean also supervises the Advisement Services Center /Undergraduate Studies, Project Renaissance, The General Education Honors Program, Faculty Mentor Program, and Tutoring Program are some of the many programs that the dean oversees.

The Office of Undergraduate Studies also provides coordination of and advisement for independent study, student-initiated interdisciplinary majors and minors, and interdisciplinary courses including Washington, NYS Senate and Assembly and other University-wide internships; implements undergraduate academic policies; and edits and publishes the *Undergraduate Bulletin*.

This office also provides assistance and counseling to undergraduate students who are contemplating leaving the University, who seek to take a Leave for Approved Study at another college or university, or who wish to re-enter the University after having been away from the University for a semester or more. It also coordinates the degree in absentia process.

We are eager to help all students who wish to explore academic issues and concerns. Students may contact the dean in LC 30 (518-442-3950).

Advisement Services Center/Undergraduate Studies (ASC/US)

The Advisement Services Center/Undergraduate Studies (ASC/US) serves undergraduate students at the University through direct advisement services and by assisting faculty who work with students in an advising relationship. The primary responsibility of ASC/US is to provide for the academic advisement of freshmen, all students who have not yet declared a major, and those undergraduates not yet accepted into restricted majors.

In addition to providing individual academic advisement, ASC/US currently has the following responsibilities:

1. Serving as an academic advisement resource center for all undergraduates, faculty, and staff;
2. Providing preprofessional (law and health careers) advisement and support services;
3. Coordinating the Hudson Mohawk Association of Colleges and Universities' Cross-Registration Program for undergraduates who wish to study at other schools in the association;
4. Coordination of 3+3 Albany Law program, 3+2 engineering programs, early assurance medical program, and early admission dental and optometry programs;

Students who need assistance regarding their academic concerns are encouraged to contact the Advisement Services Center/Undergraduate Studies, LI-36 (518-442-3960), or visit their web page at www.Albany.Edu/Advisement.

The Office of Academic Support Services

The following nine programs support new undergraduates as they make their transition into the University at Albany community. These comprehensive support services include the study groups, academic early warning program, University Tutors, independent tutoring program, faculty mentoring programs, study skills workshops, developmental courses, and the Educational Opportunities Program.

Study Group Plan

In 29 freshman classes, the Office sponsors study groups free of charge to all students. A study group consists of several students in a given course who decide to meet on a regular basis for discussions, analysis, and reviewing of course material. Participation in a study group can be an excellent way to prepare for exams, since participants must organize their thinking about course topics and present, or defend, their individual perspectives before the group. Study groups emphasize the student's active involvement with course material.

Participants are encouraged to re-examine concepts, to question or to challenge each other with respect to course topics. Study groups can also help to maintain a high level of interest and enthusiasm towards course work and allow students to examine ways in which the course is personally meaningful or relevant to their college goals.

Coordinated by a graduate student who serves as a facilitator, the objectives of the student group concept are: 1) to clarify course material through restatement or illustrations, using familiar terms and concepts, and 2) to assist study group members in learning course material and achieving success in the course.

University Tutors

Each study group, in addition to the facilitator, will have two University Tutors on hand to assist with questions and problems. These tutors, who are undergraduate honors students, will at times also offer individualized assistance to those study group students who seek special attention.

Academic Early Warning System

The main objective of this Academic Early Warning System is to have professors identify students experiencing problems and to encourage them to utilize available academic and advising supportive services in order to overcome their difficulties. This warning is in lieu of a mid-semester grade.

The designated university courses include the following: A Bio 110, 111; A Chm 120, 121, 216A, 216B; A Phy 107, 108, 120, 124; A Csi 101, 201; A Psy 101, 210, 211; A Soc 115, 221; A Eco 110, 111; A Mat 100, 101, 106, 108, 111, 112, 113; and B Acc 211, 222.

During the fifth week of the semester, this composite list of potential failures will be circulated to the academic advisers of these students so that they can encourage the following help: 1) conference with faculty member of particular course; 2) consultation with academic/faculty adviser; 3) participation in respective study group (all of the Academic Early Warning System courses are an integral part of the study group plan); and 4) involvement with an independent tutor. Also, a staff member from the Office of Academic Support Services will contact the students, advising them of their options.

Independent Tutoring Program

The Office of Academic Support Services provides the student community with an updated listing of academically successful students who are available to tutor students on a one to one basis. These independent tutors have taken the course in which they tutor and have received a *B+* or higher. These independent tutors must have at least 3.0 cumulative academic average, secure faculty recommendations, pass the personal interview, and complete a tutoring orientation.

Faculty Mentoring Program

Matriculating students at the University at Albany are eligible to participate in one of the faculty mentoring programs. If enrolled in a program, it is expected that the student be willing to interact with a faculty or professional staff member in a mentoring partnership.

University mentoring programs take many forms and address different groups including the following: Presidential Scholars; academic probationers; multicultural recruitment students; special talent admits; and other students, especially incoming freshmen seeking support.

For a new freshman or a continuing student with academic needs, family or personal problems, the value of a trusted friend, confidante, guide and role model is obvious. For mentors, a one-to-one relationship can be an opportunity to give another person the guidance and support they once received from their own mentors.

Mentoring is not an easy job; it is not a job quickly accomplished. Yet helping and guiding a young person may be the most important work a volunteer will ever do.

Study Skills Workshops

Study skills workshops are offered free of charge to all students, especially freshmen. These one hour sessions provide an opportunity to acquire skills vital to achieving academic success. Titles of workshops include time management, textbook mastery, learning from lecture, memory enhancement, listening skills, examination preparation, examination strategies, multiple choice examination skills, and final exam preparation.

The Registrar's Office

The Registrar's Office manages the process by which courses, classrooms, academic space, and final examinations are scheduled; grades are recorded; students are registered and enrolled; degrees are cleared and diplomas are prepared. Records are maintained with accuracy and security and issued to internal and external sources. The office is responsible for assuring that academic policy is carried out and that data concerning registration and enrollment are collected and distributed to appropriate campus offices. It works with appropriate campus offices in the development and implementation of student information systems. Finally, it communicates with clientele both on and off campus by clarifying policy, verifying enrollment and status, and by referring students and staff to the appropriate person or office at the University or elsewhere.

The Registrar's Office is located in the Campus Center, Room B-25, (518-442-5540).

Academic Advisement

Academic advisement services for undergraduate students are coordinated by the Advisement Services Center/Undergraduate Studies (ASC/US). Freshmen, students who have not declared a major, and students intending to pursue a restricted major are advised either by the staff of ASC/US or by the staff of the Educational Opportunities Program (EOP). All students who are admitted to the University through the Educational Opportunities Program receive academic advisement from EOP counselors until they declare a major or are accepted in a restricted major.

Freshmen and sophomores are encouraged to work closely with their academic advisers. ASC/US staff are in regular contact with the University's academic departments and programs to insure that advisers have pertinent and up-to-date information about school and college offerings. The adviser is therefore able to assist each student to plan and select a course of study that is consistent with the student's abilities, interests, achievements, and future plans. Information about courses, academic study at other institutions, interpretation of the University's academic policies, and referral to other University Offices and persons for assistance with the student's concerns are part of the services provided by academic advisers.

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Normally, students are expected to declare their intended major when they have earned 24 graduation credits. By the time they have accumulated 42 graduation credits, students must have officially declared a major. When students have been accepted as a major, they are enrolled in the school or college offering study in the desired major field. Declaration of the major is directly linked to the assignment of academic advisers. When students are officially enrolled in a specific major program, they receive academic advisement from the faculty of the department or school offering that major.

To complement faculty advisement, ASC/US serves as an advisement resource for both faculty and students needing clarification or interpretation of University academic policies, procedures, and programs.

Specialized advisement opportunities are provided by ASC/US for students who plan to apply to professional schools related to allied health or law careers. Specific information about preprofessional advisement is presented during the orientation programs for new students; and advisement resource material is available in ASC/US for student use. Students may also visit the advisement web page at www.Albany.Edu/Advisement.

Students are encouraged to meet with their advisers on a regular basis and to review the advisement information materials that are provided by the staff of ASC/US.

Health Careers Advisement

Approximately 50 students from the University apply annually for admission to medical, osteopathic, dental, optometry, podiatry, chiropractic, and veterinary schools. There is little variation in the basic requirements for admission to the professional schools. The majority of these schools require the General Biology sequence and one full year of study in chemistry, organic chemistry, physics, mathematics, and English. Many health profession schools now strongly recommend or require that students complete humanities and/or social science courses as well. There is no special major for preprofessional health careers students, and the requirements for admission can be met through a variety of majors available at the University.

The Pre-Health Advisory Committee assists students through formal meetings, counseling, and a library of materials and by preparing the Committee Evaluation during the spring semester prior to application. Currently this committee consists of four faculty members and five professional staff members.

Resource materials, admission statistics, admission test applications, and procedural information are available for University students in the Advisement Services Center/Undergraduate Studies, LI-36.

Pre-Law Advisement

There is no single "best" program of study in preparation for law school, and students are encouraged to consider a variety of alternatives. The Association of American Law Schools recommends a broad-based liberal arts curriculum and considers the prescription of particular courses unwise. Students seeking further clarification of pre-legal education should read the statement on this subject adopted by the Association of American Law Schools or consult with prelaw advisers.

Students interested in law school should watch for meetings of the Student Pre-Law Association and on-campus visits of law schools.

Written information, such as law school catalogs, *The Official Guide to U.S. Law Schools*, LSAT applications, and admission statistics for Albany students, is available in the Advisement Services Center/Undergraduate Studies, LI-36.

Special Opportunities

3 + 3 Program with Albany Law School of Union University

This program offers a six-year bachelor's and law degree program. A limited number of freshmen are selected for this program based primarily on high school record. Students who are selected for this program and maintain the required standards are guaranteed a seat in the first-year class at Albany Law after completing three years on this campus. The bachelor's degree is conferred upon successful completion of the first year of study at Albany Law School. Students are admitted to this program either prior to beginning their freshman year or at the end of their freshman year. *Further information regarding criteria for admission and program requirements can be obtained from Dawn Kakumba, Advisement Services Center/Undergraduate Studies, LI-36.*

3–2 Engineering Programs

In these programs, students complete three years at the University at Albany and then transfer to one of the participating Schools of Engineering. Two years of carefully planned study complete the requirements for the bachelor's program at Albany in physics or chemistry and the B.S. degree with a major in engineering at the engineering school. Students must apply to the engineering school after their fifth semester of study at Albany. Participating Schools of Engineering are Binghamton University, SUNY New Paltz, Rensselaer Polytechnic Institute, and Clarkson University. *Further information may be obtained by contacting the Advisement Services Center/Undergraduate Studies, LI-36.*

Early Assurance of Admission to Albany Medical College

The Early Assurance Program is a cooperative program developed between the University at Albany and the Albany Medical College. This program provides an opportunity to submit an early application for admission to Albany

Medical College. Applicants must have completed three semesters of course work at the University at Albany; receive the Pre-Health Committee Evaluation and approval during the spring semester of the sophomore year; and complete a full two years of undergraduate study in order to apply to Albany Medical College at the end of the sophomore year. Students in this program must maintain a minimum cumulative grade point average of 3.5 and achieve grades no lower than a *B* in each prerequisite science course.

Students selected for admission will matriculate at Albany Medical College after completion of their undergraduate degree and four years of study at the University at Albany. Students pursuing this program should contact the pre-health adviser during their freshman year. *For details regarding criteria for admission and program requirements, contact the Advisement Services Center/Undergraduate Studies, LI-36.*

Joint Seven-Year Biology/Optometry Program

The Joint Biology/Optometry Program is a cooperative program developed between the University at Albany and SUNY State College of Optometry. In this program, students complete three years at the University at Albany and then attend the SUNY State College of Optometry for four years. Credits from the first year at SUNY State College of Optometry will transfer back to the University at Albany for completion of the B.S. degree in Biology. After completion of the fourth year at SUNY State College of Optometry, students may earn the O.D. degree in Optometry. Students apply for this program in the spring semester of their freshman year. Any students pursuing this program should request to be advised by the pre-health adviser during their freshman year. *Further information may be obtained by contacting the Advisement Services Center /Undergraduate Studies, LI-36*

Joint Seven-Year Biology/Dental Program

The Joint Biology/Dental Program is a cooperative program developed between the University at Albany and Boston University Goldman School of Dental Medicine. In this program, students complete three years at the University at Albany and then attend Boston University Goldman School of Dental Medicine for four years. Credits from the first year at Boston University Goldman School of Dental Medicine will transfer back to the University at Albany for completion of the B.S. degree in Biology. After completion of the fourth year at Boston University Goldman School of Dental Medicine, students may earn the D.M.D. Students apply for this program in the spring of the sophomore year. Any students pursuing this program should request to be advised by the pre-health adviser during the freshman year. *Further information may be obtained by contacting the Advisement Services Center/Undergraduate Studies, LI-36.*

Combined Bachelor's/Master's Degree Programs

Combined Bachelor's/Master's Degree Programs: Undergraduate students of recognized academic ability and educational maturity have the opportunity of fulfilling integrated requirements of bachelor's and master's degree programs within a rationally designed and effective framework at the beginning of their junior year. Combined programs require a minimum of 138 credits and up to 12 graduate credits may be applied simultaneously to the requirements for the baccalaureate.

Students may be admitted to these combined programs at the beginning of their junior year, or after the successful completion of 56 credits. A grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required. Students are considered undergraduates until they have accumulated 120 credits, satisfied all degree requirements and been awarded the baccalaureate degree. At that point, they are automatically considered as graduate students. In some cases, with careful planning, students may complete both their bachelor's and master's degrees within nine semesters.

The following programs are currently registered by the State Education Department: atmospheric science, biology, chemistry, computer science, computer science and applied mathematics/computer science, computer science and applied mathematics/mathematics, criminal justice, economics/public administration, English, French, geography, geology, history, linguistics/teaching English to speakers of other languages, mathematics, philosophy, physics, political science, political science/public administration, psychology/counseling, psychology/rehabilitation counseling, public policy, rhetoric and communication, Russian, sociology, sociology/public administration, Spanish, theatre, women's studies, and any undergraduate major (except accounting)/library science.

Students interested in further information regarding the combined programs should contact the appropriate program's department chair or the Office of Undergraduate Studies, LC 30 (518-442-3950).

Combined Bachelor's/Master's in Business Administration Program

The early M.B.A. option is designed for students majoring in selected areas of the liberal arts and sciences who wish to obtain the M.B.A. degree in five years. Undergraduates at the University at Albany may apply for early admission to the School of Business M.B.A. program during their junior year.

The following programs are currently registered by the State Education Department for the combined Bachelor's/Master's in Business Administration:

College of Arts and Sciences: African/Afro-American Studies (General Program: B.A.), Anthropology (General Program: B.A.), Art (General and Departmental Programs: B.A.), Asian Studies (General Program: B.A.), Biology (General Program: B.A. degree only), Chinese Studies (General Program: B.A.), Economics (General Program: B.A. degree only), English (General Program: B.A.), French (General Program: B.A.), Geography (General Program: B.A.), Greek and Roman Civilization (General Program: B.A.), History (General Program: B.A.), Interdisciplinary Studies (General Program: B.A. or B.S.), Italian (General Program: B.A.), Latin American Studies (General Program: B.A.), Linguistics (General Program: B.A.), Mathematics (General Program: B.A.), Music (General and Departmental Programs: B.A.), Philosophy (General Program: B.A.), Psychology (General Program: B.A.), Puerto Rican Studies (General Program: B.A.), Rhetoric and Communication (General Program: B.A.), Russian (General Program: B.A.), Russian and East European Studies (General Program: B.A.), Sociology (General Program: B.A.), Spanish (General Program: B.A.), Theatre (General Program: B.A.), Women's Studies (General Program: B.A.).

School of Criminal Justice: Criminal Justice (General Program: B.A.)

Nelson A. Rockefeller College: Political Science (General Program: B.A.)

Students interested in this option are encouraged to contact the School of Business, BA-361, 442-4984 during their sophomore year.

Combined Bachelor's/Master's in Health Policy & Management

Economics/Health Policy & Management (General Program: B.A./M.S.), Economics/Health Policy & Management (General Program: B.S./M.S.), Psychology/Health Policy & Management (General Program: B.A./M.S.), Sociology/Health Policy & Management (General Program: BA/MS)

Combined Bachelor's in Political Science/Master's in Public Administration and Policy

Department of Public Administration and Policy: Public Policy/Public Administration (General Program: B.A./M.P.A.)

Combined Bachelor's/Master's in Public Administration and Policy

Department of Public Administration and Policy: Public Policy/Public Administration (General Program: B.A./M.P.A.) and School of Criminal Justice (General Program: B.A.)

Independent Study

Independent study and research is considered advanced work which enables undergraduates to go beyond existing course work to investigate a topic or a hypothesis or a relationship either in the library or in the laboratory. The work is supervised and evaluated by a faculty member and culminates in a significant paper or report. Most academic units offer independent study courses with a variable credit option dependent on the extent of the intended project. If students have intended projects not clearly falling within one academic discipline, they may receive independent study and research credit through U Uni 397. This university-wide offering requires approval of the Interdisciplinary Studies Committee. Students interested in doing independent and creative study are encouraged to discuss with faculty members their ideas and the feasibility of earning credit.

Since the appropriateness and need for a student to pursue independent study and research is an individual matter, there are no further guidelines on this study. At times, U Uni 397 has encompassed cross-disciplinary work cosponsored by faculty members from more than one academic unit. At other times, the U Uni 397 course has been used to enable a senior to pursue an extensive, major research topic for which the student's academic department or school independent study courses would not carry sufficient academic credit.

Supervised Research

Supervised research for sophomores and juniors enables undergraduates to work with a member of the University faculty as a research apprentice. The work is supervised and evaluated by a member of the teaching faculty and culminates in a research paper or report. Information on U Uni 180, "Supervised Research" is available from the Office of the Dean of Undergraduate Studies, LC 30.

See also the A Cas undergraduate research and research methods courses in the College of Arts and Sciences section of this bulletin.

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Internships

Internships give students an opportunity to acquire practical “hands-on” experience in a field or area that interests them. Internships differ from independent study in that an internship involves off-campus participation in the work of an agency, institution, or corporate body other than the University. The work is supervised and evaluated by a designated individual in the agency, institution, or corporate body providing the internship. This supervisor provides an evaluation of the student’s work to the Albany faculty member responsible for the final evaluation and assignment of the appropriate academic grade.

Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Students interested in correlating their academic study with practical experience are encouraged to explore the feasibility of participating in an internship.

Some majors, such as social welfare, require fieldwork as part of their major requirements, and these opportunities are open only to students who have been admitted in the major program. In other cases, many academic departments and schools offer internships involving experiences related to the academic focus of the unit. These courses include opportunities in various aspects of the performing arts (A Arh 490, A Art 490, A Mus 490, A Thr 415), anthropology (A Ant 400), classics (A Cla 490), planning (A Pln 490A + B), computing (A Csi 490), atmospheric science (A Atm 490), business (B Bus 497, 498) communication (A Com 390), sociology (A Soc 490), public affairs (R Pub 498; R Pos 338, 434), news writing for papers or radio or television stations (A Jrl 400), archaeological fieldwork (A Ant 338), etc.

The University also offers a total of 15 credits for students participating in the following special, formalized internships: Senate Session Assistant Program (U Uni 391), Assembly Session Intern Program (U Uni 392), Operational and Applied Communication Theory (A Com 392, 393), and the Empire State Youth Theatre Institute (A Cas 390). These latter established internships take advantage of Albany’s location in the state’s capital. Albany is also affiliated with the Washington Center (see U Uni 393, WCLA Internship) and American University’s Washington semester program, both of which provide opportunities in Washington, D.C.

Through U Uni 390 (1–15 credits), students have obtained approval for full- or part-time internships in a very wide variety of areas. For these pursuits, it is assumed the student will secure the opportunity on his or her own, find appropriate faculty sponsorship, and then apply to the Interdisciplinary Studies Committee for approval of the desired credit.

The range of possible internship opportunities is too great to list here. The more common internships pursued by previous students through U Uni 390 have included work with: U.S. Congress, federal judiciary and numerous federal executive agencies, various state agencies (Lt. Governor’s Office, Attorney General, Correctional Services, Division of Criminal Justice, etc.), the New York Public Interest Research Group, the Civil Liberties Union, the Environmental Planning Lobby, Albany Medical Center, stock brokerage firms, law firms and media internships with local and national television stations and corporations. *Further information and application forms for U Uni 390 may be obtained from the Office of Undergraduate Studies, LC 30.*

In addition to the credit-bearing internships, there are also many opportunities for noncredit internships, mostly during the summer, some of which pay the participants a stipend. Information on many of these programs and their application process is available through the Career Development Center.

Community and Public Service

Through a community and public service program offered by the School of Social Welfare, undergraduates may earn up to 6 credits through enrollment in R Ssw 290 and 390. Through the program, students participate in volunteer work for a minimum of 100 hours per semester (about 7 ½ hours per week) in one of many public or private agencies involving different types of service to the community. A community and public service component is also a feature of the Project Renaissance Program.

Study at Other Institutions

Since not all courses are acceptable for transfer credit, matriculated students wishing to take courses at other institutions for credit toward the degree at this University should have prior approval in writing from their academic advisers. Such written approval must be filed with the Office of the Registrar, and an official transcript of work satisfactorily completed at the other institution(s) must be received before credit will be awarded.

Credit may be earned through one of the following formally established programs.

Cross-Registration: University at Albany undergraduate students may cross-register for courses at other campuses within this area while enrolled at this institution.

Cross-registration enrollments elsewhere must be in courses not available through the University at Albany’s curriculum. This program is available in fall and spring semesters only.

Cross-registered students must be full-time undergraduate, matriculated students, and at least one-half of the credits for which a student is registered during a cross-registration semester must be from course work offered on the Albany campus. No extra tuition charge is assessed, but students are responsible for any fees that may be required by the host institution for a particular course. Credits earned through cross-registration are recorded on the transcript with a cross-registration course entry and the appropriate number of credits earned recorded in the “graduation credit” column. Grades earned at the other institutions are not recorded on the Albany transcript.

Students seeking more information about the participating institutions and the courses available should contact the Advisement Services Center/Undergraduate Studies, LI-36.

Office of International Education: Study Abroad and Exchanges

Undergraduates may earn academic credit for a semester, an academic year, or a summer in one of many study abroad programs in most cultural or geographic regions of the world. A description of the programs currently offered by The University at Albany are described in the section “International Education”.

Study abroad and exchanges information is available in LI-66, by phone at (518) 442-3525, or by e-mail at intled.uamail.albany.edu (Web: <http://www.albany.edu/intled>).

ROTC (Reserve Officers Training Corps)

Albany undergraduate students have the opportunity to enroll in the Air Force ROTC program at Rensselaer Polytechnic Institute or the Army ROTC program at Siena College through the Hudson-Mohawk Association of Colleges and Universities’ Cross-Registration Program. Military Science classes may provide valuable management and leadership instruction applicable in both the military and civilian environment. Leadership laboratory offers the essential elements of physical fitness in the context of dynamic and challenging leadership training activities. Students should contact the appropriate military science department on the two campuses for precise information regarding course content, sequencing and summer expectations.

All Army ROTC classes are conducted on campus in the Physical Education Building where the Army ROTC offices are located. Further information on the Army ROTC Program is available in Room B74 of the Physical Education Center.

Course Enrollment and Credit: The procedure for obtaining University approval for enrollment in Army or Air Force ROTC courses is the same as for any other cross-registration enrollment except that a faculty adviser’s approval is not required for a ROTC course. The University permits students to earn and apply up to a maximum of 12 degree credits as “Applied Elective” toward their Albany degree. This includes the Albany courses P Pad 110, 111, 210, and 211.

HONORS, AWARDS AND PRIZES

Departmental/Major Honors Programs

In an effort to provide challenging and alternative curricular options to its best undergraduates, the University has taken a revitalized interest in encouraging its academic departments and programs to offer high-quality honors programs. The main focus of the honors degree is the honors project, which is conceived as an original piece of written research or a creative project submitted in the senior year. Currently, honors programs exist in the following majors: anthropology, art (departmental studio program), art history, atmospheric science, biology, chemistry, Chinese studies, computer science (all three programs), East Asian studies (interdisciplinary), economics, English, French, geography, geology, Greek and Roman civilization, history, Italian, Japanese studies (interdisciplinary), Judaic studies, Latin American studies, linguistics, mathematics, philosophy, physics, political science, psychology, public policy, Puerto Rican studies, rhetoric and communication, Russian, sociology, Spanish, theatre, and women's studies. Descriptions of these programs may be found under the academic unit offering the program.

Students who complete an honors program may receive a special honors certificate upon the recommendation of their major department.

Degree with Honors

University-wide honors are conferred at graduation. A student will be graduated: Cum Laude with an average equal to or greater than 3.25 but less than 3.50; Magna Cum Laude with an average equal to or greater than 3.50 but less than 3.75; Summa Cum Laude with an average equal to or greater than 3.75.

HONORS RESIDENCE CRITERIA: For graduation with honors, students must have completed a minimum of 56 credits in courses for which they registered at this University, including a minimum of 40 University at Albany credits graded on the A-E basis.

IMPLEMENTATION NOTE: These criteria apply to all undergraduates graduating in August 2000 and thereafter.

Dean's List

For students matriculating Fall 1997 and thereafter: A full-time student shall be placed on the Dean's List for a particular semester if the following conditions are met: Within the award semester matriculated students must have completed at Albany a minimum of 12 graduation credits in courses graded A-E, and must have registered for those credits before the last day for adding semester courses.

The student's semester average must be 3.5 or higher for a sophomore, junior, or senior, and at least 3.25 for a freshman*, with no grade lower than a C, and with no incomplete (I) grades.

* For the purposes of this policy "freshman" is defined as a student whose admissions status is freshman and who has completed no more than two full time semesters of study in the fall or spring semester at the University at Albany.

For students matriculating before Fall 1997: A student shall be placed on the Dean's List for a particular semester if that student has met all of the following criteria:

Within that semester the student must have completed at Albany a minimum of 12 graduation credits in courses graded A-E, and must have registered for those credits before the last day for adding semester courses. The student's semester average must be 3.25 or higher, with no grade lower than C-.

Dean's Commendation for Part-Time Students

For students matriculating Fall 1997 and thereafter: A student shall receive the Dean's Commendation for Part-Time Students for a particular semester if the student has met all of the following criteria:

A matriculated student must have completed at least 6 graduation credits at the University at Albany within the given semester in courses graded A-E and have been registered for fewer than 12 credits on the last day for adding semester courses.

The student's semester average must be 3.5 or higher for a sophomore, junior, or senior, and at least 3.25 for a freshman*, with no grade lower than C, and with no incomplete (I) grades.

* For the purposes of this policy "freshman" is defined as a student whose admissions status is freshman and who has completed no more than two full time semesters of study in the fall or spring semester at the University at Albany.

For students matriculating before Fall 1997: A student shall receive the Dean's Commendation for Part-Time Students for a particular semester if the student has met all of the following criteria:

A matriculated student must have completed at least 6 graduation credits at the University at Albany within the given semester in courses graded A-E and have been registered for fewer than 12 credits on the last day for adding semester courses. The student's semester average must be 3.25 or higher, with no grade lower than C-.

Phi Beta Kappa

Students compiling a distinguished academic record at University at Albany, State University of New York may be elected members of the venerable (founded 1776) honorary society, Phi Beta Kappa, in their senior year; or, if they do especially well, in their junior year. To be considered for election, students must have the following:

A major in the liberal arts and sciences, with not fewer than 90 credits of liberal work among the 120 credits needed for graduation.

Completed at least 3 full semesters of work, or 45 credits, in residence at this University and be pursuing a program toward graduation.

Students pursuing a double major with courses combined from such fields as business, social welfare, or other professional schools may be considered for election in their senior year, if their course work includes at least 90 credits in the liberal arts and sciences. Consideration will be given to courses of a liberal nature, even though they may be offered outside the College of Arts and Sciences.

The breadth of a student's program is important, as shown by the number and variety of courses taken outside the major. Students are expected to have completed some work in science and mathematics, the social and behavioral sciences, and the humanities, including a foreign language.

Every student is considered automatically. Individual nomination is not necessary. The final choices are decided on by the full membership of the University at Albany, State University of New York Chapter, Alpha Alpha of New York (e-mail: PBK@csc.albany.edu).

University at Albany

Presidential Awards for Undergraduate Research

To encourage undergraduate scholarship and creative work, and to reward excellence and individual initiative, the University has established the Presidential Awards. The nominees for the awards will be selected on the basis of a major paper or project produced by the student in conjunction with a course or independent study, under the direction of an Albany faculty member. The project's significance will be judged in terms of its academic quality and originality.

Chancellor's Award for Student Excellence

Undergraduate and graduate students are nominated for this distinction from across the entire State University of New York. The award is presented by the Chancellor to students who have demonstrated outstanding academic achievement and have received national or international recognition for their efforts. Recipients of this high honor have typically distinguished themselves in their academic work and in a variety of other domains including athletics, service, publication, conference presentation, or artistic performance.

Endowed Presidential Scholarships

For more information about the Presidential Scholarships, please contact the Office of Undergraduate Studies at 518-442-3950.

Elena Rodrigues Anderson '82 Presidential Scholarship: Awarded to a Presidential Scholarship recipient who maintains at least a 3.25 GPA. This scholarship is renewable up to four years.

Edward Gallatin B. Hudson Presidential Scholarship: Awarded to full-time undergraduate students who has demonstrated a strong academic record and shows financial need.

Erica '86 and Michael Olin '85 Presidential Scholarship Fund: Awarded to an incoming freshman who has shown extraordinary academic talent and who has demonstrated a high degree of motivation. Scholarship is intended to be applied to tuition, room, rent, board and books in order to relieve recipient of the costs of their education. Renewable up to four years.

Evan Michael Zahn '82, M.D. Presidential Scholarship: Awarded to either a junior or senior who is a member of the Presidential Honors program. This scholarship is renewable. Recipient must be committed to a health-related career, i.e., dentistry, medicine, etc.

University at Albany Scholarships, Awards, Prizes and Honors

Scholarships and awards are listed alphabetically according to their affiliation:

College of Arts & Sciences

Academic Excellence in Mathematics:

Awarded annually to one or more graduating seniors on the basis of scholastic achievement in mathematics.

American Institute of Chemists Award: A medal awarded to an outstanding graduating chemistry major, based on demonstrated record of leadership, ability, character, and scholastic achievement.

Eleanor Rosalie Bazzoni 1906 Fellowship: Awarded for outstanding achievement in English, French, or German.

B'nai Zion Award Medal: Awarded annually to the graduating student having the greatest proficiency in Hebrew.

Glenn Bumpus '75 Memorial Award:

Awarded to senior students in the field of biological sciences in recognition of outstanding achievement in undergraduate research and its communication.

Certificate of Achievement: Awarded to the junior who has maintained the highest cumulative grade point average. The student shall be a major in the Department of Africana Studies.

Chemistry Faculty Award: Awarded to an outstanding graduating chemistry major who has demonstrated high scholastic standing, good character, and potential for advancement in the chemical profession.

Crippen Prize: Awarded to the outstanding graduating senior in American History. Candidates must have had at least 18 credits of college level work in American Colonial and United States history, at least 12 credits taken on the University at Albany campus.

Celebration of Undergraduate Achievement Awards:

Awarded annually to honor the work of undergraduate students in the College of Arts and Sciences who are enrolled in a humanities or fine arts class.

CRC Press Freshman Chemistry

Achievement Award: Awarded annually at the end of the spring semester to a freshman on the basis of outstanding achievement in chemistry.

Christopher DeCormier '76 Memorial

Scholarship: Awarded annually to students studying the Maya Language and/or culture under the direction of the Institute for Mesoamerican Studies, Department of Anthropology.

Class of 1905 Bazzoni Fellowship: Awarded for outstanding achievement in the natural sciences.

Delta Omega Scholarship Endowment:

Honoring the memory of the Delta Omega Sorority, this scholarship is awarded to an outstanding female student enrolled in the Teacher Education program.

Excellence in Scholarship Award Awarded:

to a major in African/Afro-American studies on the basis of scholarship, outstanding service to the department, and faculty support.

Robert Fairbanks Memorial Fund: Short-term loans designed to provide assistance to students in the field of economics.

Hazel English Ferris '32 Scholarship:

Awarded in alternate years to upper division students majoring in Business in memory of Professor George Morell York and in Theatre in memory of Professor Agnes Futterer, based on academic achievement.

Francine W. Frank Award in Linguistics:

Awarded annually to an outstanding graduating linguistics major.

French Embassy Book Prizes: Each year, the Cultural Attaché of the French Embassy awards prizes of books to the best students in the Department of French.

Agnes E. Futterer Award: Awarded annually to the graduating senior who has made the most significant contribution to theatre at the University.

Agnes E. Futterer Memorial Fellowship:

Awarded annually to an Albany graduate or graduating senior who was in residence at the University for at least two undergraduate years. The fellowship may be used for graduate study in theatre or theatre-related fields at the University at Albany, at any other accredited university, or in a recognized theatre program.

Narayan Gokhale Award: Awarded annually to the graduating atmospheric science major with the highest academic average.

Andrea Hanan '87 Music Scholarship:

Awarded annually to an undergraduate entering the music program and/or a continuing first year music major on the basis of outstanding achievement.

Mayfred Dutton Lucas, '24 Scholarship:

Awarded to an outstanding mathematics major committed to teaching at the high school level.

Merlin W. Hathaway Memorial Scholarship:

Awarded for outstanding academic and athletic achievement, leadership, integrity, and commitment to the University.

Vivian C. Hopkins Scholarship Award:

Awarded annually to an English major who has demonstrated outstanding scholastic ability and character.

Husted Fellowship Award: Awarded to a graduate student who holds a bachelor's degree from the University and has been in residence at the University for at least two years as an undergraduate. The fellowship may be used for full-time graduate study at the University at Albany or any other accredited university. Priority is given to candidates with a demonstrated aptitude and interest in teaching.

Kappa Beta Scholarship: Based on merit, the scholarship is awarded every other year to a graduating senior selected by the Department of Judaic Studies who will continue graduate or professional studies in some aspect of Judaic Studies.

Gordon Karp Award: Awarded to undergraduate students in economics who best exemplify the intelligence, dedication and accomplishment that marked the promising career of Gordon Karp, an undergraduate and doctoral graduate of the University. Gordon received his B.A. in 1977 and his Ph.D. in 1986.

Arthur Long Teaching Assistant Award: Awarded annually to a teaching assistant in the Department of Chemistry on the basis of a genuine concern for the intellectual growth of his/her students, high moral and ethical character, and excellence in scholarship.

Leah Lovenheim Award: Awarded annually by the Department of English for the best student short story.

Mayfred Dutton Lucas '24 Scholarship: Awarded to a Math major committed to a career as a high school teacher of mathematics.

Shields McIlwaine Award: Awarded annually by the Department of English for the best student poem.

Anna R. Oliver Memorial Scholarship: Awarded annually by the Department of Physics to outstanding juniors or seniors.

Gertrude Hunter Parlin '17 Teacher's Scholarship: Provides annual scholarships for students preparing for careers in teaching.

William Reedy Prize: Awarded annually by the History Department to an undergraduate student for the best paper submitted in any history course taken at the University during the preceding calendar year.

William E. Rowley Award: Awarded annually by the Journalism Program in the Department of English for the best journalistic writing by a student.

Ronald R. Schafer Scholarship Fund: Awarded annually to a student demonstrating notable achievement or future promise in journalism.

Mildred Schmidt Award: Awarded to the graduating senior with the best academic record in Latin.

Arlene F. Steinberg '71 Award: Awarded to the junior or senior English major who best shows evidence of scholarly or creative contribution to the understanding of 20th-century fiction, poetry, or drama.

Derk V. Tieszen Award: Awarded to a senior chemistry major on the basis of demonstrated achievement in chemistry, physics, and mathematics plus potential as a research worker and teacher of chemistry at an advanced level.

James Unger '73 Memorial Award: Awarded annually by the Department of Political Science on the basis of the best written work in political science submitted by an undergraduate.

Katherine Vario Memorial Scholarship: To recognize and promote academic achievement in the areas of medicine for an undergraduate student who plans a career in medicine.

Richard Wilkie Award for the Outstanding Undergraduate Student in Communication: Awarded annually at the end of the spring semester to a graduating communication student who has achieved academic excellence, especially in argumentation and public discourse.

Women's Studies Award: Awarded to a senior women's studies major who has combined outstanding academic achievement with contributions to the women's community on- or off-campus.

Women's Studies Stoneman-Van Vranken Scholarship: is awarded to the Women's Studies majors, minors, and/or those who have completed at least four Women's Studies courses. The winner is selected on the basis of outstanding performance in Women's Studies courses, significant contributions to the University and larger communities, dedication to feminist principles, and overall academic performance. The award is named for two Albany alumnae whose lives epitomize feminist concerns.

School of Business

The Martha Bealler Altman Scholarship: To provide assistance to full time undergraduate students, demonstrating academic merit and financial need, who are enrolled in the University and are pursuing a degree in Business. Established by Nolan T. Altman '77.

Harold L. Cannon Memorial Award for Outstanding Academic Achievement and Service: Awarded to a School of Business student as selected by the faculty on the basis of academic achievement and service to the School of Business, the University, and/or the community.

Milton and Mary M. Danko Golden Rule Award: Awarded to a junior enrolled in the School of Business who gives or shares his/her most precious resource: time. Special consideration given to those who assist the impoverished, the alienated, the hungry and/or homeless. Established by William D. Danko, Ph.D. in memory of his parents.

Dean's Award for Distinguished Academic Achievement by a Returning Undergraduate Student: Awarded to a School of Business graduating senior selected by the faculty on the basis of overall grade point, grade point average in the major, and nonscholastic activities.

Deloitte and Touche /Accounting Club Award for Academic Achievement: Awarded to a School of Business junior accounting major who has demonstrated high academic achievement.

Delta Sigma Pi Scholarship Key: Awarded by the Zeta Psi chapter of the International Business Fraternity of Delta Sigma Pi to the School of Business graduating senior with the highest overall grade point average.

Departmental Award for the Outstanding Graduating Senior in Accounting: Awarded by the Department of Accounting to a graduating senior accounting major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Departmental Award for the Outstanding Graduating Senior in Finance: Awarded by the Department of Finance to a graduating senior finance major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Departmental Award for the Outstanding Graduating Senior in Management Science and Information Systems: Awarded by the Department of Management Science to a graduating senior management science major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Departmental Award for the Outstanding Graduating Senior in Marketing: Awarded by the Department of Marketing to a graduating senior marketing major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Margaret Yager Middleton '29 Scholarship: Awarded annually to upper division students admitted to the School of Business based on high academic achievement.

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Ernest and Florence Bensinger Milano '36 Scholarship: Awarded to upper division students in the School of Business based on high academic achievement.

New York State Society of Certified Public Accountants Award: Awarded to the senior accounting major, as recommended by the department, with the highest overall accounting grade point average who is planning to pursue a career in public accounting.

Irving H. Sabgher Memorial Award: for the Outstanding Graduating Senior in Management Awarded by the Department of Management to a graduating senior management major in recognition of outstanding academic achievement, professional activities, and significant service to the School of Business and the University.

Wall Street Journal Award: Awarded to a School of Business graduating senior selected by the faculty on the basis of overall grade point, grade point average in the major, and nonscholastic activities.

Harry Warshawsky '80 Memorial Award for Outstanding Academic Achievement and Service: Awarded to a School of Business student selected by the Office of the Dean on the basis of scholastic achievement and service to the School of Business and the University and who exemplifies the outstanding personal qualities of Harry Warshawsky.

Martha Bealler Altman Scholarship: Established by Nolan T. Altman, Class of 1977 in memory of his Mother. Awarded to a School of Business sophomore or junior student selected by Mr. Altman on the basis of scholastic achievement, activities, and community service.

Fraternity and Sorority Sponsored Scholarships & Awards

Alpha Pi Alpha Scholarships: Awarded annually to offspring of University at Albany, State University of New York Alpha Pi Alpha members and other students who are full-time matriculated students in attendance and who are in good academic standing at the University.

Delta Omega Scholarship Endowment: Honoring the memory of the Delta Omega Sorority, this scholarship is awarded to an outstanding female student enrolled in the Teacher Education program.

Delta Sigma Pi Scholarship Key: Awarded by the Zeta Psi chapter of the International Business Fraternity of Delta Sigma Pi to the School of Business graduating senior with the highest overall grade point average.

Kappa Beta Scholarship: Based on merit, the scholarship is awarded every other year to a graduating senior selected by the Department of Judaic Studies who will continue graduate or professional studies in some aspect of Judaic Studies.

Lambda Pi Eta: The Nu Alpha Chapter of Lambda Pi Eta is the national honor society committed to fostering academic and professional excellence in communication.

Phi Gamma Nu: Scholarship Key Awarded by the National Professional Sorority in Business to a School of Business graduating senior woman selected by the faculty on the basis of overall grade point average, grade point average in the major, and nonscholastic activities.

Pi Sigma Epsilon Scholarship Key: Awarded to a graduating School of Business senior who exemplifies academic and professional excellence in the area of marketing.

Memorial, Alumni and General Scholarship Awards

Alumni Talented Student Scholarships: Awarded annually to those students who demonstrate a superior intellectual, artistic, or performing talent in a single field of study. Awards are limited and are restricted to students entering the University for the first time.

Class of 1936 & 1941 Scholarship: Awarded to an undergraduate who is enrolled in the Academy of Initial Teacher Preparation within the Department of Educational Theory and Practice, in good academic standing and who demonstrates financial need.

Class of 1937 Memorial Scholarship: Awarded to an undergraduate student who exhibits outstanding academic performance and potential, with consideration to financial need, and a commitment to pursue education in the field of teaching.

Class of 1939 Scholarship: Awarded to an undergraduate student who exhibits outstanding academic performance and potential, and breadth of accomplishment, with consideration to financial need.

Class of 1952 Reunion Scholarship: Awarded to a junior or senior University at Albany student who is outstanding in academic and extra-curricular activities. The award is issued each year in the name of one or more distinguished teaching faculty who were associated with the College for Teachers during some or all of the period from 1948 to 1952, during the undergraduate years of the Class of 1952.

Class of 1956 Scholarship: Awarded to an undergraduate student enrolled in the Academy of Initial Teacher Preparation within the Department of Educational Theory and Practice, in good academic standing and who has demonstrated financial need.

Class of 1972 Scholarship Award: Awarded to an Albany senior who, on the basis of both need and merit, is judged most deserving to pursue graduate study at this University.

Class of 1976 Scholarship: Awarded to an undergraduate student who is in good academic standing and actively participating in athletics and/or other campus related extra-curricular activity.

Class of 1979 Scholarship: Awarded to an undergraduate student who is in good academic standing and who has demonstrated extreme financial need.

Class of 1980 Scholarship: Awarded to an undergraduate who is in good academic standing (3.0+ GPA) and demonstrates financial need.

Class of 1981 Scholarship: Awarded to an undergraduate who possesses a 3.5+ GPA, demonstrates financial need and is a New York State resident.

Class of 1985 Scholarship: To provide an annual scholarship to one or more undergraduate students who possess a 3.0+ GPA and who have demonstrated financial need.

Class of 1986 Scholarship: Awarded to a sophomore, junior or senior who possesses a GPA of 3.5+ and has demonstrated financial need.

Sesquicentennial Class Council Scholarship (1994): To provide a merit based scholarship to a member of the senior class who has demonstrated leadership, maintained a 3.0+ GPA, is commitment to community service and has been a student at the University at Albany during both junior and senior years.

Edna Craig '21 Memorial Award: Awarded to members of the senior class and/or other members of the student body to provide assistance based on financial need and eligibility.

Stanley Fink Legislative Internship Endowment: Awarded to juniors or seniors who have completed at least 56 credits of academic work at the University at Albany and who demonstrate superior academic achievement with consideration to financial need.

Robyn Fishelberg Memorial Scholarship: Awarded to an undergraduate woman who demonstrates outstanding humanitarian qualities through involvement in University activities and community service.

Florence Smith French '33 Scholarship: In support of a full-time undergraduate student.

Bruce B. and Louise Steen Gravitt '38 Scholarship: Supports a full-time undergraduate female student majoring in Mathematics.

Howard & Rosalie Lefkowitz Memorial Fund: Awarded to an incoming freshman from one of the five boroughs of New York City. This award is based primarily on financial need.

Dr. Theodore H. Fossieck – Milne School Scholarship: Awarded to newly admitted undergraduate students who are descendants of Milne School graduates or Milne School faculty.

Myskania Scholarship: To award full-time undergraduate students in recognition of their outstanding leadership and service to the University.

Ralph Sidman Memorial Scholarship: Provides a scholarship to an undergraduate student from the Capital District who exhibits outstanding academic performance and potential with consideration to financial need.

The University at Albany Alumni Association Minerva Scholarship: Awarded to an incoming freshman student who demonstrates high academic standing, leadership qualities and who has financial need.

Ada Craig Walker Award: Awarded to the senior woman who best typifies the ideals of the University.

Richard & Therese Wienecke Hudson '32 Scholarship: In support of an incoming undergraduate student based on financial need. Established by Richard and Therese Wienecke '32.

Rockefeller College of Public Affairs & Policy

Anna Boochever DeBeer '12 Scholarship: Awarded annually to graduate students at the University in the fields of Criminal Justice, Public Affairs, Social Welfare or other areas of human relations, or to assist dedicated and committed students who pursue academic careers in fields which enable them to work for the betterment of society.

National Honoraries and Honor Societies

Membership in the following national honoraries and honor societies is available to qualified students. Interested students should contact the appropriate dean or department chair for further information.

Alpha Kappa Delta: Alpha Kappa Delta is a national honorary society in sociology.

Alpha Phi Sigma: Alpha Phi Sigma is the national criminal justice honor society.

Beta Gamma Sigma: Beta Gamma Sigma is the national honor society for students of business administration and accounting.

Dobro Slovo: Dobro Slovo is the national Slavic honor society.

Gamma Theta Upsilon: Gamma Theta Upsilon is the International Honor Society in Geography.

Kappa Delta Pi: is an international honor society in education.

Phi Alpha: The Alpha Gamma Chapter of Phi Alpha is an academic honorary society for undergraduate social work/welfare majors.

Phi Alpha Theta: The Chi Delta Chapter of Phi Alpha Theta is an international honor society in history.

Pi Delta Phi: Pi Delta Phi is a national honor society in French. A series of scholarships are offered to members of Pi Delta Phi in a national competition.

Pi Sigma Alpha: Pi Sigma Alpha is a national honorary society in political science.

Psi Chi: Psi Chi is the national honor society for students in psychology.

Sigma Delta Pi: The Eta Psi Chapter of Sigma Delta Pi is a national Spanish honorary dedicated to promoting Spanish language and culture in non-Spanish speaking countries.

Sigma Pi Sigma: Sigma Pi Sigma is a national honor society associated with the American Institute of Physics.

Sigma Tau Delta: Sigma Tau Delta is a national academic honor society for students of English.

Sigma Xi: Sigma Xi, the Scientific Research Society, is a national and international honorary for those with research achievement. Undergraduates who have completed a research project or publication of note are eligible.

STUDENT RETENTION DATA

Approximately 85 percent of matriculated freshmen enroll for a second year of study.

Approximately 52 percent of matriculated full-time freshmen receive a baccalaureate degree within four years of study; approximately 63 percent within five years of study; and 64 percent within six years of study. An additional 28 percent transfer to another institution.

For full-time transfers, approximately 63 percent receive a baccalaureate degree within four years of study at this University.

STUDENT CONSUMER INFORMATION

Federal regulations require the University to provide all prospective and enrolled students with information on subjects with which you should be familiar. This information can be found at www.albany.edu/ir/rtk.

The subjects include student financial aid (description of aid programs available, eligibility criteria, how to apply, the method of award and distribution, satisfactory progress standards, loan terms and deferrals); tuition and other costs; refund and withdrawal policies; information about academic programs, personnel and facilities; facilities and services available to disabled students; retention and graduation rates; and athletic program participation rates and financial support data. Also available is the University's Annual Security Report which includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Information regarding parent and student rights under the Family Educational Rights and Privacy Act (FERPA) with respect to access to and the release of student education records is also available. Inquiries or paper copies should be directed to RTK, Institutional Research, UAB321, 1400 Washington Avenue, Albany, NY 12222.

UNDERGRADUATE ACADEMIC REGULATIONS

As one of the Councils of the University Senate, the Undergraduate Academic Council recommends policy concerning undergraduate academic programs and regulations. To assist in academic governance, individual schools and colleges have collateral committees that can recommend academic policy to this council. It is the responsibility of each undergraduate student to be knowledgeable concerning pertinent academic policy. The University encourages students to accept the widest responsibility for their academic programs. For clarification and interpretation of the regulations contained in this section, students should contact the Office of Undergraduate Studies, LC 30.

Policy Exceptions

In rare cases and for extraordinary reasons, exceptions to University, college, school, and department academic regulations may be granted to individual students. A student who wishes an exception to an existing regulation should, in the case of a college, school or department regulation, consult with the head of the unit in question for the approved procedure for submitting an appeal. For exceptions to University regulations, students should contact the Committee on Academic Standing through the Office of Undergraduate Studies (LC 30).

Standards of Academic Integrity

Throughout their history, institutions of higher learning have viewed themselves and have been viewed by society as a community of persons not only seeking truth and knowledge, but seeking them in a truthful and ethical fashion. Indeed, the institution traditionally trusted by the public and the one to which it most often turns when unbiased, factual information is needed is the university. Thus, how a university behaves is as important as what it explores and learns.

The University at Albany expects all members of its community to conduct themselves in a manner befitting this tradition of honor and integrity. They are expected to assist the University by reporting suspected violations of academic integrity to appropriate faculty and/or administration offices. Behavior that is detrimental to the University's role as an educational institution is unacceptable and requires attention by all citizens of its community.

These guidelines, designed especially for students, define a context of values within which individual and institutional decisions on academic integrity can be made.

It is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.

The following is a list of the types of behaviors that are defined as examples of academic dishonesty and are therefore unacceptable. Attempts to commit such acts also fall under the term academic dishonesty and are subject to penalty. No set of guidelines can, of course, define all possible types or degrees of academic dishonesty; thus, the following descriptions should be understood as examples of infractions rather than an exhaustive list. Individual faculty members and the judicial boards of the University will continue to judge each case according to its particular merit.

Plagiarism

Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

EXAMPLES OF PLAGIARISM INCLUDE: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.

Cheating on Examinations

Giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; the unauthorized discussing of test items during the examination period; and the passing of any examination information to students who have not yet taken the examination. There can be no conversation while an examination is in progress unless specifically authorized by the instructor.

Multiple Submission

Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.

Forgery

Imitating another person's signature on academic or other official documents (e.g., the signing of an adviser's name to an academic advising form).

Sabotage

Destroying, damaging, or stealing of another's work or working materials (including lab experiments, computer programs, term papers, or projects).

Unauthorized Collaboration

Collaborating on projects, papers, or other academic exercises which is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and the different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor's expectations and standards.

Falsification

Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.).

Bribery

Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class.

Theft, Damage, or Misuse of Library or Computer Resources

Removing uncharged library materials from the library, defacing or damaging library materials, intentionally displacing or hoarding materials within the library for one's unauthorized private use, or other abuse of reserve-book privileges. Or, without authorization, using the University's or another person's computer accounts, codes, passwords, or facilities; damaging computer equipment; or interfering with the operation of the computing system of the University. The Computing Center has established specific rules governing the use of computing facilities. These rules are available at the Center and it is every student's responsibility to become familiar with them.

Penalties and Procedures for Violations of Academic Integrity

When a faculty member has information that a student has violated academic integrity in a course or program for which he or she is responsible and determines that a violation has occurred, he or she will inform the student and impose an appropriate sanction. A faculty member may make any one or a combination of the following responses to the infractions cited above:

Warning without further penalty; requiring rewriting of a paper containing plagiarized material; lowering of a paper or project grade by one full grade or more; giving a failing grade on a paper containing plagiarized material; giving a failing grade on any examination in which cheating occurred; withholding permission to withdraw from the course after a penalty has been imposed; lowering a course grade by one full grade or more; giving a failing grade in a course; imposing a penalty uniquely designed for the particular infraction.

If a faculty member announces a failing grade in the course as a possible result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the grievance or judicial system rules in favor of the student.

Any faculty member encountering matters of academic dishonesty in an academic program or class for which he or she has responsibility may, in addition to, or in lieu of, the actions cited above, refer a case to the University Judicial System. After considering the case under the procedures provided by the University, the appropriate University judicial body will recommend the disposition of the case that can include disciplinary probation, suspension, or expulsion from the University.

Faculty members are expected to report in writing to the Offices of Graduate or Undergraduate Studies, as appropriate, all sanctions they impose, along with a brief description of the incident. A copy of the report is to be given to the student. These offices will maintain a copy of such reports for the duration of a student's enrollment at the University. Upon graduation or separation of the student from the University, these confidential reports will be destroyed. Violations of academic integrity by graduate students are reported by faculty directly to the Office of Graduate Admissions and Policy for appropriate action. This office replaces the Office of Undergraduate Studies in all matters involving graduate student violations of academic integrity.

Students who feel they have been erroneously penalized for an academic integrity infraction or think that a penalty is inappropriate may grieve these issues through procedures developed for each college, school, program, or department of the University. Copies of the procedures are maintained in Deans' offices, in the Office of Undergraduate Studies or Graduate Studies, and in the Office of the Vice President for Student Affairs. A copy of the disposition of any grievance arising in matters of academic dishonesty will be attached to the faculty correspondence in the Offices of Undergraduate or Graduate Studies.

When a student violates academic integrity in more than one academic exercise, whether those infractions occurred during the same or different periods of time or in the same or different courses, the University regards the offense as an especially serious subversion of academic integrity. The matter becomes particularly severe when the student has been confronted with the first infraction before the second is committed. Whenever the Office of Undergraduate or Graduate Studies receives a second academic integrity report on a student, the Dean will request a hearing before the University Judicial System.

The Director of Libraries or the Computing Center, upon a finding of theft, damage, or misuse of facilities or resources, will forward all such cases to the University Judicial System for review and disposition, which can include suspension or expulsion from the University. The Director of the Library or the Computing Center may, in individual cases, limit access to the library or computing center pending action by the University Judicial System. In all other cases of academic dishonesty that come to the attention of any staff, faculty, or student, it is expected that the Dean of Undergraduate Studies will be notified of such infractions. The Dean of Undergraduate Studies will process all such alleged matters of academic dishonesty and refer them to the University Judicial System.

The University Judicial System was established by the governing bodies of this campus and is administratively the responsibility of the Vice President for Student Affairs. Any questions about the procedures of the University Judicial System may be secured by inquiry to that office.

Policy for Freedom of Expression

The University reaffirms its commitment to the principle that the widest possible scope for freedom of expression is the foundation of an institution dedicated to vigorous inquiry, robust debate, and the continuous search for a proper balance between freedom and order. The University seeks to foster an environment in which persons who are on its campus legitimately may express their views as widely and as passionately as possible; at the same time, the University pledges to provide the greatest protection available for controversial, unpopular, dissident, or minority opinions. The University believes that censorship is always suspect, that intimidation is always repugnant, and that attempts to discourage constitutionally protected expression may be antithetical to the University's essential missions: to discover new knowledge and to educate.

All persons on University-controlled premises are bound by the Rules and Regulations for Maintenance of Public Order, which deal in part with freedom of expression (adopted by the Board of Trustees of the State University of New York June 18, 1969; amended 1969, 1980). Members of the University community should familiarize themselves with those rules and regulations. In addition, University faculty are protected by and bound by Article XI, Title 1, Sec. I of the Policies of the Board of Trustees (adopted January 1987), entitled "Academic Freedom."

University officials or other members of the University community in a position to review posters, publications, speakers, performances, or any other form of expression may establish legitimate time, place, and manner regulations for the maintenance of an orderly educational environment; however, they may not prohibit expression for any reason related to the content of the expression, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

Speakers invited to campus by University groups or individuals, and other speakers who may be legitimately present on campus, will be given the utmost protection to communicate their messages without disruptive harassment or interference. Opponents to those speakers enjoy the same protections for expressing their dissent.

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All members of the University community share the duty to support, protect, and extend the commitment to the principle of freedom of expression, and to discuss this commitment with groups or individuals who seek to take part in University life. While all persons may seek to peacefully discourage speech that may be unnecessarily offensive to particular individuals or groups, speech that may be antithetical to the University's values, those persons must support the legal right of free speech.

Under Section 1.5 of its charge, the Council on Academic Freedom and Ethics will serve as a hearing body available to those members of the University community who feel their freedom of expression has been unfairly suppressed. The Council will report its findings to the President for further review and action.

Notification of Rights under FERPA

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

- 1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, or head of the academic department [or appropriate official] written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

4) Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605**

Release of Student Information by Registrar

The following is the policy of control of student academic information to released by the Office of the Registrar:

- 1) Only the following information may be released to any outside source not officially connected to the State University of New York or one of its agents:
 - a) Any information listed as "directory information" by the University.
 - b) Dates of attendance
 - c) If the student received a degree, and if so, which degree.
- 2) Any office of the State University of New York or its agent may have released to it any information kept on a student on a "need-to-know" basis
- 3) No further information will be released without the written consent of the student. Absolutely no transcript of students' records will be released outside the University without their signed authorization.

Official Notifications to Students

Official University notifications to students are sent to their permanent addresses on file with the Registrar. Students are responsible for insuring that their permanent addresses are kept up-to-date by filing the appropriate form with the Registrar's Office, Campus Center, Room B 25.

School or College Enrollment

Most students are advised in the Advisement Services Center/ Undergraduate Studies during their freshman year. When students have been accepted to a major, they are enrolled in the school or college offering study in the desired major field, these are the College of Arts and Sciences and the Schools of Business, Criminal Justice, Public Affairs, and Social Welfare. In line with policy developed by the Committee on Academic Standing, a particular department, school or college within the University may permit a student to enroll as a major who has not completed a minimum of 24 graduation credits. Upon approval of the Committee on Academic Standing of the Undergraduate Academic Council additional conditions of initial and continued enrollment as a major may be required by individual departments, schools, or colleges.

Class Standing

Students are classified by the Registrar's Office on the basis of graduation credits, as follows:

Freshmen	Fewer than 24 crs
Sophomore	24–55 crs
Junior	56–87 crs
Senior	88 or more crs

Attendance

Class attendance is a matter between the instructor and the student. Instructors are obliged to announce and interpret specific attendance policies to their classes at the beginning of the term.

Absences from Examinations: Students are expected to attend all examinations, except for a compelling reason. A student who learns that s/he will miss a full-class period, a mid-term examination, or a final examination must notify the instructor as soon as the conflict is noted.

1. If the cause of the absence is documented hospitalization, a death in the immediate family, a personal emergency, or a religious observance, the professor must administer a make-up examination or offer an alternative mutually agreeable to the instructor and the student. All documentation concerning absences must be presented to the instructor as soon as possible, and in any case before the end of the academic semester in which the absence occurs.

2. If the cause of the absence is a major academic conference at which the student has a significant participation, a varsity athletic contest (excluding practice sessions and intra-squad games), a field trip in another course, or some other compelling reason, the student must notify the professor involved as soon as possible, providing verification of the conflict. The instructor is expected to provide, if at all possible, an alternative by which the student will not be penalized as a result of the conflict.

Any conflicts between student and faculty in accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered. The resolution proposed by the chair is advisory, leaving the final decision to the faculty member.

Fraudulent excuses from examinations are considered violations of academic integrity and are grounds for academic or disciplinary penalties.

Attendance: Section 224-a. of the Education Law: 224-a. Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or 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 his or her 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 his religious beliefs, an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she 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 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 or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged for these classes, examinations, study or work requirements or registration 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 his availing himself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative official 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 his rights under this section.
- 6-a. 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 his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she 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.

As amended by Laws of 1992, chapter 278

Syllabus Requirement

The instructor of every section of an undergraduate class at the University at Albany shall provide each student in the section a printed or web-published copy of the syllabus for that section distributed during the first week of the class (preferably on the first regularly scheduled day the section meets). This syllabus must contain at least the information defined below. Each instructor retains the right to modify the syllabus and give notice in class of any modifications in a timely fashion. *Students are responsible to apprise themselves of such notices.* This requirement becomes effective with the fall 2002 semester.

MINIMUM CONTENTS OF A CLASS SYLLABUS:

Catalog number and title of the course
Term and call number of the section
Location(s) and meeting times of the section
Instructor's name and title
If applicable, name(s) of teaching assistants in the class
Instructor's contact information (e.g., e-mail address, office phone number, office location, fax)
Instructor's office hours
Course description, overview and objective(s)
If applicable, General Education category/categories met by the course and how the course fulfills those General Education objectives
Prerequisites of the course
The instructor should specifically indicate those prerequisites that are critical to success in the class and that are enforceable.
Grading scheme
Whether the course is A-E or. S/U graded
Overall method by which grades will be determined ("weights" of exams, class participation, etc.)
Course requirements, including but not limited to:
Required textbooks
Other required materials, purchases; fees (when applicable)
Projected date and time of class exams, papers, projects, midterm, and final
Attendance policies for the class
General paper, project, and test requirements
Requirement of Internet for course work, when applicable
Safety policies (when applicable)

The course syllabus may also include such additional information as the instructor deems appropriate or necessary.

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Course Enrollment

Students ordinarily enroll in courses at the level appropriate to their class.

Individual departments have the authority to require a *C* or *S* grade in courses that are prerequisite for advanced courses in that area.

Senior Enrollment in 100-Level Courses:

Students with senior status (credits completed plus credits in progress equal to or exceeding 88) shall be allowed into courses at the 100 level only during the Program Adjustment period as defined by the University Calendar. This restriction does not apply to Music Performance courses and any summer session courses. Other exceptions may be granted by the Office of Undergraduate Studies (LC 30).

Graduate Courses for Undergraduate Credit:

A senior with a superior academic record may register for a 500-level course for undergraduate credit with the approval of the major department chair and the course instructor. In exceptional circumstances, seniors may be authorized to register for 600-level graduate courses provided they have completed most of the upper division undergraduate and other courses essential to their major and require a graduate course to strengthen it. To qualify for such enrollment the senior must have a superior record, particularly in his or her major field. To register for a 600-level course, students must have the approval of their adviser and obtain the written consent of their department chair and the instructor offering the course. The department chair should arrange for copies of these consents to be distributed to the persons involved and to be filed in the student's official folder.

Graduate Courses for Graduate Credit:

Seniors of high academic standing in the University may receive graduate credit for graduate courses taken in excess of undergraduate requirements in the last semester of their senior year provided not more than 6 credits are needed to complete the student's undergraduate program. Consent of the Dean of Graduate Studies is required and must be obtained in advance of registration to receive such credit. Seniors who are permitted to take courses for graduate credit in their last semester also must make formal application for admission to a graduate program and be accepted as a graduate student before registering for study in the final semester.

Auditing Courses

Informal Audit: This category of audit permits any student or resident of the state to visit any course (except those listed here). The informal auditor visits courses without tuition, fees, examinations, grading, or credit; and no record is maintained. The instructor determines the level of participation of the informal auditor. A student matriculated at Albany confers with the instructor of the course and requests

consent to visit the course. An individual not matriculated at this University must first contact the Office of General Studies and then obtain consent of the individual instructor of the course. **NOTE:** Informal Audit is not allowed during Summer Session.

Formal Audit: This category of audit allows any student to formally audit any course (except those listed here). The formal auditor pays regular tuition and fees, and the course is entered on the transcript of the student with the grade of *N* (noncredit) or *W* (withdrawn) according to 6. as follows.

Exceptions: Generally, the following types of courses cannot be formally audited: practica, internships, research and independent study courses, field courses, clinical courses, workshops, and foreign study programs. Students who feel they have an extraordinary need to audit these courses must prepare a written rationale and submit it to the chair of the department in which the course is offered. Formal audit of graduate-level courses is restricted as outlined in 3. below. If a course is filled and has auditors in it, a student wishing to take the course for credit may displace the auditor.

Formal Audit Policies

1. The student must register for the courses during the program adjustment period.
2. Students must pay the regular tuition and fees based on their academic status. Fees and tuition will be based on the student's total load, including courses formally audited. Credits taken by formal audit will not count toward full-time status for the purposes of academic retention.
3. Registration for the formally audited course must be approved by the student's academic adviser (for nonmatriculated students, either the Office of General Studies or the Office of Admissions) and the course instructor. A senior with a superior academic record may formally audit a 500-level course with the approval of the academic adviser, the major department chair, and the course instructor. In exceptional circumstances, a senior may be authorized to formally audit a 600-level graduate course provided the student has completed most of the upper-division undergraduate and other courses essential to the major field. To formally audit a 600-level course, students must have the approval of their adviser and obtain the written consent of their department chair and the instructor offering the course. The department chair will arrange for copies of these consents to be distributed to the persons involved and to be filed in the student's official folder.

4. A student may not change from credit to audit or from audit to credit after the last day to add a course.
5. The formal audit option is limited to a maximum of two courses per term for each student.
6. An individual who formally audits a course must participate in appropriate ways as determined by the instructor. It will be the responsibility of the student to ascertain from the instructor the degree of participation required. The course will appear at the end of the term on the transcript of the student with a grade of *N* (noncredit). A formal auditor may withdraw from a course not later than one week after the mid-semester date as stated in the academic calendar and be assigned a *W*. A student failing to participate satisfactorily will be withdrawn and assigned a *W*.
7. Although not recommended, formally audited undergraduate courses may be taken for graduation credit at a later date. Formally audited graduate courses may not be taken again for graduate credit.

Adding Courses

All students must drop and add courses on the Web via www.albany.edu/myualbany.

From the first class day through the sixth class day of the semester, enter myualbany on the web and enter the call number of the course. If the course is closed or restricted, a Section Key Number from the instructor is also necessary. From the seventh class day through the tenth class day of the semester, a Section Key Number (SKN) from the instructor is required for all adds. Enter myualbany on the web, enter the call number and the Section Key Number for the course.

Subject to the approval of the Dean of Undergraduate Studies, after the tenth class day of the semester, a Section Key Number from the instructor must be obtained before the Program Adjustment can be accepted by the Registrar's Office. After the tenth class day of the semester, all late adds must be done in person at the Registrar's Office, CC-B25. A fee will be charged for this Program Adjustment.

In the event permission to late add a course after the tenth day of class is denied, a student may appeal that decision for any reason to the Committee on Academic Standing of the Undergraduate Academic Council.

A “class day” is here defined to be any day from Monday through Friday in which classes are in session and the Registrar’s Office is open. The above methods of adding a course apply to quarter (“8 week”) courses and summer session course work on a prorated basis, determined by the length of the course in question.

Dropping Courses

All students must drop and add courses on the Web via www.albany.edu/myualbany.

From the first class day through the tenth class day of the semester, enter myualbany on the web and enter the call number of the course. During this time, a dropped course will be removed from the student’s record. A “class day” is defined as in “Adding Courses” above.

After the tenth class day through the “last day to drop a course” (as specified in the Academic Calendar) a student may drop a course entering myualbany on the web and entering the call number of the course. During this time, a dropped course will remain on the student’s record and an indicator of W will be entered in the grade column. The W will be entered regardless of whether the student has ever attended a class.

If a faculty member announces a failing grade in the course as a possible result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the grievance or judicial system rules in favor of the student.

A student still enrolled in a class after the “last day to drop” is expected to fulfill the course requirements. The grade recorded for the course shall be determined on this basis. A student who registers for a course but never attends or ceases attendance before the tenth class day, as reported by the instructor, yet does not officially drop the course shall have an indicator of Z listed in the grade column on his/her record. The above methods of dropping a course apply to quarter (“8 week”) courses and summer session course work on a prorated basis, determined by the length of the course in question.

Exceptions to this policy may be granted by the Committee on Academic Standing of the Undergraduate Academic Council.

Note: Students receiving financial assistance through state awards should refer to *Academic Criteria for State Awards* in the *Financial Aid and Estimated Costs* sections of this bulletin before withdrawing from courses.

Policies to Deregister Students

Failure to Attend Class

Beginning on the seventh class day, instructors may deregister students who fail to attend class, explain absence, or officially drop within the first six days of classes of a term unless prior arrangements have been made by the student with the instructor. The policy to deregister students is limited to the add period at the beginning of the semester. For courses that meet only once each week, including laboratory courses, the instructor may deregister students who do not attend the first scheduled class.

The above policy also applies to quarter (“8 week”) courses and summer session courses on a prorated basis, depending on the length of the course in question. A “class day” is defined as in “Adding a Course” above.

Beginning with the Spring 2000 semester: For courses that meet only once each week, including laboratory courses, the instructor may deregister students who do not attend the first scheduled class.

WARNING: Not all faculty exercise this prerogative. The fact that you didn’t attend doesn’t guarantee that your professor dropped you from the course. Students must take the responsibility for dropping a course by using the telephone registration system if they wish to avoid an *E* or *U* in that course.

Lack of Prerequisite(s)

Students may be deregistered who lack the prerequisite(s) of the course at any time within the term or quarter the course is being taught. The Registrar will assign students who have been deregistered after the program adjustment period a grade of *W* for the course.

Transfer of Credit After Matriculation

Since not all courses are acceptable for transfer credit, students wishing to take courses at other institutions for credit toward the degree at this University should have prior approval in writing from their academic advisers. Such written approval must be filed with The Registrar’s Office, and an official transcript of work satisfactorily completed at the other institution(s) must be received by that office before credit will be awarded. A maximum of 64 transfer credits from two-year colleges or schools may be applied toward the baccalaureate degree requirements.

Full-Time, Part-Time Defined

A student registered for a minimum of 12 credits within the semester is classified as a full-time student. Students registered for fewer than 12 credits are classified as part-time students for the semester.

Credit Load

A normal semester load is *15 credits*. The maximum number of credits for which a student registers in a semester is an individual matter. The maximum credit load for a student in a given semester is determined with the advice and consent of that student’s academic adviser. *It is incumbent upon students to present a rationale to their academic adviser for registration for more than 15 credits.*

No undergraduate may register for more than 19 credits.

The Office of the Dean of Undergraduate Studies (LC 30) may authorize students to register for more than 19 credits. Students must present compelling academic justification and have the approval of their academic adviser or major department for a request to exceed 19 credits to be considered.

Repeating Courses

Courses that can be repeated for graduation credit are so indicated within the course descriptions contained in this bulletin.

The following shall apply to students who enroll more than one time in a course that cannot be repeated for credit:

1. Appropriate registrations in the course, as of the last day to add a course in a term as specified in the academic calendar, shall be listed on the student’s Academic Record; all *A–E* grades for such courses will be computed in the average.
2. The total graduation credit applicable toward the student’s degree shall only be the credit for which that course has been assigned; i.e., graduation credit for the course can only be counted once.

Repeating Courses to Meet Program Admission Requirements

For the purposes of calculating admissions requirements into restricted majors or programs, once a student has received the grade of *B–* or higher in a course, no future grade in that course or its equivalent will be used in determining the student’s average for admission to that major or program.

An “equivalent” course, for purposes of this policy, is any course for which the student cannot receive credit by virtue of his or her having satisfactorily completed the original course.

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Final Examinations

General Policy: In many courses, final examinations are an integral part of the learning and evaluative process. Some courses, by virtue of the structure, material, or style of presentation, do not require a final examination. The following policy in no way requires an instructor to administer a final examination.

Final examinations in semester-long undergraduate courses in the University are to be given only during the scheduled final examination period in accordance with the official schedule of examinations as published by the Registrar's Office.

The term "final examination" as used here shall be defined as any examination of more than one-half hour's duration that is given in the terminal phase of a course. As defined, "final examinations" may be either comprehensive, covering the majority of the content of a course, or limited to only a portion of the content of a course.

No examinations of more than one-half hour's duration are to be given during the last five regularly scheduled class days of a semester. Instructors seeking any exceptions to the above policy must submit a written request through their respective department chair to their college dean, or directly to their dean in those schools with no departmental structure. If the dean approves the exceptions, the instructor must notify the class of the new scheduled final examination date at least three weeks before the last regularly scheduled class day of the semester. At the end of each semester, each college and school dean must submit to the vice president for academic affairs a summary of all exceptions granted to the final examination policy.

The above regulations notwithstanding, the instructor in any course should always retain the freedom to reschedule a final examination for an individual student should such a student present a case of unquestionable hardship in his or her scheduled examinations. Such rescheduling should, however, be done in the final examination period if at all possible.

Three Finals on One Day: If a student has three examinations in one day as a result of a departmental exam or of the official rescheduling of an examination after the initial final examination schedule has been published, then that student has the right to be given a makeup examination for the departmental or rescheduled examination. The request for such an exam must be made to the instructor in the appropriate course no later than two weeks before the last day of classes of the given semester. If possible, the makeup examination should be given within the final examination period.

Retention of Exams: Each instructor shall retain the final examination papers in his/her courses for one semester so those students wishing to see their papers may do so. This regulation does not apply in those instances in which the instructor chooses to return the papers to the students at the end of the course.

Grading

The undergraduate grading system for the University will include the following grades: *A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E.*

The normative grading pattern is *A-E*. However, students may receive *S/U* grades in two circumstances:

In sections and/or courses that have been designated by departments or schools as *S/U* graded.

In courses normally graded *A-E* in which the student selects *S*/U** grading.

Students who matriculated in Fall 1991 and thereafter are limited to a maximum of 2 courses of *S** by student selection, and these courses must be *below the 300-level*. These 2 courses of *S** may be in addition to all *S* grades received in department or school designated *S/U* graded sections or courses. Note: in specific courses approved by the UAC Curriculum Committee, a department, school, or program may require *A-E* grading for majors. See also "Grading Option Deadline" below.

A-E grades are defined as follows: *A*—Excellent, *B*—Good, *C*—Fair, *D*—Poor, and *E*—Failure. The grade of *E* is a failing grade and cannot be used to fulfill graduation requirements.

For students matriculating before Fall 1997: The grade of *D* can be used to fulfill graduation requirements only if it is balanced at the same institution by credit with the grades of *A* or *B*. Note that, for each credit of *B* one credit of *D* is balanced, and for each credit of *A* two credits of *D* are balanced. For balancing purposes, pluses and minuses associated with a grade are ignored.

Beginning with the Fall 1997 semester, the grade of *S* is defined as equivalent to the grade of *C* or higher and is acceptable to fulfill graduation requirements. The grade of *U* (*C-* or lower) is unsatisfactory and is not acceptable to fulfill graduation requirements.

Transfer D Grades:

1. Students matriculating before Fall 2000 can transfer in *D*'s if they are balanced at the same institution by a grade of *B* or better, whether the transfer course was taken before or after they matriculated.
2. Students matriculating in Fall 2000 through Summer 2001 can transfer in balanced *D*'s from prematriculation course work, but they cannot transfer any *D*'s for postmatriculation transfer courses.
3. Students matriculating in Fall 2001 and thereafter cannot transfer in any grades of *D*.
4. However, except for the University's writing requirements, for which a grade of *C* or higher or *S* is required, transfer work graded *D* in a course that applies to one or more of the University's General Education

requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

Additionally, the following grades may be assigned:

I Incomplete. No graduation credit. A temporary grade requested by the student and assigned by the instructor only when the student has nearly completed the course requirements but because of circumstances beyond the student's control the work is not completed. The date for the completion of the work is specified by the instructor, but may not be longer than one month before the end of the semester following that in which the incomplete is received. The instructor assigns the appropriate academic grade no later than the stated deadline, or extends the existing incomplete grade to the next semester. Any grade of *I* existing after the stated deadline shall be automatically changed to *E* or *U* according to whether or not the student is enrolled for *A-E* or *S/U* grading. Except for extenuating circumstances approved by the Office of Undergraduate Studies, these converted grades may not be later changed. (Students receiving financial assistance through state awards should refer to *Academic Criteria for State Awards* in the expenses and financial aid section of this bulletin before requesting grades of *I*.)

N Noncredit.

W An indicator assigned by the appropriate administrative officer indicating a student withdrew from the University, withdrew from an entire course load for a summer session, or dropped a course after the last day to add. For information and completeness, the *W* is placed on the permanent academic record. The *W* is not used in any computation of quality point or cumulative average totals.

Z An indicator assigned by the appropriate administrative officer indicating a student enrolled in a course, never attended or failed to attend after the last day to add, and took no official action to drop the course. For information and completeness, the *Z* is placed on the permanent academic record. The *Z* is not used in any computation of quality point or cumulative average totals.

Grade Changes

An instructor may not permit students in an undergraduate course to submit additional work or to be reexamined for the purpose of improving their grades after the course has been completed. Also, The Registrar's Office may not enter a change of grade without the approval of the Dean of Undergraduate Studies, except, of course, for changes of *I* to a final grade.

A grade of *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *C-*, *D+*, *D*, *D-*, *E*, *S*, or *U* may not be changed to a grade of *I*. On a case-by-case basis and for good cause, the Office of the Dean of Undergraduate Studies continues to have the power to allow grade changes for reasons deemed legitimate.

Grading Option Deadline

Students may change their option (*A-E* or *S/U*) for courses not departmentally designated for *S/U* grading until two weeks after the last day to add courses. Changes in grading selections cannot be authorized beyond the date specified. The grading option may be changed by filing the appropriate form with The Registrar's Office by the date specified in the academic calendar. When discussing with an instructor their progress in a course, students should inform the instructor if they are taking the course *S/U*.

Academic Average

The grades of *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *C-*, *D+*, *D*, *D-*, and *E* shall be the only grades used to determine an average. Grades shall be weighted as follows: *A* = 4.0, *A-* = 3.7, *B+* = 3.3, *B* = 3.0, *B-* = 2.7, *C+* = 2.3, *C* = 2.0, *C-* = 1.7, *D+* = 1.3, *D* = 1.0, *D-* = 0.7, and *E* = 0.0. The student's academic average is the result of the following calculation:

1. The number of credits for courses receiving *A-E* grades is totaled.
2. Each grade's weight is multiplied by the number of credits for the course receiving that grade.
3. The results of these multiplications are totaled to yield a weighted total.
4. The weighted total is divided by the total number of credits receiving *A-E* grades to yield an academic average.

Student Academic Record

A student's official progress records are maintained in the files of The Registrar's Office. A printed report of the student's grades for the semester is sent to each student at the end of each term of enrollment to the permanent address on file with the Registrar's Office.

Academic Retention Standards

Since the University requires that students have a cumulative grade point average of 2.0 and an average of 2.0 in the major and the minor in order to earn a bachelor's degree, the grade point average is an important indicator of the ability to achieve a bachelor's degree. Thus, the following policies are in effect for students whose performance indicates that they are in danger of failing to meet the conditions necessary to earn a degree.

IMPLEMENTATION NOTE: Although these revised policies have been implemented for *all* undergraduates, entirely replacing the former Academic Probation, Terminal Academic Probation, and Academic Dismissal standards for both non-EOP and EOP students, *no student who matriculated prior to fall 2000 shall be dismissed or deregistered under the new standards if that student's record under the former standards would not have resulted in dismissal or deregistration, respectively.*

Academic Warning

A student whose *semester* grade point average falls below a 2.0 (but above a 1.0) will receive an Academic Warning from the Dean of Undergraduate Studies, with a copy sent to the academic adviser. This action will not subject the student to any further penalty but is intended to remind the student of the University's policies as well as to inform the student of the resources available to ensure good progress in achieving an undergraduate degree.

Academic Probation

1) A student whose *cumulative* grade point average falls below a 2.0 will be placed on Academic Probation for the following semester. A student placed on academic probation will be notified by the Dean of Undergraduate Studies, with a copy sent to the academic adviser, and will be advised of the resources available to assist students in improving their academic standing.

2) Students on Academic Probation will be expected to improve their academic performance immediately. They must raise the cumulative GPA to at least 2.0 to be removed from academic probation. Students who fail to meet this condition will be placed on Terminal Probation in the following semester.

Terminal Probation

1) A student will be placed on Terminal Probation for the following semester if *either* of the following occur:

- the student's semester GPA is below 1.0
- the student has a cumulative GPA below 2.0 for a second semester

2) Students on Terminal Probation for a semester are *in danger of academic dismissal at the end of that semester*. Therefore, as a condition of continuing their enrollment at Albany, they must complete an "Academic Improvement Plan" to improve their academic performance in consultation with their academic adviser, and must file this plan with the Office of the Dean of Undergraduate Studies by the end of the Add/Drop period. (Failure to file this form could result in immediate deregistration from the University.)

3) If the student achieves a semester GPA and cumulative GPA of at least 2.0, the student will be removed from Terminal Probation.

4) If the student's semester GPA is at least a 2.0 but the cumulative GPA remains below 2.0, the student will remain on Terminal Probation and must continue to meet the conditions described in section 2) above. The student must raise the cumulative GPA to at least 2.0 to be removed from Terminal Probation.

5) If the student earns a semester GPA below a 2.0 while on Terminal Probation, the student will be dismissed.

Academic Dismissal

Academic dismissal will occur only if a student has been on Terminal Probation and fails to earn a semester GPA of at least 2.0. The student's record will have the notation "Academic Dismissal." Students who have been academically dismissed have the right to seek reinstatement to the University by submitting a written petition to the Committee on Academic Standing through the Office of the Dean of Undergraduate Studies, LC 30.

Academic Dismissal Policy for Educational Opportunities Program Students

Students enrolled at the University through the Educational Opportunities Program will be granted an additional semester on Academic Probation before they are subject to Terminal Probation, even if their cumulative GPA is below a 2.0.

University at Albany

Good Academic Standing

The term “in good academic standing” (satisfactory academic standing) means that a student is making satisfactory progress toward a degree and is eligible or has been allowed to register and take academic course work at this campus for the current term. Students placed on “Academic Probation” or “Terminal Academic Probation” are considered to be in good academic standing since they are making satisfactory progress toward a degree and are still authorized to continue studying toward their degrees. Academic Probation only serves as an academic warning that a student is in danger of not meeting minimum academic retention standards and being terminated from the University. Only those students who are officially terminated from the University are considered not to be in good academic standing.

(The above definition should not be confused with the academic standing criteria for eligibility for New York State financial awards as detailed in the *Financial Aid* section of this publication.)

Academic Grievances

The Committee on Academic Standing of the Undergraduate Academic Council is responsible for insuring and reviewing procedures for individual student academic grievances at the school and college level. Most academic grievances are expected to be resolved at the school or college level. However, if (1) the student feels due process was not followed at the school or college level or if (2) the student feels the decision rendered at the school or college level warrants further review, the student may address a petition to the Committee on Academic Standing of the UAC for a review of the case. The action of this committee is final except in grievances arising out of grades assigned due to violations of academic integrity. CAS action on academic integrity grievances will be reviewed by and must be approved by the Vice President for Academic Affairs before implementation.

If the case has also been submitted to the student judicial system for University action, the Vice President for Academic Affairs will consult for the Vice President for Student Affairs before rendering a final decision.

Each school and college shall have established procedures for considering student academic grievances. Copies of the established procedures shall be available to students upon request. Students should contact the office of the dean of the academic unit involved if further information is desired or the Office of the Dean of Undergraduate Studies, LC 30.

Students challenging an academic grade must first discuss their grievances with the instructor involved. If not resolved to the student’s satisfaction at this level, the grievance must then be discussed with the appropriate department chair. Failure to obtain satisfactory resolution at this level shall lead to the school or college review as stated in its procedures. Any such requests on the school or college level must be appropriately reviewed and a decision rendered.

Leave for Approved Study

1. Students may apply for permission to pursue a Leave with the Office of the Dean of Undergraduate Studies, LC 30, 518-442-5821. That office shall ascertain that the student has been informed of University residency requirements, including major, minor and senior residency minima. *Students interested in pursuing an approved leave must submit an application and other necessary paperwork prior to the beginning of the semester following their departure from the University.* Completion of the semester prior to the commencement of the leave is required.
2. Study must be in an approved program at another college or university.
3. A leave for approved study is granted for only one semester and can be granted for a maximum of two semesters. A request for a leave implies an intent to return to the University in the next successive semester after completion of the leave.
4. Adviser approval is necessary for the leave to be approved. If the student was admitted through the EOP program, approval of the EOP director is necessary.
5. A student may pursue part-time or full-time course work during the leave.
6. A student who has satisfied the previous conditions and whose University at Albany cumulative average, as well as the GPA in the major and minor, is at least 2.00 at the time the proposed leave would begin will be granted a Leave for Approved Study.

7. A student who has satisfied the previous conditions and whose University at Albany cumulative average is less than 2.00 at the time the proposed leave would begin has the right to seek prior approval for a Leave for Approved Study by written petition to the Committee on Academic Standing.

8. Academically dismissed students are not eligible for leaves for approved study.

Withdrawing from the University

Students may voluntarily depart from the University up to and including the last day of classes in a semester as indicated by the academic calendar.

The date of departure is generally defined as the date the student signs a departure form in the Office of the Dean for Undergraduate Studies (LC 30). For students seeking to depart due to medical/psychological reasons, the date of departure will be set by the Office of the Dean of Undergraduate Studies, in consultation with the University Health Center or University Counseling Center, as appropriate.

Drops will be done for each currently registered course reflecting the departure date. After the last day of classes, the appropriate academic grade will be assigned by the instructor for each registered course, regardless of class attendance. Academic retention standards will be applied.

Departures due to medical/psychological reasons must be recommended by the University Health Center or University Counseling Center upon review of documentation supplied by a licensed health care practitioner or treatment facility. In order for action to be taken on an application for readmission submitted by a student who departed for medical/psychological reasons, clearance must be granted by the University Health Center or University Counseling Center.

POLICIES CONCERNING WITHDRAWING FROM THE UNIVERSITY

The following are the withdrawal policies and procedures currently in effect for matriculated undergraduates:

- a. A student withdrawing from an entire semester’s course load must complete a Departure Form in the Office of the Dean of Undergraduate Studies.
- b. Students who voluntarily leave the University with a cumulative grade point average of 2.00 or above may automatically return within six semesters from the date of departure.

c. Students who voluntarily leave the University with a cumulative grade point average of less than 2.00 will be withdrawn effective with the date they initiate their departure.

d. A student with a cumulative grade point average of less than 2.0 who withdraws from the University one week or more after the mid-point of the semester is not eligible for readmission for the following semester. Should the student wish to petition for readmission for the next term, the petition must be submitted to the Office of the Dean of Undergraduate Studies no later than the last day of finals as published in the Academic Calendar for the semester in which the withdrawal was initiated. (See Academic Calendar.)

e. Grade assignment will be based on the following: If the departure drops occur by the last date to drop without receiving *W*'s, no grade will be recorded. If the departure drops occur after that date, a grade of *W* will be assigned for each currently registered course through the last day of classes for the semester. After the last day of classes, the appropriate academic grade will be assigned by the instructor for each registered course, regardless of class attendance. Academic retention standards will be applied.

f. Retroactive departure/drop dates normally will not be granted. Requests for exceptions will be considered by the Undergraduate Dean's Office (LC 30) *only for extraordinary, fully documented circumstances*.

g. A student who registers and receives grades of "Z" for all course work for the semester will incur full financial liability.

h. Departures from the University due to medical reasons, active military duty and disciplinary suspensions or disciplinary dismissals must be administered by the Office of the Dean of Undergraduate Studies (LC 30)

i. A student eligible for an automatic return who fails to register after a period of six semesters will be administratively withdrawn by the University. Such action will require submission of a readmission application should the student wish to return at a future time.

Questions regarding financial obligations or refunds as a result of leaving the University should be directed to the Office of Student Accounts in CC 26 or by calling (518-442-3202). Students living in residence halls who find it necessary to leave the University must contact the Office of Residential Life in State Quad, or call (518-442-5875).

Return/Readmission Procedure

Formerly matriculated undergraduates who left the University with a minimum cumulative grade point average of 2.00 may automatically return within six semesters from the date of departure.

Students who were academically dismissed or whose University at Albany cumulative grade point average is less than a 2.00 must petition the Committee on Academic Standing as part of the readmission process. Applications for readmission as well as petition forms are available from the Office of the Dean of Undergraduates Studies, LC 30 (518-442-5821).

The appropriate subcommittee of the Committee on Admissions and Academic Standing will make a recommendation concerning the readmission of any student who was dismissed for academic reasons and/or whose cumulative grade point average at the University is less than 2.00. The admitting officer of the University may find it necessary to deny readmission to a student for whom there has been a positive recommendation, but the admitting officer of the University shall not readmit any student contrary to the recommendation of the subcommittee of the Committee on Admissions and Academic Standing.

Readmission is based upon the student's prior academic record as well as recommendations from other involved offices.

Returning students who left on academic probation, terminal probation, or who were on special conditions at the time of departure will return to the University under the same academic probationary conditions.

Students who resume study within a six semester period of time will meet degree requirements indicated in the *Undergraduate Bulletin* in effect upon their initial matriculation. Students who resume study after a six-semester period of time will meet degree requirements as indicated by the *Undergraduate Bulletin* in effect when they return.

Students with previous holds or obligations to the University should take measures to clear these obligations as soon as possible.

Returning students who have not been dismissed and who left the University with a cumulative grade point average of 2.00 or better return to the same major being pursued at the time of departure, unless a change of major is initiated.

Formerly matriculated undergraduates who have not yet completed a Baccalaureate degree may only return to the University as matriculated undergraduates. Any requests for exception to this policy will be considered by the Office of the Dean of Undergraduate Studies.

Degrees in Absentia

Formerly matriculated undergraduates who have almost completed their degree and cannot return here to finish remaining requirements may apply for permission to finish their degree in absentia.

Their cumulative University at Albany grade point average, as well as their GPA in the major and minor, must be at least a 2.00. In addition, a waiver of residence requirement(s) and departmental support may be necessary.

An application as well as other necessary forms for this process are available upon request by calling 518-42-5821 or writing the Office of the Dean of Undergraduate Studies (LC 30).

REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University awards the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) to those matriculated students who have completed an approved sequence of courses and study totaling a minimum of 120 credits and who, by vote of the faculty, are certified as having fulfilled all degree requirements. Matriculated students may fulfill their degree requirements while classified as either full-time or part-time students for individual academic semesters. The following B.A. and B.S. degree requirements must be fulfilled by all students matriculating in 2003-2004.

Bachelor of Arts Requirements

1. A minimum of 120 credits.
2. At least 90 credits in the liberal arts and sciences.
3. The completion of the general education requirements. [The specific general education requirements are determined by the student's matriculation date and basis of admission to the University—see the *General Education* section of this bulletin.]
4. The completion of a writing requirement whereby students must satisfactorily complete with grades of C or higher [for students matriculating Fall 1997 or thereafter; otherwise C- or higher], or S, two writing intensive courses, including at least one at or above the 300 level (courses meeting this requirement as identified in the course description).
5. 30–36 credits in a major that has been registered with the education department of the state of New York.
6. The completion of a minor consisting of 18–24 graduation credits which must include a minimum of 9 graduation credits in course work requiring one or more prerequisite courses or courses at or above the 300 level. The minor requirements may be combined with the major requirements but the total may not exceed 60 graduation credits.
7. 24 credits in professional courses for the candidate desiring state certification in education.

Bachelor of Science Requirements

1. A minimum of 120 credits.
2. At least 60 credits in the liberal arts and sciences.
3. The completion of the general education requirements. [The specific general education requirements are determined by the student's matriculation date and basis of admission to the University—see the *General Education* section of this bulletin.]
4. The completion of a writing requirement whereby students must satisfactorily complete with grades of C or higher [for students matriculating Fall 1997 or thereafter; otherwise C- or higher], or S, two writing intensive courses, including at least one at or above the 300 level (courses meeting this requirement as identified in the course description).
5. 30–42 credits, in a major which has been registered with the education department of the state of New York.
6. The completion of a minor consisting of 18–24 graduation credits which must include a minimum of 9 graduation credits in course work requiring one or more prerequisite courses or courses at or above the 300 level. The minor requirements may be combined with the major requirement but the total may not exceed 66 graduation credits.
7. 24 credits in professional courses for the candidate desiring state certification in education.

Grade Point Average Required for Degree

To be eligible for graduation from the University, matriculated students must have achieved a cumulative grade point average of at least 2.00 in all course grades earned at the University.

Grade Point Average in the Major

For students matriculating Fall 1997 and thereafter: Students must achieve a minimum grade point average of at least 2.0 in all University at Albany course work used to fulfill requirements in the major, combined major/minor, or departmental major.

Grade Point Average in the Minor

For students matriculating Fall 1997 and thereafter: Students must achieve a minimum grade point average of at least 2.0 in all University at Albany course work used to fulfill requirements in the minor(s).

Residence Requirements

The University requires degree candidates to earn a minimum of 30 of their last 60 graduation credits in courses at the Albany campus. Degree candidates who complete two approved study abroad semesters during their junior or senior year must earn a minimum of 30 of their last 69 credits in courses at the Albany campus. An "approved" study abroad program is any program from which the University accepts credits.

Major and Minor Residence Credits

Major Residence

For the B.A. and B.S. degrees, a minimum of 18 graduation credits, including 12 credits at or above the 300 level, must be completed in the major on the Albany campus, or through a State University of New York sponsored Study Abroad Program sponsored by a university center or four-year liberal arts college. Study abroad course work completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

Minor Residence

For the B.A. and B.S. degrees, a minimum of 6 graduation credits of advanced courses (courses at or above the 300 level or courses which require a prerequisite) must be completed in the minor on the Albany campus, or through a State University of New York sponsored study abroad program sponsored by a university center or four-year liberal arts college. Study abroad course work completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

Combined Major/Minor Residence

For the B.A. and B.S. degrees, a minimum of 24 graduation credits, including 12 credits at or above the 300 level, must be completed in a combined major and minor program on the Albany campus, or through a State University of New York sponsored study abroad program sponsored by a university center or four-year liberal arts college. Study abroad course work completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

Graduation Application

Degrees are awarded during the fall, spring and summer terms. The student must file a degree application with the Registrar's Office (CC B 25) in accordance with the date specified in the official University academic calendar for the term in which all degree requirements will be completed. All incomplete grades and grades not reported must be resolved before the degree can be awarded. If reasonable attempts to contact the instructor fail, the student with an incomplete or "blank" (not reported) grade may appeal to the Committee on Academic Standing or, if that body is unable to meet to resolve the issue in timely fashion, to the Dean of Undergraduate Studies.

A degree review will be conducted at the end of each term for those students who have properly applied for graduation. The Registrar's Office will notify the student in writing if the degree is not awarded because the degree requirements have not been met. If the student has completed all requirements for the degree, a confirming postcard will be sent verifying the diploma has been ordered.

Waiver of Requirements

In rare and exceptional cases, a waiver of the requirements listed in this section may be granted to an individual student. Petitions for waiver of major or minor requirements should be addressed to the academic unit offering the major or minor. Petitions for waiver of any other requirements in this section should be addressed to the Committee on Academic Standing of the Undergraduate Academic Council and submitted to the Office of Undergraduate Studies, LC 30.

Degree Credits in Physical Education

A maximum of 6 credits in physical education activity courses below the 300 level may be applied toward the minimum requirements for the bachelor's degree. The University no longer offers physical education courses for academic credit.

Graduation Credits

A student must earn a minimum of 120 acceptable graduation credits to be eligible for graduation from the University. Acceptable graduation credit is as follows:

1. *Credit accepted by transfer.*
2. *Credit earned through approved proficiency examinations.* Such credit may be awarded on the basis of a student's performance on such external examinations as CLEP, RCE, AP, USAFI, etc., or an examination established for this purpose by a University at Albany department, school or program. Proficiency examination credit shall be clearly distinguished as such on a student's academic record, and shall have no bearing on a student's academic average. Proficiency examination credits shall not count within a semester load, hence shall not be counted when determining whether a student is full-time or part-time, and shall not be applied to University, major or minor residence requirements or semester retention standards. Any academic unit at the University may award proficiency credit by examination provided it does so openly and applies standards consistently to all students seeking credit. In no case may award of credit be contingent upon auditing a course (formally or informally), private tutelage (paid or otherwise), or participation in University or extracurricular activities or productions; however, the payment of a modest fee may be charged for administering the examination.

3. *Credit completed with the grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- or S.* An academic unit may award credit with an A-E or S/U grade only in a University at Albany course for which the student was formally registered in a fall or spring semester or summer session in accordance with established registration and program adjustment procedures and deadlines.

4. *Some transfer D grades, in accordance with the following policies:*

For students who matriculated before Fall 2000, credit earned with a grade of D or the lowest passing grade will transfer only if such credit is balanced by a B or A at the same institution. One credit earned with the grade of B balances one credit earned with the grade of D, and one credit earned with the grade of A balances two credits with the grade of D.

For students who matriculate Fall 2000 through Summer 2001, prematriculation credit earned with a grade of D or the lowest passing grade will transfer only if such credit is balanced by a B or A at the same institution. D grades earned in courses within the major/minor must be balanced by grades of B or A earned within the major/minor at the same institution. **Postmatriculation credit graded D will not transfer.**

For students who matriculate Fall 2001 and thereafter, no credit graded D from another institution will transfer.

Major and Minor Credits

For students matriculating Fall 1997 and thereafter: A University at Albany grade of D- is minimally acceptable for graduation credit in the major and minor. Note, however, that a 2.0 average within each major and minor is a requirement for graduation.

For credits acquired at other institutions and for University at Albany credits for students matriculating before Fall 1997: A student may fulfill the requirements of a major or a minor or a combined major and minor by earning graduation credit as defined previously, except that credit with the grade of D may be used to fulfill the requirements of a major, minor, or combined major/minor only if balanced at the same institution by credit with grades of A or B earned within the major, minor, or combined major/minor respectively.

Students matriculating in Fall 2000 through Summer 2001 can transfer in balanced D's from prematriculation course work, but they cannot transfer any D's for postmatriculation transfer courses.

Students matriculating in Fall 2001 and thereafter cannot transfer in any grades of D.

LIBERAL ARTS AND SCIENCES COURSES

The following undergraduate courses offered by the specified school or college during 2003-2004 are considered liberal arts and sciences courses for the purposes of degree requirements for the B.A. and B.S. degrees.

College of Arts and Sciences:

All courses except A Csi 198, A Eaj 423, A Eco 495, A Heb 450, A Mat 204, A Mus 315, A Thr 315

School of Business:

B Bus 250, B Law 200, B Law 220, B Mgt 341, B Mgt 481, B Mkt 351, B Msi 215, B Msi 220

School of Criminal Justice:

All courses

School of Education:

E Edu 275, 375; E Est 120, 300, 301, 497; E Psy 420, 460; E Tap 402, 455

School of Information Science and Policy:

R Isp 100, 301, 361, 499Z

School of Public Affairs:

All R Pad courses *except* R Pad 110, 111, 210, 211

All R Pos and R Pub courses

School of Social Welfare:

R Ssw 200, 210, 220, 299M, 301, 320, 322, 350, 408, 409, 421, 450, 499

Division of Physical Education, Athletics, and Recreation:

no courses

School of Public Health:

H Epi 460; H Sph 201

General Education Honors Program Tutorials:

All courses

University-wide Courses:

All U Fsp courses; all U Uni courses except U Uni 100; U Unl 205, U Unl 206

The chart on the following page lists all University at Albany majors and whether the major leads to a B.A. or B.S. degree.

The charts on the page after that list all the "BAMA" programs—combined baccalaureate + master's programs that are designed to assist students interested in obtaining a graduate degree as quickly as possible.

University at Albany

UNDERGRADUATE MAJORS	HEGIS Code	B.A. Deg	B.S. Deg	General Prog	Teaching Prog
School of Business:					
Accounting	0502		X	X	
Business Administration	0506		X	X	
School of Criminal Justice:					
Criminal Justice	2105	X		X	
College of Arts and Sciences:					
Actuarial and Mathematical Sciences	1799		X	X	
African/Afro-American Studies	2211	X		X	
Anthropology	2202	X		X	
Art	1002	X		X	
Asian Studies	0301	X		X	
Atmospheric Science	1913		X	X	
Biology	0401	X	X	X	
Chemistry	1905	X	X	X	
Chinese Studies	1107	X		X	
Computer Science	0701	X	X	X	
Computer Science & Applied Mathematics	0701		X	X	
Economics	2204	X	X	X	
English	1501	X		X	
French	1102	X		X	
Geography	2206	X		X	
Geology	1914		X	X	
Greek & Roman Civilization	2205	X		X	
History	2205	X		X	
<i>Interdisciplinary Majors</i>					
(Art History)	4901	X		X	
(Biochemistry & Molecular Biology)	4901		X	X	
(Broadcast Meteorology)	4901		X	X	
(Earth and Atmospheric Sciences)	4901	X		X	
(East Asian Studies)	4901	X		X	
(Environmental Science)	4901		X	X	
(Human Biology)	4901		X	X	
(Japanese Studies)	4901	X		X	
(Medieval & Renaissance Studies)	4901	X		X	
(Religious Studies)	4901	X		X	
(Urban Studies and Planning)	4901	X		X	
Italian	1104	X		X	
Judaic Studies	0399	X		X	
Latin American Studies	0308	X		X	
Linguistics	1505	X		X	
Mathematics	1701	X	X	X	
Music	1005	X		X	
Philosophy	1509	X		X	
Physics	1902		X	X	
Psychology	2001	X		X	
Puerto Rican Studies	0399	X		X	
Rhetoric and Communication	1506	X		X	
Russian	1106	X		X	
Russian & East European Studies	0307	X		X	
Sociology	2208	X		X	
Spanish	1105	X		X	
Theatre	1007	X		X	
Women's Studies	4903	X		X	
School of Information Science & Policy:					
<i>Interdisciplinary Major</i>					
(Information Science)	4901	X		X	
Graduate School of Public Affairs:					
Political Science	2207	X		X	
Public Policy	2102	X		X	
School of Social Welfare:					
Social Welfare	2104		X	X	
University-Wide:					
Interdisciplinary Studies	4901	X	X	X	

Combined Bachelor's/Master's in Business Administration (M.B.A.) Programs

Majors	HEGIS Codes	Degrees
College of Arts and Sciences		
African/Afro-American Studies	2211/0506	B.A./M.B.A.
Anthropology	2202/0506	B.A./M.B.A.
Art	1002/0506	B.A./M.B.A.
Asian Studies	0301/0506	B.A./M.B.A.
Biology	0401/0506	B.A./M.B.A.
Chinese Studies	1107/0506	B.A./M.B.A.
Economics	2204/0506	B.A./M.B.A.
English	1501/0506	B.A./M.B.A.
French	1102/0506	B.A./M.B.A.
Geography	2206/0506	B.A./M.B.A.
Greek & Roman Civilization	2205/0506	B.A./M.B.A.
History	2205/0506	B.A./M.B.A.
Interdisciplinary Studies	4901/0506	B.A./M.B.A.
Interdisciplinary Studies	4901/0506	B.S./M.B.A.
Italian	1104/0506	B.A./M.B.A.
Latin American Studies	0308/0506	B.A./M.B.A.
Linguistics	1505/0506	B.A./M.B.A.
Mathematics	1701/0506	B.A./M.B.A.
Music	1105/0506	B.A./M.B.A.
Philosophy	1509/0506	B.A./M.B.A.
Psychology	2001/0506	B.A./M.B.A.
Puerto Rican Studies	0399/0506	B.A./M.B.A.
Rhetoric and Communication	1506/0506	B.A./M.B.A.
Russian	1106/0506	B.A./M.B.A.
Russian and East European St	0307/0506	B.A./M.B.A.
Sociology	2208/0506	B.A./M.B.A.
Spanish	1105/0506	B.A./M.B.A.
Theatre	1107/0506	B.A./M.B.A.
Women's Studies	4903/0506	B.A./M.B.A.
School of Criminal Justice		
Criminal Justice	2105/0506	B.A./M.B.A.
Nelson A. Rockefeller College		
Political Science	2207/0506	B.A./M.B.A.

Combined Bachelor's/Master's in Health Policy and Management Programs

Majors	HEGIS Codes	Degrees
College of Arts and Sciences		
Economics/Health Policy and Management	2204/1214	B.A./M.S.
Economics/Health Policy and Management	2204/1214	B.S./M.S.
Psychology/Health Policy and Management	2001/1214	B.A./M.S.
Sociology/Health Policy and Management	2208/1214	B.A./M.S.

Combined Bachelor's/Master's Degree Programs

Majors	HEGIS Codes	Degrees
Atmos Sci/Atmos Sci	1913/1913	B.S./M.S.
Biology/Biology	0401/0401	B.S./M.S.
Chemistry/Chemistry	1905/1905	B.S./M.S.
Computer Science/Computer Science	0701/0701	B.S./M.S.
Computer Science and Applied Math/Mathematics	0701/1701	B.S./M.A.
Criminal Justice/Criminal Justice	2105/2105	B.A./M.A.
Economics/Public Administration	2204/2102	B.S./M.P.A.
English/English	1501/1501	B.A./M.A.
French/French	1102/1102	B.A./M.A.
Geography/Geography	2206/2206	B.A./M.A.
Geology/Geology	1914/1914	B.S./M.S.
History/History	2205/2205	B.A./M.A.
Linguistics/Teaching English to Speakers of Other Languages	1505/1508	B.A./M.S.
Mathematics/Mathematics	1701/1701	B.A./M.A.
Mathematics/Mathematics	1701/1701	B.S./M.A.
Philosophy/Philosophy	1509/1509	B.A./M.A.
Physics/Physics	1902/1902	B.S./M.S.
Political Sci/Political Sci	2207/2207	B.A./M.A.
Political Sci/Public Admin	2207/2102	B.A./M.P.A.
Psychology/Counseling	2001/0826	B.A./M.S.
Psychology/Rehab Counseling	2001/2199	B.A./M.S.
Public Policy/Public Policy	2102/2102	B.A./M.A.
Rhetoric & Communication/Rhetoric & Communication	1506/1506	B.A./M.A.
Russian/Russian	1106/1106	B.A./M.A.
Sociology/Public Admin	2208/2102	B.A./M.P.A.
Sociology/Sociology	2208/2208	B.A./M.A.
Spanish/Spanish	1105/1105	B.A./M.A.
Theatre/Theatre	1007/1007	B.A./M.A.
Women's St/Women's St	4903/4903	B.A./M.A.
Any undergraduate B.A. major (except Accounting)/Library Science	1/1601	B.A./M.A.
Any undergraduate B.S. major (except Accounting)/Library Science	1/4901	B.A./M.S.
1 HEGIS code depends on undergraduate major.		

REGULATIONS CONCERNING MAJORS

The University offers majors in both a General Program and a Teacher Education Program through the schools and colleges indicated here. In addition, there currently exist unique departmental program majors in art, music, and theatre that complement the regular University major options in each of these areas.

Some majors are available through an honors program or a combined bachelor's/master's degree program.

Approved faculty-initiated interdisciplinary majors are also included in the University's curricular offerings. In addition, students may design their own interdisciplinary major in accordance with procedures established by the Interdisciplinary Studies Committee of the Undergraduate Academic Council.

Declaration of Major

Freshmen and transfer students are admitted to the University and not to a particular department, college, or school. Normally, students are expected to declare their intended major when they have earned 24 graduation credits. By the time they have accumulated 42 graduation credits, students must have officially declared a major or have applied for admission to a restricted major. For most majors, students need only complete a Declaration of Major form with their advisers and a minimum of 24 graduation credits to be officially enrolled in the school or college offering their major. Other majors, however, are restricted in the sense that students must be granted formal departmental or school approval or satisfy stated admissions criteria before being officially classified as that major.

Currently, admission to the following majors is restricted: accounting, business administration, criminal justice, mathematics, psychology, rhetoric and communication, and social welfare. In addition, students must obtain approval to enter the Teacher Education Program, Faculty-Initiated Interdisciplinary Majors in Biochemistry and Molecular Biology, Information Science, and the special departmental program majors in art or music.

Selection to these restricted majors will differ depending on the degree of competition generated by other applicants and/or the completion of specific course requirements. For further details on the specific requirements and selection processes for each of these majors, please refer to the appropriate department or school description in this bulletin.

Multiple Majors

Students may elect more than one major, designating which is to be considered the "first major," the "second major," etc. The *first major* listed shall be from the department from which the student elects to receive advisement. The faculty of the school or college that offers the *first major* shall recommend the student for the appropriate degree. For example, a student completing the three majors Geology, History, and Philosophy would receive a B.S. degree if the first major were Geology or a B.A. degree if the first major were History or Philosophy.

For each major, students must complete the major requirements as outlined in this bulletin. However, for a student with two or more majors, a specific course that is applicable to more than one of the majors may be applied toward each of the majors to which it is applicable. For example, a student with two majors in Accounting and Economics may "double count" calculus and some economics courses, applying the credits toward both majors; if the student also had a third major in Computer Science, the calculus course A Mat 112 would "triple count," applying to all three majors.

NOTE: The display of more than the *first* and *second* majors on the student's official transcript will not be possible before fall 2003. Until the full listing becomes possible, students desiring to declare a third or subsequent major must do so in the Office of the Dean of Undergraduate Studies, LC 30. Once satisfactory completion of the third or additional majors has been verified, a separate official document will be issued by the Dean of Undergraduate Studies verifying which additional majors (beyond the first two) have been completed.

The Student-Initiated Interdisciplinary Major

In addition to existing majors offered by the University's departments, schools and programs, a "Student-Initiated Interdisciplinary Major" option is available through the Undergraduate Academic Council's Interdisciplinary Studies Committee. This option is designed to allow highly motivated students to meet special educational goals not available from the many existing majors at the University.

In the development of an Interdisciplinary Major the student and prospective faculty sponsors are asked to insure its intellectual merit by considering the following questions: Will the proposed major make it possible to undertake future disciplined inquiry such as that which is found in graduate or professional study? Will the plan promote mastery of the methodological tools relevant to the subject matter? Are there sufficient bodies of scholarly literature to allow for in-depth study in the major's disciplines? Will the plan allow for gaining significant knowledge to read and evaluate professional and scholarly literature in the major's disciplines?

The following information will assist in the formulation of a major.

Non-Duplication of Existing Majors: The proposed major must involve course work in at least two different departments or schools. Moreover, the proposal must not duplicate or nearly duplicate opportunities available to University at Albany students through existing major programs.

Coherence: The proposed major must consist of a coherent, integrated program of studies. As with any other major, there must be some relationship between courses to be undertaken as well as sufficient depth of study in the area under consideration. It would also be helpful to know if models exist on other campuses for the proposed major. This information will assist the student in constructing a program of studies and the citation of an existing program, will support the application for such a major.

Credits: The proposed major must consist of at least 36 but not more than 66 credits. If the major includes fewer than 54 credits, the student will be applying for a major only and will need a separate minor to meet minimum graduation requirements. If the major includes 54 or more credits, the student will be applying for a combined major and minor program and, therefore, no separate minor will be needed.

Upper Division Course Work: At least one half of the credits in the proposed major must be at the 300 level or above.

Independent Study: The proposed major may include a maximum of 25% of independent study course work.

B.A. or B.S. Degree: The course work in the Interdisciplinary major, will normally dictate the type of bachelor's degree to be earned by the student.

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Faculty Sponsorship: The proposal must have a primary and a secondary faculty sponsor. The primary sponsor must also agree to serve as the student's major adviser for the proposed program. The two sponsors must be members of the teaching faculty and must come from two different academic units (departments or schools) offering courses included in the major.

Student who believe they might like to construct their own major should begin plans as soon as possible, but the application for the major cannot be filed until the student has completed at least 30 graduation credits.

Once a student has tentatively decided on the theme for the proposed study, the Undergraduate Bulletin should be reviewed to verify that no existing major encompasses that theme. The Bulletin and the Schedule of Classes should also be used to identify possible courses which might be included in the proposed major and, based on the courses they teach, possible faculty who might be willing to serve as sponsors for the major.

Before deciding on all the details of the proposed major, the student should speak with several faculty for the following reasons: (a) to determine the likelihood of finding two faculty sponsors for the program; (b) to solicit suggestions on how to further refine, limit, or expand the chosen theme; (c) to solicit further suggestions of individual courses or sequences of courses which might be included in the major; and (d) to determine whether or not the student's goals in creating the major are likely to be met by the combination of course chosen.

Further information and application procedures and forms may be obtained by contacting Mr. Richard Collier in the Office of the Dean of Undergraduate Studies, LC 30 (518-437-3747).

REGULATIONS CONCERNING MINORS

Minors Defined, Titles

A minor consists of 18–24 graduation credits which must include a minimum of 9 graduation credits of “advanced course work” (defined as course work requiring at least one prerequisite course and/or courses at or above the 300 level.)

No student may use a minor title that is the same as the title of the student's major.

Only the following are acceptable minor titles to appear on the academic record:

“Combined with Major” for approved combined major and minor programs

Titles approved by the Curriculum Committee or by the Interdisciplinary Studies Committee of the Undergraduate Academic Council

“Interdisciplinary” if approved by the Interdisciplinary Studies Committee of the Undergraduate Academic Council

Students *Required to* Complete a Minor:

A student is required to complete a minor if the student has only one major and that major is neither an approved “combined major and minor” nor an approved “departmental major.”

If the student with a single, non-combined, non-departmental major has only *one* minor, the same course may *not* be used to fulfill the requirements of both the major and the discrete minor. I.e., no “double counting” between the major and minor is allowed.

However, if that student has two or more minors, the same course may be “double counted” toward the major and *one* of the minors. (“Double counting” among minors is never allowed.)

Students Not Required to Complete a Minor:

A student with two or more majors or a major that is either an approved “combined major and minor” or an approved “departmental major” is not required to have a discrete minor, but the student may elect to have one or more minors listed on the academic record.

If the student does elect one or more minors, the same course may be “double counted” toward the major (or even more than one of the majors) and toward *one* of the minors. (“Double counting” among minors is never allowed.)

Similarly, if the student in a “combined major and minor program” elects one or more minors, the same course may be “double counted” toward the “minor” requirements of the combined major and toward *one* of the minors. Naturally, students in a combined major and minor program who complete one or more discrete minors nevertheless must complete all requirements in the combined major program.

NOTE: For students with two or more majors, the display of more than the *first* and *second* majors on the student's official transcript will not be possible before fall 2003. Until the full listing becomes possible, students with multiple majors desiring to declare one or more minors must do so in the Office of the Dean of Undergraduate Studies, LC 30. Once satisfactory completion of the minor(s) has been verified, a separate official document will be issued by the Dean of Undergraduate Studies verifying which minor or minors have been completed.

Multiple Minors

Students may declare two or more minors, but *the same course may not be applied to more than one of the minors*. (I.e., “double counting” among minors is never allowed.) However, the same course may be applied to *one* of the minors and to one (or more) of the applicable majors.

NOTE: For students with one major and more than two minors, the display of more than the *first* and *second* minors on the student's official transcript will not be possible before fall 2003. Until the full listing becomes possible, students with one major desiring to declare a third or subsequent minor must do so in the Office of the Dean of Undergraduate Studies, LC 30. Once satisfactory completion of the additional minor(s) has been verified, a separate official document will be issued by the Dean of Undergraduate Studies verifying which additional minor or minors have been completed. [For students with multiple majors and multiple minors, see the note at the end of in the preceding section “Students Not Required to Complete a Minor.”]

APPROVED MINORS

Listed here are the minor titles that have been approved by the Undergraduate Academic Council. Action of the Council also mandates that the following may not be used as a minor title: *social welfare*.

AFRICANA STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) including one course from among the following: A Aas 142, 219 or 219Z, 286, 287 and 490.

ANTHROPOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level). Students are required to take A Ant 100 and one of the following core courses: A Ant 110N, 104, 106M, 108M or 108G, or A Ant 220M.

ART A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Art prefix. Six (6) of the required 18 credits may be from courses with an A Arh prefix or from other courses that have been approved for the faculty-initiated interdisciplinary major in art history.

ART HISTORY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A Arh 170L and 171L, and 6 additional credits from course work with an A Arh prefix. The remaining 6 credits may be selected from: A Arh courses; A Ant 268L; A Cas 240; A Cla 207L, A Cla 208L, 209L, 301, 302, 303 (or 303Z), 307, 310, 311, 401, 402, 403, 405, 406, 407, 490 and 497; A Eac 280L; A His 263E, 264E, 302Z, 303Z 364Z; A Rel 200L; and A Thr 380L.

ASIAN STUDIES A minimum of 21 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A His 176, A His 177 or 177Z and one of the following courses: A His 381 or 381Z or 382 or 382Z. The remaining 12 credits to be selected from the following courses, must include at least one course in at least two of the following regions: South Asia, East Asia, Southwest Asia.

South Asia: A His 377 or 377Z, 378 or 378Z, A Phi 342, R Pos 358, (graduate courses: A His 578, R Pos 558).

East Asia: A His 379 or 379Z, 380 or 380Z, A Eac 210L, A Eac 211L, A Eac 212L. A Eac 220, A Phi 344, A Phi 346.

Southwest Asia: A His 383 or 383Z; R Pos 359; A Jst 341Z; A His 381 or 381Z and 382 or 382Z; A Ant 243.

Other: A Ant 332, colloquia, independent study, or independent research courses as appropriate, to be approved by the director of Asian studies.

ATMOSPHERIC SCIENCE A minimum of 19 graduation credits from course work with an A Atm prefix, including A Atm 210 or 210Z, 211; and at least 6 credits from all 300-level and higher A Atm courses; A Atm 490, 497, 499 are excluded. Appropriate prerequisite courses in mathematics and physics are necessary to complete the required minor courses.

BIOETHICS A minimum of 18 graduation credits including an introductory ethics course (A Phi 114L or 115L or 212L); an introductory course in biology (A Bio 110F or 110N); Moral Problems in Medicine (A Phi 338); 3 credits at 300-level or higher in ethical and/or political theory (A Phi 320, 321, 326, 425, 474 or R Pos 301, 302, 306, 307, 308, 310); and 6 credits from advanced related courses, Professor Bonnie Steinbock.

Advanced related courses include: A Ant 312, 360, 361, 364, 365, 418, 450; A Bio 205, 212, 214, 311N, 318, A Eco 381; A Gog 310N, A Phi 417; A Psy 329, A Psy 385, 386, 387; A Soc 359M; R Crj 405, 428; R Pos 328, U Uni 310N.

Advanced related graduate courses include: A Ant 511, 512, 516, 517, 518; A Bio 511, 519, A Eco 509, 511, 512, A Phi 505, 506, 517, H Epi 501, 502, H Hpm 501, 511, R Pos 502, R Pub 502. Students may use other courses to fulfill the related courses requirement at the discretion of the director of the program.

BIOLOGY A minimum of 18 graduation credits, including A Bio 110N or 110F, 111N, 212. Additional credits are selected from biology courses that yield biology credit toward the biology major.

BUSINESS A minimum of 18 graduation credits as follows: B Acc 211; B Msi 215 (or A Csi 101N, or A Csi 201N); A Mat108 (or A Eco 320, or B Msi 220); and any three of the following courses: B Acc 222; B Bus 250; B Fin 300, B Law 321, B Mgt 341, B Mkt 310, and B Msi 330.

Students majoring in criminal justice, economics, linguistics, mathematics, psychology, public affairs or sociology who complete a statistics course in the major may substitute either B Law 200 or 220 for the statistics requirement in the Business minor.

Students majoring in computer science who complete A Csi 201N in the major may substitute either B Law 200 or B Law 220 for the B Msi 215 basic programming requirement in the Business minor.

Students majoring in rhetoric and communication who complete B Msi 220, A Mat 108, B Msi 215, A Csi 101N, or A Csi 201N in their major may substitute either B Law 200 or 220 in the Business minor. When both the statistics and computer requirements are involved, either B Law 200 or 220 may substitute for statistics in the Business minor and an additional major course may substitute

for computer science in the major.

CHEMISTRY A minimum of 22 graduation credits as follows: A Chm 120N and 121N, 122A and B, 216A and B, 217A and B, 225 and an additional 3 credits from A Chm 320 441A, 342, 340A.

CHINESE STUDIES A minimum of 21 graduation credits of which 15 must be A Eac 102L, 201L, and 202L. The remaining 6 credits may be earned from any A Eac or A Eas course except A Eac 101L and A Eas 220.

COGNITIVE SCIENCE A minimum of 18 graduation credits, (9 credits or more of which must be in course work at or above the 300 level and/or in courses requiring a prerequisite) to include: A Lin 301, 3 courses from: A Csi 201N, A Lin 321, A Phi 210L, A Psy 365; and 6 credits from the following list: A Csi 101N, 201N, 210, 310, 409; A Lin 322, 421, or 421Z, 422; A Phi 332, 415, 418, 422, 432; A Psy 210, 211, 381, 382, or 382Z.

COMPUTER SCIENCE A minimum of 19 graduation credits of which at least 13 credits must have an A Csi prefix. The courses taken must include A Csi 201N, 310 and any other A Csi course at the 300-level or higher; plus at least 9 credits from the following list of courses: one but not both of A Csi 101N and B Msi 215 ; any other course with an A Csi prefix; A Phy 353, 454; A Mat 220, 313, 367, 372 or 372Z, 374, 401; A Phi 432; any one of A Atm 498, A Bio 440, A Chm 411.

CRIMINAL JUSTICE STUDIES A minimum of 18 graduation credits (9 credits or more of which must be in course work at or above the 300 level and/or in courses requiring a prerequisite) in course work from among the following: any R Crj courses; A Soc 283M, 380, 381. Students are advised that only one of R Crj 200 and A Soc 381 may be taken for credit.

ECONOMICS A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) from course work with an A Eco prefix including: A Eco 110M and 111M and one of A Eco 300 or 301.

EDUCATIONAL STUDIES A minimum of 18 graduation credits from course work offered by the School of Education, including a minimum of 12 graduation credits in course work at or above the 300 level. For those interested in pursuing a teaching career, the following are strongly recommended: E Tap 201, E Psy 200, E Edu 390, E Edu 375, E Spe 460. Additionally, students are strongly urged to consider a second minor in an areas appropriate to the NYS Learning Standards and compatible with the student's major. The following courses are *not* acceptable for the minor: E Cpy 301, 302, 303; and courses designated as "methods" and "student teaching".

ELECTRONICS A minimum of 20 graduation credits as follows: A Phy 140N, 150N, 155, 240, 315, 316, and 353.

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ENGLISH A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level from course work with an A Eng prefix.

FILM STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A Arh 260 and 15 credits from the following: A Arh 261; 262; 361; 362; 363; 460; 491; A Com 378 (when the topic focuses upon film); A Eas 140L; A Eng 243 (when the topic focuses upon film), 243Z; A Fre 338 or 415; A Ita 318; A Lcs314 or A Spn 318; A Lcs 315, A Rus 280, A Rus 380; A Thr 230L; A Wss 399 (when the topic focuses upon film). Other courses, transfer work, specific topics courses, etc. may also be used if approved by the director of the program. Advisement is conducted by the director of the program in the Art Department.

FRENCH A minimum of 18 graduation credits from course work with an A Fre prefix above A Fre 101L including A Fre 241E. No more than 3 credits of courses conducted in English may be used to satisfy the requirements of the minor. Students who begin their French studies at or above the 200 level are encouraged to meet with the coordinator of advisement for French Studies, in constructing a minor.

GEOGRAPHY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Gog prefix.

GEOLOGY A minimum of 20 graduation credits. Required courses include A Geo 100N or 100F, 106, 230 or 230Z, 250; and 9 credits at or above the 300 level and/or in Geology courses requiring at least one prerequisite course.

GREEK AND ROMAN CIVILIZATION A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from among the following: any course with an A Cla, A Clc, A Clg, or A Cll prefix; A Phi 310.

HEBREW A minimum of 18 graduation credits in course work with an A Heb prefix above the 102L level. Students who begin with A Heb 101L and/or 102L must complete 15 graduation credits above the 102L level. No more than 4 credits of A Heb 450 may be applied to the minor.

HISTORY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) in course work with an A His prefix including no more than 12 credits from any one of the four geographic areas of concentration listed in the Undergraduate Bulletin. A student may, on petition to the Director of Undergraduate Studies in the history department, count toward the minor

one relevant course of no more than 4 credits taken in a department other than history.

INTERNATIONAL PERSPECTIVES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course). Approval of the Director of International Education is required along with satisfactory completion of one of the following three tracks:

Third-World Track:

- 3 credits from A Ant 108M or 108G, A Cas 150;
- 3 credits from A Aas 150, A Aas 287 or A His 287, A Ant 145 or A His 145 or A Lcs 145, A Ant 243 or A Jst 243, A Eco 361 or A Lcs 361, A Fre 208, A Fre 281, A His 158 or 158Z, A His 177 or 177Z, A Lcs 100 or 100Z;
- 6 credits from Theory Courses: A Ant 361 or 361Z, A Cas 141; A Eco 330 or 330Z; A Gog 160 R Pos 350 or R Pub 350;
- 6 credits from Geographic Region Courses: A Aas 269 or A Ant 269 or A Lcs 269, A Aas 270 or A Gog 270, A Aas 322, A Aas 342 or A Ant 342, A Ant 146 or 146Z or A Lcs 150 or 150Z, A Lcs 250 or 250Z, A Ant 341M or 341G or A Lcs 341M or 341G; A Eac 470Z or A Gog 470Z; A Gog 250/250Z or 250, A His 170 or A Lcs 102, A His 367L or 367Z, A His 369/369Z or A Lcs 369, A His 371 or 371Z or A Lcs 371; A Lcs 115 or A Por 115, R Pos 355.

Appropriate courses, from SUNY overseas academic programs, may be substituted for some of the courses listed. NOTE: No more than 6 credits with the same prefix may be used in this track.

Social and Political Systems Track:

- 6 credits in A Rus 162 or 162Z and R Pos 102M;
- 12 credits from A Eco 313 or 313Z; A His 353 or 353Z, 355 or 355Z; A Jst 359 or R Pos 359; R Pos 310, 350 or R Pub 350, 452Z.

Appropriate courses from the SUNY overseas academic program in Denmark may be substituted for some of the courses listed above, such as Eastern Europe in Transition, R Pos 30E, European Political Philosophy and Ideologies, A Phi 30E or R Pos 30E, The EEC: The Politics and Economics of European Integration, A Eco 30E or R Pos 30E.

NOTE: Political Science majors should *not* choose this track because of the excessive concentration in Political Science courses.

Global Issues Track:

18 credits from A Aas 150, 240 or A Lcs 240 or A Wss 240; A Ant 100, 361 or 361Z, 363, 381 or 381Z or A Wss 381 or 381Z; A Atm 102N, 300Z; A Bio 311N or A Gog 310N or U Uni 310N; A Eco 330 or 330Z; A His 296, 366, or 366Z 454 or 454Z, 455 or 455Z, 456 or 456Z, , 460 or 460Z; A Soc 344 or 344Z or A Wss 344 or 344Z; A Wss 360, 433 or 433Z or R Pos 433Z; E Edu 375; R Pos 472Z, 473Z; R Pub 395 or R Pos 395. NOTE: No more than 6

credits with the same prefix may be used in this track.

ITALIAN A minimum of 18 graduation credits from course work with an A Ita prefix above A Ita 100L, including A Ita 206, 207, 301 or 301Z.

JAPANESE STUDIES A minimum of 21 graduation credits of which 15 must be A Eaj 102L, 201L, and 202L. The remaining 6 credits may be earned from any A Eaj or A Eas course except A Eaj 101L, 130 and A Eas 220.

JOURNALISM A minimum of 18 graduation credits, including A Jrl 300 or 300Z and an advanced-level writing course to be selected from the following: A Eng 300Z, 308Z, 309Z (for students interested in scientific, political or economic journalistic writing) or 400Z.

The remaining credits are to be selected from other writing courses cited above and/or from A Jrl 364, 365, 397, 400; R Pos 205, 365, 427Z; A Com 238, 265, 336 (when the topic is "Rhetoric of the New Journalism"); A Soc 255, and independent study in various departments when the subject involves journalism. Students may include other courses to prepare themselves for a specialized branch of journalism, but no more than two courses in this category may be included in the minimum 18 credits for the minor.

Approval of the director is required for such courses to be included. Skill in writing is a specific requirement for the minor. This must be demonstrated by the end of the junior year through submission of a substantial sample of the student's writing to the director of the journalism program. Therefore, the signature of the director is required for students wishing to declare this minor. On the basis of the student's previous experience and ability, the requirement of A Jrl 300 may be waived by the director of the program.

JUDAIC STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) from course work in the Department of Judaic Studies or other relevant departments. No more than 4 credits from among A Heb 450 or A Jst 450 or 490 may be applied to the minor.

KOREAN STUDIES A minimum of 21 graduation credits of which 15 must be A Eak 102L, 201L and 202L. The remaining 6 credits may be earned from any A Eak or A Eas course except A Eak 101L and A Eas 220.

LATIN AMERICAN AND CARIBBEAN STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) to include A Lcs 100 or 100Z; 150 or 150Z, 201 or 302; A Lcs 102 or 269; and 9 additional credits in course work with an A Lcs prefix.

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LIBRARY AND INFORMATION SCIENCE A minimum of 18 graduation credits including A Csi 101 or 201 or B Msi 215; R Isp 523 (various suffixes); R Isp 601; R Isp 602, and two additional R Isp electives at the 500 level or higher, as advised.

LINGUISTICS A minimum of 18 graduation credits, including A Lin 220M, A Lin 321 or 322, and 6 additional credits in courses with an A Lin prefix. (A Lin 289 may not be used to satisfy the requirements for the minor.) The remaining credits may be selected from courses with an A Lin prefix or from the following courses which are approved electives within the linguistics major: A Ant 424; A Clc 125; A Com 373, 465; A Csi 101N, 201N, or 310; A Eng 311L; A Fre 306, 406, 450; A Heb 203; A Phi 210L, 332, 415, 432; A Por 402; A Psy 365, 381; A Spn 401, 402, 405; one of the following: A Gog 396, A Psy 210, A Mat 108, or A Soc 221.

MATHEMATICS A minimum of 18 graduation credits in courses with an A Mat prefix numbered 105 or higher. These credits must include a minimum of 12 credits at or above the 200 level.

MEDICAL ANTHROPOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) as follows: A Ant 110N; at least 6 credits from the series A Ant 119N, 364, 365, 418 or 418Z, and 450Z; at least 3 credits from the series A Ant 311, 311Z, 319, 414, or 414Z; additional courses may include the following: A Bio 117N, 209N, 308, 407; and A Soc 359M.

MEDIEVAL & RENAISSANCE STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including 3 credits from History courses, 3 credits from Literature and Philosophy courses, 3 credits from Art and Music courses. The remaining 9 credits are to be selected from any of the approved courses listed below.

History Core Courses: A His 336, 337, 338, 391 (when appropriate).

History Elective Courses: A His 235 or 235Z; A Jst 343 or 343Z; A Spn 313.

Literature and Philosophy Courses: A Eng 289, 291, 341, 345, 348, 421, 422, 425; A Fre 361, 362; A Ita 421, 441; A Jst 430; A Phi 311, 312; A Spn 311, 482.

Art and Music Courses: A Arh 331, 332, 341, 342; A Mus 205L, 230, 287 (when appropriate).

MUSIC A minimum of 20 graduation credits to include A Mus 140, 141, 142, 143; one course chosen from 185, 186, 187, or 287; 230L, 231L and one 3 credit elective chosen from: A Mus 320, 321, 325, 326, 327, 328, 334L, 338L 350, 352, 360, 373, 398, 425, 432Z, 433Z, 435Z, 436, 455, 497. All students registered for A Mus 140 must satisfactorily pass a departmental aptitude examination in music administered during the first scheduled meeting of the course in the fall semester. A noncredit piano proficiency exam is given to all students entering A Mus 140. Those deficient in this area will be required to enroll in an appropriate level of Functional Piano (A Mus 165 or 166). A grade of C- or higher in A Mus 166 will satisfy this requirement. Credit in A Mus 165 and/or 166 will not apply toward the music minor.

PHILOSOPHY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Phi prefix, including at least two of the following: A Phi 110L, 210L, 212L, 310, 312.

PHYSICS A minimum of 19 graduation credits as follows: A Phy 140N, 150N, 240, and 250; and at least two courses with an A Phy prefix at the 300-level or above.

POLITICAL SCIENCE A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an R Pos prefix, including R Pos 101M.

PORTUGUESE A minimum of 18 graduation credits from course work with an A Por prefix.

PSYCHOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Psy prefix, including A Psy 101M or 102M.

PUBLIC POLICY 18 credits, including. R Pub 140, R Pad 303, R Pad 329, R Pub 340/R Pos 340, and two courses chosen from the following courses: R Pad 204, R Pad 302, R Pub 303/R Pad 304, R Pad 307, R Pub 316, R Pub 321, R Pad 324, R Pub 325 or R Pos 325, R Pub 328 or R Pos 328, R Pub 330, R Pub 399, R Pad 414/R Pub 414, R Pad 424.

RELIGIOUS STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) including A Phi 214 and one of the following methodological courses: A Ant 363, A Phi 322. Of the remaining credits, 6 credits must be chosen from core courses, the remainder from either core or supplementary courses or, with the approval of the director of the program, other course offerings. No more than 9 credits from any one department may be included in the minimum 18 credits required for the minor.

Core Courses A Rel 100L, 299, 397, 499; A Aas 341; 363; A Clc 402; A Clc 403; A Eac 344; A Eng 221; A Heb 203, 390; A His 235 or 235Z, 324; A Jst 150, 280, 281Z, 335, 430; A Phi 216, 322, 342, 344, 346, 412; A Spn 313. In addition, special topics courses (e.g., A Eng 378, A Jst 326, A Jst 499, A Phi 340, A Psy 450 or 450Z) may be included when the given topic directly concerns religious studies.

Supplementary courses: A Ant 243, 364; A Arh 303 (or 303Z); A Eac 199; A Cla 207E or 207L; A Clc 105E or 105L; A Clg 103L or A Rel 103L, A Clg 104L or A Rel 104L; A Cll 403; A Eng 289, 348; A Gog 402 or 402Z; A His 339, 381, 425A, 463; A Cas 160Z, 222; A Ita 421; A Jst 251, 252, 253, 341Z, 342Z, 343 or 343Z; A Phy 201E or 201L; A Rus 251L; R Ssw 220.

RHETORIC AND COMMUNICATION A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level and/or in courses requiring at least one prerequisite course) from course work with an A Com prefix.

RUSSIAN AND EAST EUROPEAN STUDIES A minimum of 18 graduation credits from among the following with no more than 6 credits from any one prefix: A Gog 371; A His 352 or 352Z, 353 or 353Z, 354 or 354Z, 355 or 355Z; R Pos 354, 356, 452Z; A Rus 161 or 161Z, 251L, 252L, 253L.

RUSSIAN A minimum of 18 graduation credits in courses with A Rus prefix as advised with at least 9 credits in course work at the 300 level or above and/or in courses requiring at least one prerequisite course.

SOCIOLOGY A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) from course work with an A Soc prefix, including A Soc 115M or 115G.

SPANISH A minimum of 18 graduation credits from course work with an A Spn prefix above A Spn 100L, including A Spn 205 or 206, 207, and 301 or 301Z.

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STATISTICS A minimum of 18 hours graduation credits in courses with an A Mat prefix numbered 105 or above, including either (1) A Mat 367, 368, and 369 or (2) A Mat 367, 467, and 468. NOTE: This minor is *not open to students with a major in Mathematics*.

TEACHER EDUCATION *As of the spring 2002 semester, the Teacher Education minor is no longer accepting applications. Undergraduate students are advised that to obtain teacher certification at the University at Albany, students must complete a BA/BS with an appropriate academic major plus and appropriate MA/MS in Education. These changes are due to revisions in the New York State Education Department regulations for teacher certification, and a decision to provide the best quality teacher education programs. Students currently in the minor are advised they must successfully complete all requirements for their major and the Teacher Education minor by December, 2003 if they wish to obtain provisional teacher certification.*

Students interested in teaching as a profession should contact the Academy for Initial Teacher Preparation at 442-5144 to discuss their options. See the section titled "Undergraduate Certification Requirements" in this bulletin for the teacher education minor requirements.

THEATRE A minimum of 18 graduation credits from course work with an A Thr prefix, 9 or more of which must be in courses at or above the 300 level. Internship credits (A Thr 390 and 490) may not be used to satisfy minor requirements.

Students are urged to seek departmental advisement in planning their minors and in selecting courses. General suggestions for planning a minor follow:

Students interested in performance are advised to take A Thr 130 or 135 or 235L, 221L or 222L, 240, and 9 credits from the following: A Thr 300, 310, 320, 322 or 322Z, 340, 341, 343, 345, 350, 351, 406Z, 440, 446, 447, and 449.

Students interested in design and technical theatre are advised to take A Thr 130 or 135, and 15 credits from the following, 9 of which must be at or above the 300 level: A Thr 210Z, 235L, 250, 260, 263, 270, 280, 315, 360, 365, 370, 371, 375, 380L, 385, 386, 448, 465 and 470.

Students interested in literature, history and theory are advised to take A Thr 221L and 222L and 12 credits from the following, 9 of which must be at or above the 300 level: A Thr 210Z, 225L, 320, 322 or 322Z, 406Z, 430, 455, and 456.

URBAN EDUCATION A minimum of 21 graduation credits, including the 12-credit core (E Edu 275 or A Rel 275; E Edu 375; E Edu 400 or E Edu 401; E Edu 427) and 9 elective credits as advised by the minor adviser in the Office of Urban Education (442-5250).

The following are examples of some courses that might be used as electives in this minor: A Aas 221, 240, 331, 333, 370, 440; A Ant 119N, 146, 343, 351/351Z, 372/372Z, 424; A Com 371; A Eas 321M; A Eco 341/341Z; A Gog 125M, 220M, 321M; A His 300/300Z, 318/318Z, 325/325Z; A Lcs 201, 240, 282M, 302, 321M; A Pln 220M, 425; A Soc 282M, 371/371Z, 373, 375, 440Z; A Spn 322; A Wss 240. Other courses, transfer work, specific topics courses, etc. may also be used if approved by the minor adviser in the Office of Urban Education (Ed B20).

URBAN STUDIES AND PLANNING A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level) as follows: A Gog 125M, A Gog 225 or 225Z, and either A Gog 220M or A Pln 220M; and 3 courses from A Ant 334, 372 or 372Z; A Eas 321M; A Eco 341 or 341Z, 456Z; E Edu 400, 401, 427; A Gog 321M, 324, 330, 480 495, 496; A His 303Z, 317 or 317Z, 318 or 318Z; A Lcs 321M; A Pln 315Z, 320 or 320Z, 330, 425, 426, 430, 432, 436, 437, 443, 449, 451, 452 (formerly 450), 455, 456, 474, 475, 476, 485, 490a, 490b, 497; R Pos 321, 323, 424; R Pub 321; A Soc 371, 373, 375, 473Z.

WOMEN'S STUDIES A minimum of 18 graduation credits (9 or more of which must be in course work at or above the 300 level), including either A Wss 101/101Z or A Wss 220/220M or A Wss 240/240Z. In addition to A Wss prefix courses, any course cross-listed with Wss (from Africana Studies, Anthropology, Art, Classics, East Asian Studies, English, Judaic Studies, Latin American and Caribbean Studies, Philosophy, Political Science, or Sociology) will count towards the requirement, as will A His 256 and A His 293. Special Topics courses in other departments that focus on women's issues are also acceptable with the approval of the Chair of the Women's Studies Department or when offered as A Wss 299, 399, or 498.

Student-Initiated Interdisciplinary Minors

A student wishing a minor for which no existing title is appropriate must submit a proposed minor to the Interdisciplinary Studies Committee. The subject area and the combination of courses must be interdisciplinary in nature and must have been approved by the student's major adviser before consideration by the Interdisciplinary Studies Committee. If approved, the minor will be listed as "Interdisciplinary" on the Academic Record.

The proposed minor must consist of 18-24 graduation credits which must include a *minimum of 9 credits in course work requiring one or more prerequisite courses or courses at or above the 300 level.*

For an interdisciplinary minor, there must be course work from at least *two* different departments/programs/schools; it must have a faculty sponsor who is familiar with the focus of the minor.

Further information and application procedures may be obtained by contacting Mr. Richard Collier in the Office of the Dean of Undergraduate Studies, LC 30, 518-437-3747.

THE NEW GENERAL EDUCATION PROGRAM

The New General Education Program applies to all students admitted to the University with basis of admission "FRESHMAN" in fall 2000 and thereafter and with basis of admission "TRANSFER" in fall 2002 and thereafter. Lists of courses that meet each requirement will be provided to students in the fall.

All other students should refer to the section of the Undergraduate Bulletin entitled "The Continuing" (1992) General Education Program."

The New General Education Program at the University at Albany proposes a set of knowledge areas, perspectives, and competencies considered by the University to be central to the intellectual development of every undergraduate. The Program is divided into three areas—Disciplinary Perspectives, Cultural and Historical Perspectives, and Communication and Reasoning Competencies. In addition, there are requirements in Mathematics and Statistics and in Foreign Language. The characteristics of and the rationale and goals for the specific requirements of the General Education Program are discussed in greater detail below.

In conjunction with students' majors and minors, the General Education Program is designed to develop capacities for critical thinking and judgment. Whether selecting and pursuing a major or choosing how to fulfill a General Education category, students need to think critically about why and how choices contribute to one's education at the University. As Albany continually seeks to improve its programs, students are not discouraged from questioning the value of any given requirement, since developing the capacity for such questioning is a key goal of general education.

Students are also encouraged to reflect on their general education program as a whole, to explore the relation of requirements to each other, to measure any given course against the stated goals for its specific category and for the program, and to use the experience of general education to develop their own understanding of what constitutes a meaningful university education.

Characteristics of General Education Courses

To be approved for inclusion in the General Education Program, courses should contribute to the following objectives to the extent that they are applicable in the different disciplines:

General education offers introductions to the central topics of disciplines and interdisciplinary fields. Approved courses also may satisfy major or minor requirements, but their primary purpose is to inform students who do not plan to pursue more advanced coursework in that field.

General education offers explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields. Approved courses seek to explain what it means to be practitioners of disciplines and fields by encouraging both faculty and students to reflect about the nature of disciplinary knowledge. This characteristic is particularly relevant to courses within the category of Disciplinary Perspectives.

General education recognizes multiple perspectives on the subject matter, reflecting our pluralistic culture within and beyond the university.

General education emphasizes active learning in an engaged environment that enables students to be producers as well as consumers of knowledge. At the University at Albany, a public research university, engaged learning may involve student participation in cutting-edge research, but all courses seek to engage students in the active generation and evaluation of knowledge."

General education promotes critical inquiry into the assumptions, goals, and methods of various fields of academic study; it aims to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

The General Education Program at the University at Albany consists of a **minimum of 30 credits of coursework** in the following areas: disciplinary perspectives, cultural and historical perspectives, communication and reasoning competencies, mathematics and statistics, and foreign language.

The General Education Program is summarized in the following table:

Requirements of the Program

Disciplinary Perspectives:

Arts	(min. 3 crs)
Humanities	(min. 3 crs)
Natural Sciences	(min. 6 crs)
Social Sciences	(min. 6 crs)

Cultural and Historical Perspectives:

U.S. Historical Perspectives	(min. 3 crs)
Europe	(min. 3 crs)
Regions beyond Europe	(min. 3 crs)
Global and Cross-Cultural Studies	(min. 3 crs)
U.S. Diversity and Pluralism	(min. 3 crs)

Communication & Reasoning Competencies:

Information Literacy	(1 course)
Oral Discourse	(1 course)
Written Discourse:	
Lower-level Writing	(1 course)
Upper-level Writing	(1 course)

Mathematics and Statistics:

one semester of collegiate study, or the equivalent, of mathematics at or above the level of pre-calculus and/or probability, statistics, and data analysis

Foreign Language:

two semesters of collegiate study, or the equivalent, of a foreign language

While the majority of General Education courses are at the 100 and 200 level, particularly in the category of Disciplinary Perspectives, the General Education Program at the University at Albany is conceived as extending throughout the four years of undergraduate study. Indeed, certain requirements, such as those in U.S. History, Global and Cross-Cultural Studies, and Oral Discourse, may be more appropriately completed during the junior and senior year. Students are encouraged, however, to complete the requirements in the category of Disciplinary Perspectives during their first two years. In addition, the Information Literacy and the lower-level writing requirement are expected to be completed within the freshman or sophomore year.

Students may not use the same course to fulfill both the Arts and the Humanities categories. Otherwise, if a course fulfills more than one category, students may use the course to fulfill all of those categories. Although such "double counting" may reduce the number of credits needed to fulfill General Education, to graduate from the University each student must have satisfactorily completed a minimum of thirty (30) graduation credits in courses designated as General Education requirements. If a course fulfilling a General Education category also meets a major or minor requirement, there is no prohibition against counting the course toward General Education and the major or minor.

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Overview of General Education Categories

The humanities and arts, natural sciences, and social sciences are commonly considered to be the core of a liberal arts education. Courses in the category of *Disciplinary Perspectives* are designed to familiarize students with the objectives, assumptions, subject matters, methods, and boundaries of knowledge organized in terms of academic disciplines. Requirements in this category seek to introduce students to a broad range of disciplinary and interdisciplinary perspectives and areas of knowledge.

Equally central to a liberal arts education is an understanding of history—the recognition that the world we inhabit today had its origins in and has been shaped by the events of the past, and that to understand our current situation we must try as best we can to understand the past. Of similar importance is an understanding of the origins, development and significance of human cultures, and the recognition of cultural distinctiveness and multiplicity. Courses in the category of *Cultural and Historical Perspectives* are designed to increase students' understanding of the history of this nation (U.S.), of its cultural diversity (U.S. Diversity and Pluralism), of histories and cultures that have played a major role in the development of the U.S. (Europe), and of cultures and histories beyond those of the U.S. and Europe (Regions beyond Europe).

In addition, these courses seek to introduce students to the complex intersections of the local and global, and to the different perspectives that emerge from a focus on the national, the regional, the global, and the cross-cultural. 21st century students will inhabit an environment increasingly characterized by global dynamics in which decisions made in the United States will affect the lives of people elsewhere and decisions made elsewhere will affect the lives of people in the United States. Moreover, they will inhabit an environment increasingly shaped by forces that transcend national borders and that are reconfiguring the globe's regions and cultures in the service of various economic and political interests. Courses approved for Global and Cross-Cultural Studies provide students with an opportunity to examine the global forces that give rise to and shape nations, cultures and regions, and to explore the larger perspectives that emerge from cross-cultural comparisons. The *Foreign Language* requirement is also designed to enhance students' global awareness and to expand their knowledge of different cultures.

The *U.S. Diversity and Pluralism* requirement reflects the University at Albany's long-standing commitment to respect for difference, to civic dialogue as a means of negotiating conflicts in cultural and political values arising from human diversity, to understanding the relation of cultural pluralism to political democracy, and to the development of socially responsible citizens. Courses in this category are designed to introduce students to the diversity of cultures that make up the United States, as well as to the historical, political, and economic forces that have led these cultures to develop differently and to be accorded different significance. Approved courses frequently focus on key issues of current concern (e.g., the gay rights movement), setting these issues in the context of how a democratic society defines majorities and minorities and understands the rights and responsibilities of each.

The General Education Program is designed to provide students with a set of competencies essential both for academic success and for becoming effective citizens of the 21st century, including the requirement in *Mathematics and Statistics*, the *Information Literacy* requirement, and the *Written and Oral Discourse* requirements.

Definition of Each General Education Category

DISCIPLINARY PERSPECTIVES CATEGORIES

THE ARTS: Approved courses provide instruction in or about a medium of creative expression. Courses may focus on the physical practice and techniques of the medium, on its critical and theoretical interpretation, on its historical development, or on a combination of these approaches. Courses explicate the methods used to study and critique the medium as a vital element of personal or cultural expression and exchange.

Approved courses generally fall into one of four categories (for majors and/or non-majors):

Courses about the development and interpretation of a medium:

- (1) introductions to the disciplines;
- (2) introductions to subfields in the disciplines;

Courses on the physical practice of a medium (studio art, creative writing, music composition or performance, dance, and theatre acting, directing or stagecraft):

- (3) instructional courses on the skills and methods required and their critical evaluation;
- (4) courses focussed upon performance.

Note: The requirement calls for three credits. In the case of categories 3 and 4 (skills and performance), where approved courses may bear only one or two credits, the requirement may be fulfilled through two or three courses with a minimum total of three credits.

HUMANITIES: Approved courses are concerned with defining and disputing that which is understood to be quintessentially "human": studying language, texts, thought, and culture; their definition, interpretation, and historical development; and their reflection of human values, beliefs, and traditions. Courses in a variety of disciplines explicate the underlying assumptions, methods of study, practices, theories, and disputes appropriate to those disciplines.

Approved courses generally fall into one of three categories (all open to majors and non-majors):

- (1) introductions to basic materials and methods in the disciplines;
- (2) introductions to subfields or groupings of materials in the disciplines;
- (3) literature and culture courses taught in a foreign language higher than the third-semester level.

NATURAL SCIENCES: Approved courses show how understandings of natural phenomena are obtained using the scientific method, including data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Courses provide an overview of major principles and concepts underpinning a discipline's current base of knowledge and discuss major topics at the current frontiers of disciplinary knowledge. Courses show how answers to fundamental questions in science can change the world in which we live and often explore how social issues can influence scientific research. Opportunities for scientific inquiry within laboratory and/or field settings may be provided.

Approved courses generally fall into one of three categories:

- (1) introductions to scientific disciplines, designed for majors, non-majors, or both;
- (2) introductions to disciplinary subfields, designed for majors, non-majors, or both;
- (3) courses open to majors and non-majors on broad topics that are addressed by one or more scientific disciplines and which may focus on the application of science to practical issues.

SOCIAL SCIENCES: Approved courses provide theory and instruction on the role of institutions, groups and individuals in society. The focus of these courses is on the interaction of social, economic, political, geographic, linguistic, religious, and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses include discussion of skills and practices used by the social sciences: data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Opportunities to experience social science methods in the field may be provided.

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Approved courses generally fall into one of three categories:

- (1) introductions to the various disciplines of the social sciences;
- (2) introductions to disciplinary subfields, designed for majors, non-majors, or both;
- (3) courses open to majors and non-majors on broad topics that are addressed by one or more social scientific disciplines.

CULTURAL AND HISTORICAL PERSPECTIVES CATEGORIES

U.S.: Approved courses focus on specific narratives or themes in the historical unfolding of the United States, including political, economic, social, cultural and/or intellectual dimensions. All courses will feature an explicitly historical organization; deal with topics of national, as opposed to regional or local, import; and consider a topic of sufficient specificity for the course to be coherent, but over a period long enough to ensure that the historical dynamic is clearly visible. Students should acquire knowledge of substance and methods for comprehending the narratives or themes presented.

Certain of these courses will balance topical focus and chronological breadth. A student who has achieved a score of 85 or above on the Regents Examination in "United States History and Government" will be considered to have fulfilled the chronological breadth criterion. Therefore, such a student has the choice of fulfilling the requirement by completing a course chosen from the basic list available to all students or from a list of more specialized courses. Each of the more specialized courses covers to some extent a knowledge of common institutions in American society and how they have affected different groups, provides an understanding of America's evolving relationship with the rest of the world, and deals substantially with issues of American history.

EUROPE: Approved courses focus on the development and distinctive features of the institutions, economies, societies, and cultures of Europe. Approved courses offer either an explicitly historical approach or emphasize the narratives whereby European cultures have come to gain their specific identity. Preferably, approved courses will have a broad cultural or historical perspective; courses with a more narrow chronological focus or a more specialized narrative topic will relate these interests to larger issues in the history and cultural development of Europe.

REGIONS BEYOND EUROPE: Approved courses focus on specific cultures (other than those of the United States and Europe) or the world's regions. Courses emphasize the features and processes whereby cultures and regions gain their specific identity. Approved courses will offer an explicitly historical organization, and will balance topical focus with chronological breadth. Courses may also engage students in considerations of the "local" as opposed to the "global."

GLOBAL AND CROSS-CULTURAL STUDIES: Approved courses engage students in comparative and integrative analyses. Courses offer global perspectives on historical or contemporary events or comparisons between societies or regions. Courses emphasize the dynamic interaction between and among cultures and regions and the global forces that give rise to and define cultures and regions.

U.S. DIVERSITY AND PLURALISM: Approved courses must meet each of the following six criteria:

The course should relate directly to contemporary United States experiences of students or contain components that compare, on a fairly regular basis, aspects of other cultures to those experiences.

The course should compare and relate aspects of racial and/or ethnic diversity, including gender-related concerns, to the topic of the course. In this context, the terms "racial" and "ethnic" may include groups that are self- and/or societally-defined on such bases as nationality, religion, etc.

The course should provide substantial knowledge of diversity as expressed through sociopolitical, ideological, aesthetic, or other aspects of human endeavor. This criterion is intentionally defined broadly to accommodate a variety of approaches. It is not a requirement or expectation that the content will focus on controversy or those aspects that result in conflict with other persons, groups, or cultures; see, however, the next criterion.

The course should provide sufficient knowledge to permit the student to understand better the sources and manifestations of controversy and conflicts in cultural values arising from human diversity.

Opportunities for student writing and discussion are central to the objectives of the program. The course should include at least one writing component. For discussions to be effective, classes of sixty or more students should require discussion sections, breakout sessions, in-class groups or comparable mechanisms permitting discussions within groups of twenty students.

The course should focus on the theories, histories, dynamics, mechanisms, and results of human and social diversity, drawing on the experience of specific groups to illustrate those principles. Thus, whatever specific cultural heritages the students study should be placed in the larger context of cultural diversity.

COMMUNICATION AND REASONING COMPETENCIES CATEGORIES

INFORMATION LITERACY: Approved courses introduce students to various ways in which information is organized and structured and to the process of finding, using, producing, and distributing information in a variety of media formats, including traditional print as well as computer databases. Students acquire experience with resources available on the Internet and learn to evaluate the quality of information, to use information ethically and professionally, and to adjust to rapidly changing technology tools. Students must complete this requirement within the freshman or sophomore year.

Approved Criteria for Information Literacy Courses: Courses that satisfy the Information Literacy requirement will have three characteristics:

Classroom activities on finding, evaluating, citing, and using information in print and electronic sources from the University Libraries, World Wide Web, and other sources. Courses should address questions concerning the ethical use of information, copyrights, and other related issues that promote critical reflection.

Assignments, course work, or tutorials that make extensive use of the University Libraries, World Wide Web, and other information sources. Assignments should include finding, evaluating, and citing information sources.

At least one research project that requires students to find, evaluate, cite, and use information presented in diverse formats from multiple sources and to integrate this information within a single textual, visual, or digital document.

WRITTEN DISCOURSE: Students must satisfactorily complete with grades of *C* or higher or *S* a lower division Writing Intensive course, which is expected to be completed within the freshman or sophomore year, and a Writing Intensive course at or above the 300 level, normally completed within the student's major. These courses use writing as an important tool in the discipline studied and are not designed primarily to teach the technical aspects of writing. The emphasis is on using writing as a means of sharpening critical thinking in and understanding of the subject.

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Approved courses must meet each of the following four criteria:

A Substantial Body of Finished Work: This is generally expected to be a total of 20+ double-spaced pages in at least two, preferably more, submissions. It may be in a variety of forms—journal, reports, essays, research papers, etc.—not all of which need to be graded.

Opportunity for Students to Receive Assistance in Progress: Such assistance may take several forms, from visits to the Writing Center (HU-140) to conferences with the instructor.

Opportunity to Revise Some Pieces: As revision is an essential characteristic of good writing, students should be able to revise some portion of their work.

Response to Student Writing: Such response may take several forms—from extended comments from the instructor to peer evaluation in student groups. It is expected, however, that the instructor will respond in detail to some extended work of the student.

Note: Transfer students who enter the University with credit for an “English Composition” course or a two-semester combined literature and writing course will be considered to have completed the lower-level writing intensive requirement at this University.

ORAL DISCOURSE: Approved courses provide opportunities for students to develop the oral communication skills they need to participate more effectively in public and academic debates and discussions. Courses offer opportunities to participate in a variety of communication contexts and to reflect on the principles and theory relevant to specific oral communication activities. Approved courses include instruction on presentation, as well as feedback and evaluation of oral performance.

Approved courses generally have a minimum of two exercises in which oral performance is required and graded. An oral performance exercise can be accomplished in any of the following activities, either live or in a crafted recording:

- 1) A stand-up monologue presentation of a minimum of 3-5 minutes
- 2) A debate where each participant speaks for a minimum of 3-5 minutes
- 3) A question and answer dialogic process where the student fields a succession of questions or asks a succession of questions that build on and comment upon prior answers

- 4) A discussion within a group, where each member will be required to make 3-5 “paragraph-length” contributions in the course of the discussion.

Students will be made aware of the criteria that will be used for evaluation of these performances, such as contact/ relationship with the audience, vocal punctuation and expressiveness, oral language style suited to the exercise, appropriate volume and pace of speech, poise and comfort, vocal fluency, eye contact. The final grade in oral intensive courses will include the grade for oral performance as a key component.

MATHEMATICS AND STATISTICS CATEGORY

Approved courses introduce students to or extend their knowledge of pre-calculus, calculus, discrete mathematics, probability, statistics and/or data analysis. Courses may be offered in the Department of Mathematics and Statistics and in other departments that have expertise in quantitative reasoning and data analysis and that offer appropriate courses, particularly in statistics or discrete structures.

A student who has achieved a score of 85 or above on the Regents Examination in “Mathematics Course III” or on a recognized standardized examination indicating readiness to enter pre-calculus will be considered to have fulfilled this requirement.

FOREIGN LANGUAGE CATEGORY

Basic proficiency in the understanding and use of an ancient or modern human language other than English as demonstrated by:

the satisfactory completion of the *second college semester* (i.e., level Elementary II) of foreign language study or its equivalent; or

passing a Regents “Checkpoint B” Examination or a Regents-approved equivalent with a score of 85 or above; or

demonstration of competency in a language other than English, including languages not currently offered for formal instruction at this university; or

satisfactory completion of at least one college semester in a study abroad program in a country where English is not the primary language of instruction.

Transition and Implementation

A. Students admitted to the University whose basis of admission is “FRESHMAN”:

The new requirements will apply to all students whose basis of admission is “*freshman*” who matriculate at the University in Fall 2000 or thereafter.

B. Students admitted to the University whose basis of admission is “TRANSFER”:

The new requirements do not apply to students whose basis of admission is “transfer” who matriculated at an accredited college or university prior to Fall 2000; these students instead are required to meet the “Continuing” (1992) General Education requirements for transfer students.

The new requirements will apply to all other students whose basis of admission is “transfer” and who matriculate at the University in Fall 2002 or thereafter.

For at least the next four years, the Office of Undergraduate Studies will provide through the print and web versions of the *Undergraduate Bulletin* and through other media as deemed necessary, a full description for both the current and the new general education requirements. Students who feel their placement within either system of general education requirements is inappropriate to their circumstances or may cause undue hardship may appeal to the General Education Committee through the Office of Undergraduate Studies.

In accordance with the Trustees’ policies, if a student from a SUNY state-operated campus or SUNY community college has fulfilled, as determined by the policies of the other SUNY campus, one or more of the Trustees-mandated general educational categories, the University at Albany will also consider the student to have fulfilled that category or those categories. This is true even if 1) Albany requires more credits or courses for the given category; 2) the requirement is fulfilled by a course whose Albany equivalent does not fulfill the same requirement; 3) the student received a non-transferable but minimally passing grade in the course; 4) due to limits on total transferable credits, the student is unable to include that course among those transferred to Albany; 5) the student was waived from the requirement based on high school achievement or other standards different from those employed by Albany; or 6) the student was covered by a blanket waiver of the requirement by the SUNY Provost because the other SUNY campus was not yet able to implement the given requirement.

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The same principle of reciprocity should apply to students who transfer from non-SUNY schools. If a course approved for transfer from a non-SUNY school is deemed to be equivalent to a University at Albany course that meets a general education requirement, the student shall be considered to have fulfilled the Albany general education category represented by that course. This is true even if 1) Albany requires more credits or courses for the given category; 2) the student receives a non-transferable but minimally passing grade in the course; or 3) due to limits on total transferable credits, the student is unable to include that course among those transferred to Albany.

The foregoing conditions only apply to prematriculation credits.

The only exception to the policies outlined above are the University's Global and Cross-Cultural Studies requirement, the U.S. Diversity and Pluralism requirement, and the upper division Writing Intensive requirement. These requirements shall be considered "local" campus requirements, independent of the SUNY Trustees' system of General Education, and shall be required of all students whose basis of admission is "transfer" who matriculate at the University in fall 2002 or thereafter. Students may continue to present credit for courses the University deems equivalent to these requirements, but for the transfer course to fulfill the upper division writing requirement it must be completed with a grade of C or better or a grade of S.

Students who feel they have not been appropriately accorded equivalence for any given course or courses are encouraged to consult with their academic adviser; if the academic adviser determines that the student has not been awarded appropriate equivalency, the student or the adviser may then appeal the decision through established procedures. Students who believe their transfer work or academic circumstances may justify a waiver or substitution for part of the general education requirements may appeal to the General Education Committee through the Office of Undergraduate Studies (LC 30). As the new requirements are implemented, the units considering transfer equivalencies should, if there is demonstrable ambiguity, decide in favor of the transfer student.

C. Transfer Credit D Grades:

Except for the University's writing requirements, for which a grade of C or higher or S is required, either *pre-* or *postmatriculation* transfer work graded D+, D or D- in a course that applies to one or more of the University's General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

Administration of the Program

The Dean of Undergraduate Studies is responsible for the administration of the program, including interpretation of legislation, assessing the number of seats required and communicating that information to Deans, evaluation of courses, faculty development and program assessment. The Dean shall also have the explicit authority to grant waivers and make appropriate substitutions for individual students, and to decertify courses that do not meet the program's standards. The Dean shall have sufficient material and human resources to meet these responsibilities.

The General Education Committee, appointed by the Dean, will advise the Dean on these matters. The General Education Committee shall have between 12 and 15 members, with broad representation across the University, and shall be chaired by the Associate Dean for Undergraduate Studies with specific responsibility for the General Education Program.

Course proposals originate in departments or programs, pass through appropriate College curriculum committees, and are reviewed by the General Education Committee. It is the responsibility of the Dean and of the General Education Committee to insure that course proposals meet the values and criteria of the general education program. New course proposals must also be approved by the Undergraduate Academic Council of the University Senate; revisions to existing courses designed to qualify them for the general education program will be reviewed only by the General Education Committee pursuant to the procedure outline above.

The General Education Committee will review approved courses on a regular cycle of three years. At the end of the review process, the committee will continue the course for another three-year cycle, suggest revisions necessary for its continuance, or designate the course to be discontinued as a general education course, effective at the end of the spring term of the next academic year. Any decision to discontinue a course must provide sufficient opportunity for appeal and revision.

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New General Education: Course Lists by Category:

Arts

A Ant 268L	Ethnology of Pre-Columbian Art
A Arh 170L	Survey of Art in the Western World I
A Arh 171L	Survey of Art in the Western World II
A Arh 230	The Art of Medieval Knighthood
A Arh 260	Introduction to Cinema
A Arh 265	History of Photography
A Arh 266	Photography from 1970 to Present
A Arh 274	Islamic Art and Architecture
A Arh 280	Chinese Painting
A Cla 207L	Egyptian Archaeology
A Cla 208L	Greek Archaeology
A Cla 209	Roman Archaeology
A Eas 140	East Asian Cinema
A Eac 280	Chinese Painting
A Eng 102	Introduction to Creative Writing
A Eng 233	Modern Drama
A Eng 325	American Drama
A His 263E	Art, Music, and History A Multimedia Approach I
A His 264E	Art, Music, and History A Multimedia Approach II
A Lcs 216L	Music and Society in Latin America
A Lcs 268L	Ethnology of Pre-Columbian Art
A Lcs 315L	Latin America through Film
A Mus 100L	Introduction to Music
A Mus 102L	The Golden Age of Piano Music
A Mus 115L	Jazz: America's Music
A Mus 170L	Secondary Performance
A Mus 178L	Major Performance Study I
A Mus 180L	Chamber Ensembles
A Mus 182L	Percussion Ensemble
A Mus 184L	Jazz Ensemble
A Mus 185L	Univ-Community Symphony
A Mus 186L	Univ-Community Symphonic Band
A Mus 187L	The University Chorale
A Mus 208L	Introduction to Opera
A Mus 211L	The Concerto
A Mus 212L	Chamber Music
A Mus 213L	Survey of Symphonic Music
A Mus 214L	American Music
A Mus 216L	Music and Society in Latin America
A Mus 230	Music History I
A Mus 231	Music History II
A Mus 270L	Secondary Performance
A Mus 278L	Major Performance Study III
A Mus 287L	University Chamber Singers
A Mus 289L	Electronic Music Ensemble
A Mus 320	Intro to Music Composition
A Mus 325	Electronic Music
A Mus 334L	Survey of American Music
A Mus 338L	Survey of Opera
A Thr 107L	Introduction to Dramatic Art
A Thr 120	Understanding Design for the Performing Arts
A Thr 221L	Devlpmt of Theatre & Drama I
A Thr 222L	Devlpmt of Theatre & Drama II
A Thr 224L	Contemporary Issues in Modern

Drama

A Thr 225L	American Theatre History
A Thr 230L	Great Drama on Film & Video
A Thr 235L	Fundamentals of Theatrical Design
A Thr 322L	Development of Theatre and Drama III
A Thr 380L	History of Costume

Humanities

A Aas 142L	African/African-American Literature
A Ant 175L	Anthropology and Folklore
A Ant 268L	Ethnology Pre-Columbian Art
A Cla 207L	Egyptian Archaeology
A Cla 208L	Greek Archaeology
A Cla 209	Roman Archaeology
A Clc 105L	Myths of the Greek World
A Clc 110L	Classical Roots: Great Ideas of Greece and Rome
A Clc 223L	Masterpieces of Greek Tragedy and Comedy
A Eac 150L	China Through Western Eyes
A Eac 170	China: Its Culture and Heritage
A Eac 210L	Survey of Classical Chinese Lit in Translation I
A Eac 211L	Survey of Classical Chinese Lit in Translation II
A Eac 212L	Modern Chinese Literature in Translation
A Eaj 170	Japan: Its Culture and Heritage
A Eaj 210L	Survey of Traditional Japanese Literature
A Eaj 212L	Modern Japanese Literature in Translation
A Eas 103L	Sources of East Asian Civilizations I
A Eas 104L	Sources of East Asian Civilizations II
A Eng 121L	Reading Literature
A Eng 122L	Reading Prose Fiction
A Eng 123L	Reading Drama
A Eng 124L	Reading Poetry
A Eng 144L	Reading Shakespeare
A Eng 215L	Methods of Literary Criticism
A Eng 222L	Masterpieces of Literature
A Eng 223L	Short Story
A Eng 226L	Study of Literary Theme, Form, or Mode
A Eng 232L	Modern Novel
A Eng 233L	Modern Drama
A Eng 234L	Modern Poetry
A Eng 241L	Popular Literature
A Eng 242L	Science Fiction
A Eng 260L	Forms of Poetry
A Eng 261L	American Poetic Tradition
A Eng 291L	The English Literary Tradition I
A Eng 292L	The English Literary Tradition II
A Eng 295L	Classics of Western Literature I: Epic to Modern Drama
A Eng 296L	Classics of Western Literature II: Epic to Modern Novel
A Eng 325L	American Drama
A Eng 362L	Critical Approaches to Women in Literature
A Eng 368L	Women Writers
A Fre 201	Perspectives on the Modern World: Medieval Women
A Fre 241L	Introduction to French Studies
A Fre 361	Readings in French Literature

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A His 263E	Art, Music, and History a Multimedia Approach I
A His 264E	Art, Music, and History a Multimedia Approach II
A His 297	Religion in Society and History
A Ita 223L	Introduction to Literary Methods
A Jst 231	Modern Jewish Thought
A Jst 242	The Bible as Literature
A Jst 272	Modern Hebrew Literature in Translation
A Jst 273	The Arab in Israeli Literature
A Jst 274	Love & Sex in Hebrew Literature
A Jst 373/Z	The Arab in Israeli Literature
A Jst 374/Z	Love & Sex in Hebrew Literature
A Lcs 216L	Music & Society in Latin America
A Lcs 268L	Ethnology Pre-Columbian Art
A Lcs 315L	Latin America through Film
A Mus 216L	Music & Society in Latin America
A Phi 110L	Introduction to Philosophical Problems
A Phi 111L	The Mind and the World
A Phi 112L	Introduction to Reasoning and Analysis
A Phi 114L	Morals and Society
A Phi 115L	Moral Choices
A Phi 116L	World Views
A Phi 210L	Introduction to Logic
A Phi 212L	Introduction to Ethical Theory
A Phi 218L	Understanding Science
A Rel 100L	Introduction to Study of Religion
A Rel 116L	World Views
A Rel 175L	Anthropology and Folklore
A Rel 200L	Introduction to the Bible
A Rel 231	Modern Jewish Thought
A Rel 297L	Religion and Society in History
A Rus 171L	Women in Russian Culture
A Rus 251L	Masterpieces of 19th-Century Russian Literature
A Rus 252L	Masterpieces of 20th-Century Russian Literature
A Rus 253L	Contemporary Russian Lit
A Rus 261L	Dostoevsky and Tolstoy in English Translation
A Rus 354L	The Russian Novel in Its Western Context
A Spn 223L	Intro to Literary Methods
A Spn 312	Representative Spanish Authors II
A Thr 221L	Development of Theatre and Drama I
A Thr 222L	Development of Theatre and Drama II
A Thr 224L	Issues Modern Drama
A Thr 225L	American Theatre History
A Thr 230L	Great Drama on Film & Video
A Wss 362L	Critical Approaches to Women in Literature
A Wss 368L	Women Writers
R Pos 103	Political Theory
R Pos 306	Contemporary Democratic Theory
U Uni 101	Foundations of Great Ideas I
U Uni 151L	Human Identity and Technology I
U Uni 156L	Human Identity and Technology I

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Natural Sciences

A Ant 110N	Introduction to Human Evolution	A Eco 202M	The American Economy: Its Structure and Institutions	A His 321	American Social History to Civil War
A Ant 111N	Introduction to the Primates	A Eng 217M	Introduction to Linguistics	A His 322	American Social History: Civil War to Present
A Ant 119N	The City and Human Health	A Gog 102M	Introduction to Human Geography	A His 327	The Roles of Law in American History
A Atm 100N	The Atmosphere	A Gog 160M	China: People and Places in the Land of One Billion	A His 328	Lawyers in American Life, 1607 to Present
A Atm 101N	The Upper Atmosphere	A Gog 220M	Introduction to Urban Geography	The following courses have been approved for students who received an <u>85 or above</u> on the NYS Regents Exam to fulfill the U.S. Historical Perspectives General Education Requirement	
A Atm 102N	Science and Major Environmental Issues	A Gog 321M	Exploring the Multicultural City		
A Atm 105N	Oceanus and Gala	A His 220M	Public Policy in Modern America		
A Atm 107	The Oceans	A Lcs 282M	Race and Ethnicity	A Aas 213	History of Civil Rights Movement
A Bio 102N	General Biological Sciences	A Lcs 321M	Exploring the Multicultural City	A Aas 220	Black and White in America
A Bio 110F	General Biology I	A Lin 220M	Introduction to Linguistics	A Ant 351	Ethnicity in North America
A Bio 110N	General Biology I	A Lcs 341M	Ethnology of Mesoamerica	A Eas 180	Asian America
A Bio 111N	General Biology II	A Pln 220M	Introductory Urban Planning	A Gog 125	The American City
A Bio 117N	Nutrition	A Psy 101M	Introduction to Psychology	A Gog 180	Asian America
A Bio 208N	Marine Biology	A Psy 102M	Advanced Introduction to Psychology	A Gog 240	Patterns of American Immigration
A Bio 209N	The Human Organism	A Soc 115M	Introduction to Sociology	A Gog 356	Geography of the United States
A Bio 230N	People and Resources in Ecological Perspective	A Soc 180G	Social Problems	A His 100	American Political and Social History I
A Bio 241N	The Biology of Sex	A Soc 180M	Social Problems	A His 101	American Political and Social History II
A Chm 100N	Chemical ABCs: Atoms, Bonds, Citizen Consumers, Chemistry of Cancer	A Soc 210M	Sociology of Culture	A His 300	History of American Indians
A Chm 120N	General Chemistry I	A Soc 262M	Sociology of Gender	A His 311	History of American Foreign Policy I
A Chm 121N	General Chemistry II	A Soc 282	Race and Ethnicity	A His 312	History of American Foreign Policy II
A Geo 100F	Planet Earth	A Soc 283	Juvenile Delinquency	A His 313	Constitutional History of the United States
A Geo 100N	Planet Earth	A Soc 359G	Medical Sociology	A His 316	Workers and Work in America: 1600-Present
A Geo 105N	Environmental Geology	A Soc 359M	Medical Sociology	A His 317	History of the American City to 1860
A Geo 190N	Earth Resources: Problems and Choices	A Wss 220G	Perspectives on Women	A His 318	History of the American City since 1860
A Geo 201N	Environmental Analysis	A Wss 220M	Perspectives on Women	A His 321	American Social History to Civil War
A Gog 101N	Introduction to the Physical Environment	A Wss 262M	Sociology of Gender	A His 322	American Social History: Civil War to Present
A Gog 201N	Environmental Analysis	E Aps 400	United States Educational Governance, Policy, and Administration	A His 325	The Quest for Equality in American History
A Gog 304N	Introduction to Climatology	R Pos 101M	American Politics	A His 327	The Roles of Law in American History
A Phy 100N	Contemporary Astronomy: Cosmic Connection	R Pos 102M	Comparative and International Politics	A His 328	Lawyers in American Life, 1607 to Present
A Phy 102N	Applicatns Modern Physics in Art History and Archaeology	R Pos 103M	Political Theory	A Jst 221	The American Jewish Experience
A Phy 103N	Exploration of Space	R Pos 240M	Introduction to Public Policy	A Jst 260	Jews and the Immigrant Experience in America
A Phy 104N	Physical Science for Humanists	R Pos 340M	Introduction to Political Analysis	A Jst 351	Ethnicity in North America
A Phy 105N	General Physics I	U Uni 152M	Human Identity and Technology I	A Wss 106	U.S. Women Who Changed Our World
A Phy 108N	General Physics II	U Uni 157M	Human Identity and Technology II	A Wss 260	History of Women and Social Change
A Phy 140N	Introductory Physics I	United States Historical Perspectives The following courses have been approved for ALL students to fulfill the U.S. Historical Perspectives General Education Requirement:		R Pos 101	American Politics
A Phy 150N	Introductory Physics II			R Pos 426	American Constitutional Law
A Phy 202N	Environmental Physics	A His 100	American Political and Social History I		
U Uni 154N	Human Identity and Technology II	A His 101	American Political and Social History II		
U Uni 158N	Human Identity and Technology II	R Pos 101	American Politics		
A Wss 109N	Women, Biology and Health	A His 311	History of American Foreign Policy I		

Social Sciences

A Ant 108M	Cultural Anthropology	A His 101	American Political and Social History II	A Jst 260	Jews and the Immigrant Experience in America
A Ant 131M	Ancient People of the World	R Pos 101	American Politics	A Jst 351	Ethnicity in North America
A Ant 160M	Symbol and Human Nature	A His 311	History of American Foreign Policy I	A Wss 106	U.S. Women Who Changed Our World
A Ant 220M	Introduction to Linguistics				
A Ant 240M	The North American Indian	A His 312	History of American Foreign Policy II	A Wss 260	History of Women and Social Change
A Ant 341M	Ethnology of Mesoamerica				
A Cla 131M	Ancient People of the World	A His 317	History of the American City to 1860	R Pos 101	American Politics
A Com 100M	Human Communication			R Pos 426	American Constitutional Law
A Eac 160M	China: People and Places in the Land of One Billion	A His 318	History of the American City since 1860		
A Eas 321M	Exploring the Multicultural City				
A Eco 110M	Principles of Economics I: Microeconomics				
A Eco 111M	Principles of Economics II: Macroeconomics				

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Europe

A Arh 170	Survey of Art in Western World I
A Arh 171	Survey of Art in Western World II
A Clc 110	Great Ideas of Greece and Rome
A Clc 133	History of Ancient Greece
A Clc 134	History of Ancient Rome
A Clc 301	Rome and Mediterranean World
A Clc 310	Women in Antiquity (Wss 311)
A Fre 201	Perspectives on the Modern World: Medieval Women
A Fre 360	Evolution of French Literature and Civilization
A His 130	History European Civilization I
A His 131	History European Civilization II
A His 235	Early Medieval Christianity
A His 253	Medieval Jews Among Muslims and Christians (Jst/Rel 253)
A His 263	Art, Music, and History I
A His 264	Art, Music, and History II
A His 275	Anti-Semitism in Historical Perspective (Jst 275)
A Jst 252	Jews, Hellenism, and Early Christianity (Rel 252)
A Jst 253	Medieval Jews Among Muslims and Christians (His/Rel 253)
A Jst 275	Anti-Semitism in Historical Perspective (His 275)
A Mus 230	Music History I
A Mus 231	Music History II
A Rel 252	Jews Hellenism, and Early Christianity (Jst 252)
A Rel 253	Medieval Jews Among Muslims and Christians (His/Jst 253)
A Rus 161	Russian Civilization
A Thr 221	Development of Theatre and Drama I
A Thr 222	Development of Theatre and Drama II
A Wss 311	Women in Antiquity
R Pos 301	History of Political Theory I
R Pos 302	History of Political Theory II

Regions Beyond Europe

A Aas 269	Caribbean: Peoples, Histories, Cultures (Lcs/Ant 269)
A Aas 286	African Civilizations (His 286)
A Aas 287	Africa in Modern World (His 287)
A Ant 233	Aztec, Incas & Mayans (Lcs 233)
A Ant 236	American Indian Archaeology
A Ant 240	The North American Indian
A Ant 243	Peoples and Cultures of the Middle East (Jst 243)
A Ant 269	Caribbean: Peoples, Histories, Cultures (Lcs/Aas 269)
A Ant 341	Ethnology of Mesoamerica (Lcs 341)
A Eac 170	China: Its Culture and Heritage
A Eaj 170	Japan: Its Culture and Heritage
A Eas 103	Sources of East Asian Civ I
A Eas 104	Sources of East Asian Civ II
A His 170	Intro Caribbean History (Lcs 102)
A His 176	Cultures & Societies of Asia I
A His 177	Cultures & Societies of Asia II
A His 257	Jews, War and Revolution: West European Jewry, 1770-1918
A His 258	Jews, War and Revolution: East European Jewry, 1772-1918
A His 286	African Civilizations (Aas 286)
A His 287	Africa in Modern World (Aas

A His 364Z	287)
A Jst 243	Culture and French Revolution
A Jst 251	Peoples and Cultures of the Middle East (Ant 243)
A Jst 257	Early Israel & Biblical Civiliztn
A His 258	Jews, War and Revolution: West European Jewry, 1770-1918
A Jst 285	Jews, War and Revolution: East European Jewry, 1772-1918
A Lcs 100/Z	Hero and Antihero in Scripture
A Lcs 102	Cultures of Latin America
A Lcs 233	Intro Caribbean History (His 170)
A Lcs 269	Aztec, Incas & Mayans (Ant 233)
A Lcs 341	Caribbean: Peoples, Histories, Cultures (Aas/Ant 269)
A Rel 285	Ethnology of Mesoamerica (Ant 341)
R Pos 373	Hero and Antihero in Scripture
	Government and Politics in the Republic of China

Global and Cross-Cultural Perspectives

A Ant 108	Cultural Anthropology
A Cas 103	Perspectives on Globalization
A Cas 141	Concepts of Race and Culture in the Modern World
A Cas 150	Cultural Diversity and the Human Condition
A Com 371	Theories of Intercultural Communication
A Eco 130	Third World Economies: An Interdisciplinary Profile
A Gog 102	Introduction to Human Geography
A Gog 225	World Cities
A His 158	The World in the 20th Century
A His 255	The Holocaust: Lessons in Legacies (Jst 255)
A His 275	Anti-Semitism in Historical Perspective (Jst 275)
A His 291	Messiah/Messianism in Judaism and Christianity (Jst/Rel 291)
A His 293	History of Women in the Americas
A His 297	Religion and Society in History (Rel 297)
A Jst 150	Survey of Jewish Civilization
A Jst 254	Jews in Modern World (Rel 254)
A Jst 255	The Holocaust: Lessons in Legacies (His 255)
A Jst 275	Anti-Semitism in Historical Perspective (His 275)
A Jst 291	Messiah/Messianism in Judaism and Christianity (His/Rel 291)
A Lcs 359	Globalization in the Americas
A Phi 214	World Religions (Rel 214)
A Pln 320	International & Urban Planning
A Rel 214	World Religions (Phi 214)
A Rel 254	Jews in Modern World (Jst 254)
A Rel 291	Messiah/Messianism in Judaism and Christianity (His/Jst 291)
A Rel 297	Religion and Society in History (His 297)
A Wss 308	Global Perspectives on Women
R Pos 102	Comparative and International Politics
R Pos 355	Government and Politics in Sub-Saharan Africa
R Pos 370	International Relations: Theory
R Pos 371	International Relations: Practice

R Pos 374	America and Asia: Whose Leadership?
R Pos 385	Vietnam: The Politics of Intervention
R Pos 461	Comparative Ethnicity
R Pos 473	Economic Relations in the Global System

U.S. Diversity and Pluralism

A Aas 142L	African/African-American Literature
A Aas 213	History of the Civil Rights Movement
A Aas 220	Black and White in America
A Aas 240	Classism, Racism & Sexism: Issues
A Ant 100*	Culture, Society, and Biology
A Ant 172	Community and Self
A Ant 351	Ethnicity in North America
A Cas 125	Diversity of Voices in Literature & the Arts
A Cas 131	Diversity and Equity in America
A Cas 141*	Concepts of Race and Culture in the Modern World
A Cas 150*	Cultural Diversity and the Human Condition
A Cas 240	Images & Issues of Diversity in Visual Arts
A Com 371*	Theories of Intercultural Communication
A Eas 180	Asian America
A Eco 130*	The Third World Economies: Interdisciplinary Profile
A Eng 240	Growing Up in America
A Fre 208	New World Cultural Diversity
A Fre 281	Francophone Cultures: New World and Third World
A Gog 125M	The American City
A Gog 180	Asian America
A Gog 240	Patterns of American Immigration
A His 158*	The World in the 20th Century
A His 225	Hollywood and the Jews
A His 275	Antisemitism in Historical Perspective
A Jst 155	Judaism: Traditions & Practices
A Jst 221	The American Jewish Experience
A Jst 225	Hollywood and the Jews
A Jst 260	Jews and Immigrant Experience in America
A Jst 270	Jewish-Christian Relations
A Jst 275	Antisemitism in Historical Perspective
A Jst 351	Jewish American Ethnic Groups
A Lcs 201	Hispanic Cultures in the U.S.
A Lcs 216L*	Music&Society in Latin Am
A Lcs 240	Classism, Racism, and Sexism : Issues
A Lcs 282	Race and Ethnicity
A Lcs 302	Las Culturas Latinas en los Estados Unidos
A Lcs 375	Latino Politics in the U.S.
A Mus 216L*	Music&Society in Latin Am
A Phi 214*	World Religions
A Phi 328	Philosophy and Race
A Rel 100L*	Intro to the Study of Religion
A Rel 155	Judaism: Traditions & Practices
A Rel 214*	World Religions
A Rel 270	Jewish-Christian Relations

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A Rel 275	Social Morality and Citizenship Educ in a Pluralistic Society
A Soc 262M	Sociology of Gender
A Soc 282	Race and Ethnicity
A Soc 375	U.S. Urban Neighborhood Diversity
A Spn 322	Las Culturas Latinas en los Estados Unidos
R Ssw 220	Value Issues in Social Welfare
A Thr 228	Voices Diversity Contemp Amer Theatre/Drama
A Wss 101	Introduction to Feminisms
A Wss 106	U.S. Women Who Changed the World
A Wss 202	Intro to Lesbian and Gay Studies
A Wss 240	Classism, Racism and Sexism : Issues
A Wss 262M	Sociology of Gender
E Edu 275	Social Morality and Citizenship Ed in a Pluralistic Society
E Edu 375	Social Responsibility & Citizenship Ed in Pluralistic Society
E Spe 460	Intro Human Exceptionality
R Crj 210	Policies of Crime in Heterogeneous Societies
U Uni 153	Human Identity and Tech II
U Uni 230	An Introduction to Disability Studies

*** Counts toward this requirement only if
taken before Fall 2004.**

Information Literacy

A Com 265	Intro to Communication Theory
A Csi 198T	Microcomputer Consulting Service in the University Library
A Eac 160M/G	China: People and Places in the Land of One Billion
A Eas 205	East Asian Research and Bibliographic Methods
A Gog 160M/G	China: People and Places in the Land of One Billion
A Lin 100M	Understanding Language
R Isp 100	Internet and Information Access
R Isp 301	Intro to Information Science
U Uni 100	The Freshmen Year Experience
(U Uni 15_)	Four-Course Project Renaissance Sequence
U Unl 205	Information Literacy

Oral Discourse

A Aas 490	Senior Seminar
A Ant 423	Linguistic Structures
A Arh 450	Art/Soc Early Mod France
A Arh 499	Research Seminar Art History
A Art 305	Intermediate Drawing
A Atm 321	Physical Meteorology
A Bio 212	Introductory Genetics
A Com 203	Speech Composition and Presentation
A Com 212	Argumentation and Debate
A Eac 210L	Survey of Classical Chinese Lit in Translation I
A Eac 211L	Survey of Classical Chinese Lit in Translation II
A Eac 212L	Modern Chinese Literature in Translation
A Eaj 301	Advanced Japanese I
A Eaj 302	Advanced Japanese II

A Eak 301	Advanced Korean I
A Eak 302	Advanced Korean II
A Eas 190	Confucianism & Samurai Ethic
A Eas 321 M	Exploring the Multicultural City
A Eng 300 Z*	Expository Writing
A Eng 301 Z*	Critical Writing
A Eng 302 Z*	Creative Writing
A Eng 303 Z*	Forms of Argumentative and Persuasive Writing (Rhetoric)
A Eng 304 Z*	Forms of Creative Writing (Poetics)
A Fre 218	France Today
A Fre 221	Intermediate French I
A Fre 222	Intermediate French II
A Fre 270	Beginning French for Business
A Fre 350	Conversation and Writing
A Fre 460	Art/Soc Early Mod France
A Geo 350	Environmental Geochemistry
A Gog 321 M	Exploring the Multicultural City
A Gog 330	Principles of Environmental Mgt
A Gog 344	World Population
A Ita 206	Intermediate Conversation and Oral Grammar
A Jrl 350	Journalistic Interviewing
A Jst 285	Hero and Antihero in Scripture
A Lcs 321 M	Exploring the Multicultural City
A Lin 423	Linguistic Structures
A Mus 320 L	Music History
A Mus 455	Form & Analysis in Tonal Music
A Phi 425	Contemporary Ethical Theory
A Pln 320/Z	International Urban Planning
A Pln 330/Z	Principles of Environmental Mgt
A Rel 285	Hero and Antihero in Scripture
A Rus 311	Russian Conversation
A Rus 312	Russian Conversation: The Press
A Soc 359D	Topics Sem Medical Sociology
A Soc 470D	Topics Sem Sociology of Families
A Spn 206	Intermediate Conversation and Oral Grammar
A Thr 240	Acting I
A Thr 242	Voice I
A Thr 310	Reader's Theatre
A Thr 340	Acting II
A Thr 341	Acting III
A Thr 343	Voice II
A Thr 440	Acting IV
A Wss 322	Feminist Pedagogy in Practice
B Mgt 481	Strategic Management
R Isp 499Z	Senior Seminar Information Science
U Uni 153	Human Identity and Tech I
U Uni 157	Human Identity and Tech II
U Uni 301	Foundations of Great Ideas II

*** If taken Fall 2003 or thereafter.**

Writing Intensive

Writing Intensive courses are designated by the suffix letters E, F, G, and Z. A 100- or 200-level course with one of those suffixes may be used to meet the lower division requirements; a 300-level or above course with one of those suffixes, the upper division requirement.

Mathematics and Statistics

R Crj 281	Introduction to Statistics in Criminal Justice
A Eco 210	Tools of Economics
A Mat 101	Algebra And Calculus
A Mat 105	Finite Mathematics

A Mat 106	Survey of Calculus
A Mat 108	Elementary Statistics
A Mat 109	Applied Matrix Algebra
A Mat 111	Algebra and Calculus II
A Mat 112	Calculus
A Mat 118	Honors Calculus
A Phi 210	Introduction to Logic
A Psy 210	Statistical Methods in Psychology
A Soc 221	Statistics for Sociologists
B Msi 220	Introduction to Business Statistics
O Eop 13A	Math I
O Eop 13B	Math II
O Eop 13C	Math III
R Pos 416	Research Models in Political Science I

Foreign Language

A Clg 102	Elementary Greek II
A Cll 102	Elementary Latin II
A Dch 102	Elementary Dutch II
A Eac 102	Elementary Chinese II
A Eaj 102	Elementary Japanese II
A Eak 102	Elementary Korean II
A Fre 102	Beginning French II
A Heb 102	Elementary Hebrew II
A Ita 101	Elementary Italian II
A Pol 102	Elementary Polish II
A Por 101	Elementary Portuguese II
A Por 102	Intensive Elementary Portuguese
A Rus 102	Elementary Russian II
A Rus 104	Russian for Bilingual Students II
A Rus 105	Intensive Introduction to Russian
A Spn 101	Elementary Spanish II
A Spn 105	Intensive for Bilinguals I
A Ukr 102	Elementary Ukrainian II

NOTE: More than one printed and electronic version of approved course lists for the New General Education Program appeared in the past year. Students who believed they were fulfilling a requirement by taking a course which no longer appears on the list for that requirement category should bring this to the attention of the Dean of Undergraduate Studies, LC 30.

The General Education Committee continues to receive applications from faculty who wish their courses to count toward one or more of the New General Education categories. Although the printed copy of the Undergraduate Bulletin only comes out once a year, as new courses are approved for categories they will be added to the University's New General Education web page:

<http://www.albany.edu/gened/newgened.html>

THE CONTINUING (1992) GENERAL EDUCATION PROGRAM

The Continuing (1992) General Education Program applies to all students admitted to the University **with basis of admission "FRESHMAN" before fall 2000 and with basis of admission "TRANSFER" before fall 2002.**

All other students should refer to the section of the Undergraduate Bulletin entitled "The New General Education Program."

The General Education Program at the University at Albany promotes breadth, coherence, critical inquiry, and public responsibility in the intellectual life of every undergraduate.

It promotes breadth through a distribution of courses in the humanities, the natural sciences, and the social sciences.

It promotes coherence by emphasizing historical, social, aesthetic, and philosophical contexts that shape knowledge and culture.

It promotes critical inquiry into the assumptions, goals, and methods of various academic fields of study.

It promotes public responsibility by emphasizing cultural pluralism, human diversity, a respect for difference, and a commitment to civic dialogue.

In addition, general education aims to develop the reasoning abilities, the writing, reading, and computational abilities, the interpretive, analytic, and synthesizing abilities, central to the intellectual life of the University.

The majority of General Education courses are at the 100 and 200 level. Students are encouraged to complete the requirements in their first two years.

The program includes four interrelated kinds of courses:

1. those intended to introduce the variety of disciplines comprising a university;
2. those intended to promote understanding of the diversity of social groups and practices in American society;

3. those intended to promote understanding of the world's cultural diversity and historical change;
4. those intended to develop writing abilities as a means of composing, learning, and sharing disciplinary knowledge.

Requirements

A minimum of 24 graduation credits as follows:

Courses in the disciplines (18 credits)—Students must complete two approved courses (6 credits) in each of the following categories: Humanities and the Arts, Natural Sciences, Social Sciences.

An approved course in Cultural and Historical Perspectives (3 credits)

An approved course in Human Diversity (3 credits)

In addition, *for students matriculating Fall 1997 and thereafter*, a student must complete two approved writing intensive courses, with minimum grades of C or higher or S, at least one of the courses must be at or above the 300 level. *For students matriculating before Fall 1997*, a student must complete two approved writing intensive courses, with minimum grades of C- or higher or S, at least one of the courses must be at or above the 300 level.

If more than one category is listed for a particular course, that course satisfies more than one General Education requirement.

Continuing General Education: Course Lists by Category:

NOTE: For some categories suffix letters were intended to indicate that a course fulfills a General Education requirement, but there have been many exceptions. A course listed below will satisfy the requirement indicated, ***without regard to any suffix letters***. Therefore, in the lists that follow, all suffix letters have been intentionally omitted.

**Italicized courses = former courses or former course numbers.*

CULTURAL AND HISTORICAL PERSPECTIVES

A Aas 220	Black & White in America
A Aas 269	Caribbean: Peoples, History, & Culture
A Aas 286	African Civilizations
A Aas 287	Africa in the Modern World
A Ant 131	Ancient Peoples of the World
A Ant 146	Puerto Rico: People, History, Culture
A Ant 233	Aztecs, Incas & Mayas
A Ant 236	American Indian Archaeology
A Ant 240	The North American Indian
A Ant 243	Peoples & Cultures of Mid East

A Ant 269	Caribbean: People, History & Culture
A Ant 341	Ethnology of Mesoamerica
A Arh 280	Chinese Painting
A Bio 311	World Food Crisis
A Cas 220	Literature of the World I
A Cas 221	Literature of the World II
A Cas 348	America's Radical Past: 1848-77
A Cla 131	Ancient Peoples of the World
A Cla 207	Egyptian Archaeology
A Cla 208	Greek Archaeology
A Cla 209	Roman Archaeology
<i>*A Cla 210</i>	<i>The Art & Archaeology of Cyprus</i>
A Clc 105	Myths of the Greek World
A Clc 110	Classical Roots: Great Ideas of Greece & Rome
A Clc 125	Latin&Greek Elements in English
A Clc 133	History of Ancient Greece
A Clc 134	History of Ancient Rome
A Clc 300	The Greeks & Their Neighbors
A Clc 301	Rome & Mediterranean World
A Clc 310	Women in Antiquity
A Clg 101	Elementary Greek I
A Clg 102	Elementary Greek II
A Clg 103	Intro to New Testament Greek I
A Clg 104	Intro to New Testament Greek II
<i>*A Clg 203</i>	<i>Intro to Greek Literature I</i>
<i>*A Clg 204</i>	<i>Intro to Greek Literature II</i>
A CII 101	Elementary Latin I
A CII 102	Elementary Latin II
<i>*A CII 200</i>	<i>Intermediate Latin I</i>
A CII 201	Intro to Latin Literature I
A CII 202	Intro to Latin Literature II
A Dch 101	Elementary Dutch I
A Dch 102	Elementary Dutch II
A Dch 201	Intermediate Dutch I
A Dch 202	Intermediate Dutch II
A Eac 101	Elementary Chinese I
A Eac 102	Elementary Chinese II
A Eac 150	China Through Western Eyes
A Eac 160	China: People & Places in the Land of One Billion
A Eac 170	China: Its Culture & Heritage
<i>*A Eac 200</i>	<i>Intermediate Chinese</i>
A Eac 201	Intermediate Chinese I
A Eac 202	Intermediate Chinese II
A Eac 210	Survey of Classical Chinese Lit in Translation I
A Eac 211	Survey of Classical Chinese Lit in Translation II
A Eac 212	Modern Chinese Lit in Translation
A Eac 280	Chinese Painting
A Eaj 101	Elementary Japanese I
A Eaj 102	Elementary Japanese II
A Eaj 170	Japan: Its Culture & Heritage
A Eaj 201	Intermediate Japanese I
A Eaj 202	Intermediate Japanese II
A Eaj 210	Survey of Traditional Japanese Literature
A Eaj 212	Modern Japanese Lit in Trans
A Eak 101	Elementary Korean I
A Eak 102	Elementary Korean II
A Eak 201	Intermediate Korean I
A Eak 202	Intermediate Korean II
A Eas 103	Sources of East Asian Civ I
A Eas 104	Sources of East Asian Civ II
A Eas 140L	Introduction to East Asian Cinema
A Eas 177	Cultures & Societies of Asia II

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A Eas 180	Asian America	<i>*A Ita 201</i>	<i>Intermediate Italian II</i>	A Soc 210	Sociology of Culture
A Eas 270	Women in East Asian Lit	A Jst 150	Survey of Jewish Civilization	A Spn 100	Elementary Spanish I
A Eas 321	Exploring the Multicultural City	A Jst 242	The Bible as Literature	A Spn 101	Elementary Spanish II
A Eas 350	Geography & Development in Pacific Asia	A Jst 243	Peoples & Cultures of Middle East	A Spn 103	Intermediate Spanish I
A Eng 221	The Bible as Literature	A Jst 248	Women in Jewish Life & Lit	A Spn 104	Intermediate Spanish II
A Fre 101	Beginning French I	A Jst 251	Early Israel & Biblical Civ	A Spn 105	Spanish for Bilinguals I
A Fre 102	Beginning French II	A Jst 252	Jews, Hellenism, & Early Christianity	<i>*A Spn 200</i>	<i>Intermediate Spanish I</i>
<i>*A Fre 200</i>	<i>Intermediate French I</i>			<i>*A Spn 201</i>	<i>Intermediate Spanish II</i>
<i>*A Fre 210</i>	<i>Intermediate French II</i>	A Jst 253	Medieval Jews Among Muslims & Christians	A Spn 314	Rise & Fall of Spanish Empire
A Fre 218	French Culture in English			A Spn 315	Conflict&Progress Mod Spain
A Fre 221	Intermediate French I	A Jst 254	The Jews in the Modern World	A Spn 317	Latin-American Civilization
A Fre 222	Intermediate French II	A Jst 255	The Holocaust: Lessons & Legacies	A Thr 221	Development of Theatre/Drama I
A Fre 238	Classics of French Cinema in English	A Jst 272	Modern Hebrew Lit in Translation	A Thr 222	Development of Theatre/Drama II
A Fre 315	Intro to French Cinema			A Thr 224	Contemporary Issues in Modern Drama
<i>*A Ger 101</i>	<i>Elementary German I</i>	A Jst 275	Antisemitism in Historical Perspective	A Thr 225	American Theatre History
<i>*A Ger 102</i>	<i>Elementary German II</i>			A Ukr 101	Elementary Ukrainian I
<i>*A Ger 200</i>	<i>Intermediate German I</i>	A Jst 291	Messiah and Messianism in Judaism & Christianity	A Ukr 102	Elementary Ukrainian II
<i>*A Ger 201</i>	<i>Intermediate German I</i>			A Wss 171	Women in Russian Culture
<i>*A Ger 202</i>	<i>Intermediate German II</i>	A Lcs 100	Cultures of Latin America	A Wss 248	Women in Jewish Life & Lit
<i>*A Ger 207</i>	<i>Intermediate German II</i>	A Lcs 102	Intro to Caribbean History	A Wss 260	History of Women & Social Change
A Gog 102	Intro to Human Geography	A Lcs 150	Puerto Rico: People, History, Culture		
<i>*A Gog 120</i>	<i>World Cities</i>			A Wss 270	Women in East Asian Lit
A Gog 160	China: People & Places in the Land of One Billion	A Lcs 216	Music & Society in Latin America	A Wss 308	Global Perspectives on Women
		A Lcs 233	Aztecs, Incas & Mayas	A Wss 311	Women in Antiquity
A Gog 180	Asian America	A Lcs 250	Geography of Latin America	E Edu 275	Social Morality & Citizenship Education in a Pluralistic Society
A Gog 220	Introductory Urban Geography	A Lcs 269	Caribbean: Peoples, History, & Culture		
<i>*A Gog 221</i>	<i>Geographic Explorations in Multicultural City</i>			U Uni 101	Foundations of Great Ideas I
A Gog 225	World Cities	A Lcs 315	Latin America Through Film	U Uni 155	Project Ren 1: Human Identity
A Gog 250	Geography of Latin America	A Lcs 317	Latin American Civilization	U Uni 310	World Food Crisis
A Gog 310	World Food Crisis	A Lcs 321	Exploring the Multicultural City		
A Gog 321	Exploring the Multicultural City	A Mus 216	Music & Society in Latin America		
A Gog 350	Geography & Development in Pacific Asia	A Phi 116	World Views		
		A Phi 214	World Religions	HUMAN DIVERSITY	
A Heb 101	Elementary Hebrew I	A Pln 220	Introductory Urban Planning	A Aas 142	African/African-American Lit
A Heb 102	Elementary Hebrew II	A Pol 101	Elementary Polish I	A Aas 213	History Civil Rights Movement
A Heb 201	Intermediate Hebrew I	A Pol 102	Elementary Polish II	A Aas 220	Black & White in America
A Heb 202	Intermediate Hebrew II	A Por 100	Elementary Portuguese I	A Aas 240	Classism, Racism & Sexism: Issues
<i>*A Hfa 348</i>	<i>America's Radical Past: 1848-77</i>	A Por 101	Elementary Portuguese II	A Ant 100	Culture, Society, & Biology
A His 100	American Political & Social History I	A Por 102	Intensive Elementary Portuguese	A Ant 172	Community & Self
		A Por 201	Intermediate Portuguese	A Ant 351	Ethnicity in North America
A His 101	American Political & Social History II	A Rel 100	Intro to the Study of Religion	<i>*A Ant 371</i>	<i>Theories Intercultural Communication</i>
		A Rel 103	Intro to New Testament Greek I		
A His 130	History of European Civ I	A Rel 104	Intro to New Testament Greek II	A Cas 125	Diversity of Voices in Literature & the Arts
A His 131	History of European Civ II	A Rel 116	World Views	A Cas 131	Diversity & Equity in America
A His 170	Intro to Caribbean History	A Rel 214	World Religions	A Cas 141	Concepts of Race & Culture in the Modern World
A His 176	Cultures & Societies of Asia I	A Rel 221	The Bible as Literature		
A His 177	Cultures & Societies of Asia II	A Rel 252	Jews, Hellenism, & Early Christianity	A Cas 150	Cultural Diversity & Human Condition
A His 235	Early & Medieval Christianity	A Rel 253	Medieval Jews Among Muslims & Christians	A Cas 240	Images & Issues of Diversity in the Visual Arts
A His 253	Medieval Jews Among Muslims & Christians	A Rel 254	The Jews in the Modern World	A Com 371	Theories of Intercultural Communication
A His 255	The Holocaust: Lessons & Legacies	A Rel 275	Social Morality & Citizenship Education in Plur Society		
A His 275	Antisemitism in Historical Perspective	A Rel 291	Messianism in Judaism & Christianity	A Eas 180	Asian America
A His 286	African Civilizations	A Rus 101	Elementary Russian I	A Eco 130	The Third World Economies
A His 287	Africa in the Modern World	A Rus 102	Elementary Russian II	A Eng 240	Growing Up in America
A His 292	Trials in History	A Rus 103	Russian for Bilingual Students I	A Fre 208	New World Cultural Diversity
A His 293	History of Women in the Americas	A Rus 104	Russian for Bilingual Students II	A Fre 281	Francophone Cultures: New World & Third World
		A Rus 105	Intensive Introductory Russian	A Gog 125	The American City
A His 316	Workers & Work in America: 1600-Present	A Rus 161	Russian Civilization	A Gog 180	Asian America
		A Rus 162	The Rise & Fall of Soviet Civ	<i>*A Gog 221</i>	<i>Geographic Explorations in Multicultural City</i>
A Ita 100	Elementary Italian I	A Rus 171	Women in Russian Culture		
A Ita 101	Elementary Italian II	<i>*A Rus 200</i>	<i>Intermediate Russian I</i>	A Gog 240	Patterns of American Immigration
A Ita 103	Intermediate Italian I	A Rus 201	Intermediate Russian I		
A Ita 104	Intermediate Italian II	A Rus 202	Intermediate Russian II		
<i>*A Ita 200</i>	<i>Intermediate Italian</i>	<i>*A Rus 203</i>	<i>Intermediate Russian II</i>		

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*A Hfa 125	<i>Diversity of Voices in Literature & the Arts</i>	A Aas 142	African/African-American Lit	A Eng 215	Methods of Literary Criticism
*A Hfa 150	<i>Cultural Diversity & Human Condition</i>	A Ant 175	Anthropology & Folklore	A Eng 222	Masterpieces of Literature
*A Hfa 240	<i>Images & Issues of Diversity in the Visual Arts</i>	A Ant 268	Ethnology of Pre-Columbian Art	A Eng 223	Short Story
A His 158	The World in the 20th Century	A Arh 170	Survey of Art in Western World I	A Eng 226	Studies of a Literary Theme, Form, or Mode
A His 225	Hollywood and the Jews	A Arh 171	Survey of Art in Western World II	A Eng 232	Modern Novel
A His 275	Antisemitism in Historical Perspective	A Arh 280	Chinese Painting	A Eng 233	Modern Drama
A Jst 155	Judaism: Traditions & Practices	A Cas 202	Understanding the Arts	A Eng 234	Modern Poetry
A Jst 221	The American Jewish Experience	A Cas 220	Literature of the World I	A Eng 241	Popular Literature
A Jst 225	Hollywood and the Jews	A Cas 221	Literature of the World II	A Eng 242	Science Fiction
A Jst 260	Jews & Immigrant Experience in America	A Cas 360	Passion & Choice	A Eng 260	Forms of Poetry
A Jst 270	Jewish-Christian Relations	A Cla 207	Egyptian Archaeology	A Eng 261	American Poetic Tradition
A Jst 275	Antisemitism in Historical Perspective	A Cla 208	Greek Archaeology	A Eng 291	The English Literary Tradition I
A Jst 351	Jewish American Ethnic Groups	A Cla 209	Roman Archaeology	A Eng 292	The English Literary Tradition II
A Lcs 201	Hispanic Cultures in the United States	*A Cla 210	<i>The Art & Archaeology of Cyprus</i>	A Eng 295	Classics of Western Lit I: Epic to Modern Drama
A Lcs 216	Music & Society in Latin America	A Clc 105	Myths of the Greek World	A Eng 296	Classics of Western Lit II: Epic to Modern Novel
A Lcs 240	Classism, Racism, & Sexism: Issues	A Clc 110	Classical Roots: Great Ideas of Greece & Rome	A Eng 311	History of the English Language
A Lcs 282	Race & Ethnicity	A Clc 223	Masterpieces of Greek Tragedy & Comedy	A Eng 325	American Drama
A Lcs 302	Las Culturas Latinas en los Estados Unidos	A Clg 101	Elementary Greek I	A Eng 362	Critical Approaches to Women in Literature
*A Lcs 383	<i>Social Psych of Ethnic Relations</i>	A Clg 102	Elementary Greek II	A Eng 368	Women Writers
A Mus 216	Music & Society in Latin America	A Clg 103	Intro to New Testament Greek I	A Fre 101	Beginning French I
A Phi 214	World Religions	A Clg 104	Intro to New Testament Greek II	A Fre 102	Beginning French II
A Phi 328	Philosophy & Race	*A Clg 203	<i>Intro to Greek Literature I</i>	*A Fre 200	<i>Intermediate French I</i>
*A Psy 383	<i>Social Psych of Ethnic Relations</i>	*A Clg 204	<i>Intro to Greek Literature II</i>	*A Fre 210	<i>Intermediate French II</i>
A Rel 100	Intro to the Study of Religion	A Cll 101	Elementary Latin I	A Fre 221	Intermediate French I
A Rel 155	Judaism: Traditions & Practices	A Cll 102	Elementary Latin II	A Fre 222	Intermediate French II
A Rel 214	World Religions	*A Cll 200	<i>Intermediate Latin I</i>	A Fre 241	Intro to French Studies
A Rel 270	Jewish-Christian Relations	A Cll 201	Intro to Latin Literature I	*A Ger 101	<i>Elementary German I</i>
A Rel 275	Social Morality & Citizenship Education	A Cll 202	Intro to Latin Literature II	*A Ger 102	<i>Elementary German II</i>
*A Sbs 131	<i>Diversity & Equity in America</i>	A Dch 101	Elementary Dutch I	*A Ger 200	<i>Intermediate German I</i>
*A Sbs 141	<i>Concepts of Race & Culture in the Modern World</i>	A Dch 102	Elementary Dutch II	*A Ger 201	<i>Intermediate German I</i>
A Soc 262	Sociology of Gender	A Dch 201	Intermediate Dutch I	*A Ger 202	<i>Intermediate German II</i>
A Soc 282	Race & Ethnicity	A Dch 202	Intermediate Dutch II	*A Ger 207	<i>Intermediate German II</i>
A Soc 375	U.S. Urban Neighborhood Diversity	A Dch 308	Into to Lit of Netherlands	*A Ger 225	<i>From Goethe to Thomas Mann</i>
A Spn 322	Las Culturas Latinas en los Estados Unidos	A Eac 101	Elementary Chinese I	*A Ger 240	<i>Hermann Hesse: Life & Work</i>
A Thr 228	Voices Diversity Contemp Amer Theatre/Drama	A Eac 102	Elementary Chinese II	*A Ger 247	<i>Goethe's Faust in Translation</i>
A Wss 101	Intro to Feminisms	A Eac 150	China Through Western Eyes	A Heb 101	Elementary Hebrew I
A Wss 106	U.S. Women Who Changed Our World	A Eac 170	China: Its Culture & Heritage	A Heb 102	Elementary Hebrew II
A Wss 202	Intro to Lesbian & Gay Studies	*A Eac 200	<i>Intermediate Chinese</i>	A Heb 201	Intermediate Hebrew I
*A Wss 210	<i>Intro to Feminism</i>	A Eac 201	Intermediate Chinese I	A Heb 202	Intermediate Hebrew II
A Wss 240	Classism, Racism, & Sexism: Issues	A Eac 202	Intermediate Chinese II	*A Hfa 202	<i>Understanding the Arts</i>
A Wss 262	Sociology of Gender	A Eac 210	Survey of Classical Chinese Lit in Translation I	*A Hfa 250	<i>Creative Minds</i>
E Edu 275	Social Morality & Citizenship Education in a Pluralistic Society	A Eac 211	Survey of Classical Chinese Lit in Translation II	*A Hfa 360	<i>Passion & Choice</i>
E Edu 375	Social Responsibility and Citizenship Education in a Pluralistic Society	A Eac 212	Modern Chinese Lit in Translation	A His 263	Art, Music, & History: A Multimedia Approach I
R Crj 210	Policies of Crime in Heterogeneous Societies	A Eac 280	Chinese Painting	A His 264	Art, Music, & History: A Multimedia Approach II
R Ssw 220	Value Issues in Social Welfare	A Eaj 101	Elementary Japanese I	A His 297	Religion & Society in History
U Uni 153	Project Ren 2: Human Identity	A Eaj 102	Elementary Japanese II	A Ita 100	Elementary Italian I
U Uni 230	An Intro to Disability Studies	A Eaj 170	Japan: Its Culture & Heritage	A Ita 101	Elementary Italian II
		A Eaj 201	Intermediate Japanese II	A Ita 103	Intermediate Italian I
		A Eaj 202	Intermediate Japanese II	A Ita 104	Intermediate Italian II
		A Eaj 210	Survey Trad Japanese Lit	*A Ita 200	<i>Intermediate Italian I</i>
		A Eaj 212	Modern Japanese Lit in Trans	*A Ita 201	<i>Intermediate Italian II</i>
		A Eak 101	Elementary Korean I	A Ita 223	Intro to Literary Methods
		A Eak 102	Elementary Korean II	A Lcs 216	Music & Society in Latin America
		A Eak 201	Intermediate Korean I	A Lcs 268	Ethnology of Pre-Columbian Art
		A Eak 202	Intermediate Korean II	A Lcs 275	Four Caribbean Writers
		A Eas 103	Sources of East Asian Civ I	A Lcs 315	Latin America through Film
		A Eas 104	Sources of East Asian Civ II	A Mus 100	Intro to Music
		A Eas 140L	Introduction to East Asian Cinema	A Mus 102	"Golden Age" of Piano Music
		A Eng 121	Reading Literature	A Mus 115	Jazz: America's Music
		A Eng 122	Reading Prose Fiction	A Mus 125	Russia: Its Music &

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A Mus 213	Survey of Symphonic Music	A Thr 225	American Theatre History	A Phy 140	Introductory Physics I
A Mus 214	American Music	*A Thr 227	<i>Comparative Genres Drama & Theatre</i>	A Phy 150	Introductory Physics II
A Mus 216	Music & Society in Latin America	A Thr 230	Great Drama on Film & Video	A Phy 202	Environmental Physics
A Mus 217	Women & Music	A Thr 235	Fundamentals of Theatrical Design	A Wss 109	Women, Biology & Health
A Mus 230	Music History I			U Uni 154	Project Renaissance 2
A Mus 231	Music History II			U Uni 158	Project Renaissance 2
A Mus 334	Survey of American Music	*A Thr 241	<i>Performance: Physicality of Communication</i>	U Uni 160	Math, Art, & the Creative Process
A Mus 338	Survey of Opera			U Uni 310	World Food Crisis
A Phi 110	Intro to Philosophical Problems	A Thr 380	History of Costume	SOCIAL SCIENCES	
A Phi 111	The Mind and the World	A Ukr 101	Elementary Ukrainian I	A Ant 106	Linguistic Anthropology
A Phi 112	Critical Thinking	A Ukr 102	Elementary Ukrainian II	A Ant 108	Cultural Anthropology
A Phi 114	Morals & Society	A Wss 171	Women in Russian Culture	A Ant 131	Ancient Peoples of the World
A Phi 115	Moral Choices	A Wss 217	Women & Music	A Ant 160	Symbol & Human Nature
A Phi 116	World Views	A Wss 362	Critical Approaches to Women in Literature	*A Ant 200	<i>Cultural Anthropology</i>
A Phi 210	Intro to Logic			A Ant 220	Intro to Linguistics
A Phi 212	Intro to Ethical Theory	A Wss 368	Women Writers	*A Ant 221	<i>Linguistic Anthropology</i>
A Phi 218	Understanding Science	E Tap 233	Landmarks in Literacy	A Ant 240	The North American Indian
A Phy 201	Physics & Buddhism	*U Uni 102	<i>Foundations of Great Ideas II</i>	A Ant 341	Ethnology of Mesoamerica
A Pol 101	Elementary Polish I	U Uni 151	Project Ren 1: Human Identity	A Cla 131	Ancient Peoples of the World
A Pol 102	Elementary Polish II	U Uni 156	Project Renaissance 1: Technology	A Com 100	Human Communication: Language & Social Action
A Por 100	Elementary Portuguese I	U Uni 301	Foundations of Great Ideas II	A Eac 160	China: People & Places in the Land of One Billion
A Por 101	Elementary Portuguese II			A Eas 321	Exploring the Multicultural City
A Por 102	Intensive Elementary Portuguese	NATURAL SCIENCES		*A Eco 102	<i>The American Economy</i>
A Por 201	Intermediate Portuguese	A Ant 110	Intro to Human Evolution	A Eco 202	The American Economy: Its Structure & Institutions
A Rel 100	Intro to the Study of Religion	A Ant 111	Intro to the Primates	A Eco 110	Principles of Eco I: Microeconomics
A Rel 103	Intro to New Testament Greek I	A Ant 119	The City & Human Health	A Eco 111	Principles of Eco II: Macroeconomics
A Rel 104	Intro to New Testament Greek II	A Atm 100	The Atmosphere	A Eng 217	Intro to Linguistics
A Rel 116	World Views	A Atm 101	The Upper Atmosphere	A Gog 102	Intro to Human Geography
A Rel 175	Anthropology & Folklore	A Atm 102	Science & Major Environ Issues	A Gog 125	The American City
A Rel 200	Intro to the Bible	A Atm 105	Oceanus & Gaia	A Gog 155	Geography & Contemporary Affairs
A Rel 201	Physics & Buddhism	A Atm 107	The Oceans	A Gog 160	China: People & Places in the Land of One Billion
A Rel 297	Religion & Society in History	A Bio 102	General Biological Sciences	A Gog 220	Introductory Urban Geography
A Rus 101	Elementary Russian I	A Bio 110	General Biology I	*A Gog 221	<i>Geographic Explorations in Multicultural City</i>
A Rus 102	Elementary Russian II	A Bio 111	General Biology II	A Gog 321	Exploring the Multicultural City
A Rus 103	Russian for Bilingual Students I	A Bio 117	Nutrition	A His 220	Public Policy in Modern America
A Rus 104	Russian for Bilingual Students II	*A Bio 207	<i>Cells: Modern Cell Biology</i>	A Lcs 282	Race & Ethnicity
A Rus 105	Intensive Introductory Russian	A Bio 208	Marine Biology	A Lcs 321	Exploring the Multicultural City
A Rus 125	Russia: Its Music & Its People	A Bio 209	The Human Organism	A Lcs 341	Ethnology of Mesoamerica
A Rus 171	Women in Russian Culture	A Bio 230	People & Resources in Ecological Perspective	A Lin 100	Understanding Language
*A Rus 200	<i>Intermediate Russian I</i>	A Bio 241	The Biology of Sex	A Lin 220	Intro to Linguistics
A Rus 201	Intermediate Russian I	A Bio 311	World Food Crisis	A Pln 220	Introductory Urban Planning
A Rus 202	Intermediate Russian II	A Chm 100	Chemical ABCs: Atoms, Bonds, Citizen Consumers	A Psy 101	Intro to Psychology
*A Rus 203	<i>Intermediate Russian II</i>	A Chm 110	The DNA Double Helix & the Chemistry of Cancer	A Psy 102	Advanced Intro to Psychology
A Rus 251	Masterpieces of 19th-Century Russian Literature	A Chm 120	General Chemistry I	A Soc 115	Intro to Sociology
A Rus 252	Masterpieces of 20th-Century Russian Literature	A Chm 121	General Chemistry II	A Soc 180	Social Problems
A Rus 253	Contemporary Russian Lit	A Csi 101	Elements of Computing	A Soc 210	Sociology of Culture
A Rus 261	Dostoevsky & Tolstoy in English Translation	A Csi 120	Computational Principles & Issues	A Soc 262	Sociology of Gender
A Rus 354	The Russian Novel in Its Western Context	A Csi 201	Intro to Computer Science	A Soc 270	Social & Demographic Change
A Spn 100	Elementary Spanish I	A Geo 100	Planet Earth	A Soc 282	Race & Ethnicity
A Spn 101	Elementary Spanish II	A Geo 105	Environmental Geology if taken Fall 1997 or thereafter	A Soc 283	Juvenile Delinquency
A Spn 103	Intermediate Spanish I	A Geo 190	Earth Resources: Problems & Choices	A Soc 359	Medical Sociology
A Spn 104	Intermediate Spanish II	A Gog 101	Intro to the Physical Environment	A Wss 220	Perspectives on Women
A Spn 105	Spanish for Bilinguals I	A Gog 310	World Food Crisis	A Wss 262	Sociology of Gender
*A Spn 200	<i>Intermediate Spanish I</i>	A Mat 102	Mathematics by Visualization	R Pos 101	American Politics
*A Spn 201	<i>Intermediate Spanish II</i>	A Phy 100	Contemporary Astronomy: Cosmic Connection	R Pos 102	Comparative & International Politics
A Spn 223	Intro to Literary Methods	A Phy 103	Exploration of Space	R Pos 103	Political Theory
A Spn 312	Representative Spanish Authors II	A Phy 104	Physical Science for Humanists	R Ssw 299	Families: Middle Age & Late Life
A Thr 107	Intro to Dramatic Art	A Phy 105	General Physics I	U Uni 152	Project Renaissance 1:
A Thr 120	Understanding Design for the Performing Arts	A Phy 108	General Physics II		
A Thr 221	Devlpmt Theatre & Drama I	*A Phy 120	<i>Introductory Physics I</i>		
A Thr 222	Devlpmt Theatre & Drama II	*A Phy 124	<i>Introductory Physics II</i>		
A Thr 224	Contemporary Issues in Modern Drama				

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Technology
U Uni 157 Project Ren 2: Human Identity
**Approved courses for the
General Education requirements
have these features:**

1. They offer general, non-specialized introduction to central topics in a discipline or interdisciplinary field; while they may satisfy major or minor requirements, their purpose is to serve students who do not intend to pursue more advanced work;
2. They encourage reflectiveness about disciplinary knowledge; they explain what it means to be a practitioner of a discipline; they convey explicit rather than tacit understanding of the nature and importance of a discipline;
3. They encourage active rather than passive learning; they attend, as appropriate, to reasoning and/or aesthetic aptitudes, and to reading, writing, and computational abilities;
4. They are sensitive to the multiple perspectives of a pluralistic culture both within and beyond the university.

Cultural and Historical Perspectives:

Approved courses in this category share the features described above while also involving students in the study of cultures, civilizations, or geographic regions as they change through time, providing students with knowledge of various critical approaches to interpreting history and with an understanding of diverse cultural vantage points and world views.

Human Diversity Requirement:

All students entering the University in Fall 1990 semester and thereafter are required, as part of their undergraduate degree requirements, to complete a course from an approved list of 'Human Diversity' courses.

Courses approved for this requirement may, but need not, also be applicable to other General Education requirements. Ideally, students should satisfy the requirement with a course that deals with a culture other than their own. Students who are waived from the General Education requirements, by virtue of having completed an Associates of Arts (A.A.) or Associates of Science (A.S.) at an accredited institution are also waived from Human Diversity. Students may still wish, however, to take a human diversity course to enhance and broaden their education.

A course shall be considered for designation as "Human Diversity Requirement" by the Curriculum Committee, subject to Undergraduate Academic Council approval, under the following criteria:

1. They should relate directly to contemporary United States experiences of students or contain components that compare, on a fairly regular basis, aspects of other cultures to those experiences.
2. They should compare and relate aspects of racial and/or ethnic diversity, including gender-related concerns, to the topic of the course. In this context, the terms "racial" and "ethnic" may include groups of self- and/or societally defined on such bases as nationality, religion, etc.
3. They should provide substantial knowledge of diversity as expressed through sociopolitical ideological, aesthetic, or other aspects of human endeavor. This criterion is intentionally defined broadly to accommodate a variety of approaches. It is not a requirement or expectation that the content will focus on controversy or those aspects that result in conflict with other persons, groups, or cultures; see, however, the next criterion.
4. They should provide sufficient knowledge to permit the student to understand better the sources and manifestations of controversy and conflicts in cultural values arising from human diversity.
5. Opportunities for student writing and discussion are central to the objectives of the program. Courses should include at least one writing component. For discussions to be effective, classes of sixty or more students should require discussion sections, breakout sessions, in-class groups or comparable mechanisms permitting discussions within groups of twenty students.
6. Courses should focus on the theories, histories, dynamics, mechanisms, and results of human and social diversity, drawing on the experience of specific groups to illustrate those principles. Thus, whatever specific cultural heritages the students study should be placed in the larger context of cultural diversity.

Exceptions to the General Education Requirements

Transfer students who are recipients of an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a State of New York operated campus, a SUNY or CUNY community college shall be considered to have completed all lower division University at Albany General Education Requirements (this does not include the upper-level writing requirement).

In addition, transfer students who are recipients of an Associate of Applied Science (A.A.S.) or an Associate in Occupational Science (A.O.S.) degree from a State of New York operated campus, a SUNY or CUNY community college shall be considered to have completed all lower division University at Albany General Education Requirements (this does not include the upper-level writing requirement) if all the following conditions are met for the associate degree:

- the student has satisfactorily completed a minimum of 30 credits that are acceptable to Albany as "liberal arts and sciences" courses (consult the section of this bulletin entitled Liberal Arts and Science Courses);
- the associate program included a writing requirement and the student fulfilled the requirement;
- the student satisfactorily completed at least one course in each the following areas: literature or fine arts; social or behavioral sciences; and physical or life sciences.

By action of the Dean of Undergraduate Studies, all transfer students shall be exempted from all lower division General Education requirements IF they have satisfactorily completed PRIOR TO MATRICULATION at Albany all of the following:

at least 30 credits which are acceptable to the University at Albany as "liberal arts and sciences" courses;

one course in literature *or* in the fine arts *or* in a humanities department *or* with General Education suffix "L" or "E";

one course in a social science *or* a behavioral science *or* in a behavioral science department *or* with General Education suffix "M" or "G";

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one course in a physical science *or* a life science *or* in a natural or physical science department *or* with General Education suffix “N” or “F”; and

a satisfactorily completed writing course These exemptions DO NOT apply to any upper division General Education courses or categories of courses required of all Albany undergraduates, currently the requirement of a Writing Intensive course at the 300 level or above.

Writing: Transfer students who enter the University at Albany with credit for an English Composition course or a two-semester sequence combined literature and writing course will be considered to have completed the lower level writing intensive requirement at this University.

In exceptional circumstances, individual exceptions to the general education requirements may be granted by the Curriculum and Honors Committee of the Undergraduate Academic Council. Students seeking additional information regarding or requesting an exception to the general education requirements, for example, by virtue of having completed an associates’ degree at a non-state operated institution should contact the Office of the Dean of Undergraduate Studies (LC 30).

Effective Date

The General Education requirements must be satisfied by all students matriculating in Fall 1993 and thereafter.

Writing Across the Curriculum

All students matriculating Fall 1997 and thereafter must satisfactorily complete with grades of C or higher, or S, two writing intensive courses, including at least one at or above the 300 level. (*All students matriculating before Fall 1997* must satisfactorily complete with grades of C- or higher, or S, two writing intensive courses, including at least one at or above the 300 level.)

A writing intensive course uses writing as an important tool in the discipline studied, and is not designed primarily to teach the technical aspects of writing. The emphasis is on using writing as a means of sharpening thinking in and understanding of the subject.

Criteria

1) A Substantial Body of Finished Work

This is generally expected to be a total of 20+ double spaced pages in at least two, preferably more submissions. It may be in a variety of forms—journal, reports, essays, research papers, etc.—not all of which need to be graded.

2) Opportunity for Students to Receive Assistance in Progress

Such assistance may take several forms, from visits to the Writing Center (HU-140) to conferences with the instructor.

3) Opportunity to Revise Some Pieces

As revision is an essential characteristic of good writing, students should be able to revise some portion of their work.

4) Response to Student Writing

Such response may take several forms—from extended comments from the instructor to peer evaluation in student groups. It is expected, however, that the instructor will respond in detail to some extended work of the student.

Transfer students who enter the University with credit for an “English Composition” course or a two-semester combined literature and writing course will be considered to have completed the lower-level writing intensive requirement at this University.

PROGRAMS AND COURSES

Information concerning specific programs of study may be found by referring to the sections in this bulletin headed University-Wide Offerings, College of Arts and Science, School of Business, School of Criminal Justice, School of Education, Educational Opportunities Program, Office of General Studies, School of Information Science, Office of International Programs, Nelson A. Rockefeller College of Public Affairs and Policy, School of Public Health, and School of Social Welfare).

Unit of Academic Credit

Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week for one semester or the equivalent in honors study.

The number following each course title; e.g., (3), indicates the credits offered for that course.

Significance of Course Number

Each course offered by the University is assigned a designation and a number according to a plan that is outlined here. The specific course designation and number appears in the bulletin directly in front of the course title.

Each course designation consists of three separate units: (1) the school designation; (2) the subject or departmental designation; and (3) the course number.

The school or college offering a course is identified by a single letter as noted here.

A	College of Arts and Sciences
B	School of Business
D	former Division of Physical Education, Athletics, and Recreation
E	School of Education
G	International Studies
H	School of Public Health
O	Educational Opportunities Program
R	School of Criminal Justice, School of Information Science and Policy, Rockefeller College of Public Affairs and Policy, and School of Social Welfare
T	former General Education Honors Program Honors Tutorials
U	University-Wide Offerings
X	Regional Cross-Registration

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The subject or departmental designation consists of three letters representing an abbreviation for the subject or the department offering the course.

Course Levels

Students ordinarily enroll in courses at the level appropriate to their class. The course number is a three-digit number assigned to the course by the academic unit offering the course. The first digit reflects the level at which the course is taught.

Some courses are given the designation a or b after the course number, indicating the first and second half, respectively, of a two-semester sequence. The level designations are noted here.

000-099 Noncredit courses [Exception: transfer courses having no counterpart at the University are sometimes evaluated as AHIS010, AENG030, etc., meaning 100-level History elective, 300-level English elective, and so on.]

100-299 Lower-division courses, with **200-299** primarily for sophomores. Courses designed to present a large body of information without expecting a mastery of detail (e.g., survey courses in history or literature) or to present general theoretical or methodological approaches (e.g., foundation courses in the social, natural and physical sciences) or to teach skills or techniques at an introductory level (e.g., general physical education) are considered to be lower division. Lower-division courses may be expected to include elementary and may include intermediate levels of subject matter competency but not advanced levels.

300-499 Upper-division courses, with **400-499** primarily for seniors. Courses offered primarily for those who are in the third and fourth years of their university education. The content should go beyond the introductory or survey level and, in the judgment of the faculty, will require prior academic achievement and experience.

500-599 First-year graduate courses (open to seniors with appropriate background and consent of major department chairs and the course instructors).

600-699 First-year graduate courses (open to superior seniors with the approval of their advisers and the written consent of their department chairs and the course instructors).

700+ Advanced graduate courses ordinarily beyond the master's degree and open only to graduate students.

Letter Suffixes for General Education Courses

For the "*Continuing General Education Program*," courses approved in some general education categories and/or as writing intensive courses are usually identified by the following letter suffixes after the course number.

L, I	Humanities and the Arts
M	Social Sciences
N	Natural Sciences
E	Humanities and the Arts + Writing
F	Natural Sciences + Writing
G	Social Sciences +Writing
Z	Writing Intensive

The "*New General Education Program*" also employs the suffixes *E*, *F*, *G*, and *Z* to identify writing intensive courses. The other suffixes are not used; instead, students and advisers refer to lists for each category.

At the end of course descriptions in this bulletin, the following abbreviations are used, within brackets, to indicate any of the *New General Education Requirement* categories met by the course:

[AR]	= Arts
[BE]	= Regions Beyond Europe
[DP]	= U.S. Diversity and Pluralism
[EU]	= Europe
[FL]	= Foreign Language
[GC]	= Global/Cross-Cultural
[HU]	= Humanities
[IL]	= Information Literacy
[MS]	= Mathematics/Statistics
[NS]	= Natural Sciences
[OD]	= Oral Discourse
[SS]	= Social Sciences
[US]	= U.S. History
[US*]	= U.S. History expanded list
[WI]	= Writing Intensive

Equivalent Courses

If a course is cross-listed (considered equivalent) with a course from another department or school, the equivalent course is listed in parentheses after the course number with an equals sign.

Therefore, if a course fulfills a requirement for a major, minor, or general education category, *all* courses cross-listed with that course shall be considered to fulfill the same requirement.

Students who have received graduation credit for a cross-listed course may not also receive graduation credit for the equivalent courses(s) listed in parentheses.

If a course has had its number changed within the past four years, the prior number is listed in parentheses after the current course number. Unless expressly allowed to do so in the course description, students who have received graduation credit for a course under a previous course number may not also receive graduation credit for the same course under a new course number.

Repeatable Courses

If a course may be repeated for graduation credit, this will be indicated in the course description. Sometimes the repeatability is restricted and this is also indicated in the course description: "may be repeated once for credit," "may be repeated if topic differs," etc.

If the description does not indicate the course can be repeated for credit, then a student who takes and passes the same course more than once will only receive graduation credit for that course once.

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THE UNIVERSITY IN THE HIGH SCHOOL PROGRAM

Gregory I. Stevens, Ph.D., Director

Grace D. Kelly, M.L.S., M.A. Associate Director

The University in the High School Program, under the direction and sponsorship of the College of Arts and Sciences, is a partnership program between the University at Albany and participating secondary schools throughout New York State.

The Program allows qualified students to earn college credit while still in high school. By entering college with previously earned credits, they can hasten their graduation from college or explore a wider range of academic areas during a regular college sequence.

The following course work is currently available to program participants (see individual department, schools, or programs for course descriptions). The “S-U” option is not available in UHS courses. Other courses may be considered upon request:

Department of Art

- A Art 105 Beginning Drawing
- A Art 110 Two Dimensional Design
- A Art 115 Three Dimensional Design

Department of Earth and Atmospheric Science

- A Atm 100N The Atmosphere
- A Geo 100N Planet Earth
- A Geo 102N Planet Earth and Physical Geology Laboratory

Department of Biological Sciences

- A Bio 100 Contemporary Biology
- A Bio 102N General Biological Sciences
- A Bio 117N Nutrition

School of Business

- B Acc 211 Financial Accounting

Department of Chemistry

- A Chm 100N Chemical ABC's: Atoms, Bonds, and Citizen Consumers
- A Chm 120N General Chemistry I
- A Chm 121N General Chemistry II

Department of Classics

- A Clc 110L Classical Roots: Great ideas of Greece and Rome
- A Cll 102L Elementary Latin II
- A Cll 201L Introduction to Latin Literature I

Department of Communication

- A Com 238 Introduction to Mass Communication

Department of Computer Science

- A Csi 101N Elements of Computing
- A Csi 102 Microcomputer Software
- A Csi 201N Introduction to Computer Science

Department of East Asian Studies

- A Eac 201L Intermediate Chinese

Department of Economics

- A Eco 110M Principles of Economics I—Microeconomics
- A Eco 111M Principles of Economics II—Macroeconomics
- A Eco 202M The American Economy: Its Structure and Institutions

Department of English

- A Eng 121L Reading Literature
- A Eng 122L Reading Prose Fiction
- A Eng 123L Reading Drama
- A Eng 124L Reading Poetry
- A Eng 144L Reading Shakespeare
- A Eng 222L Masterpieces of Literature
- A Eng 226L Study of a Theme: Form or Mode
- A Eng 243 Literature and Film
- A Eng 296 Classics of Western Literature II: Ancient Epic to Modern Novel

Department of History

- A His 100 American Political and Social History I
- A His 101 American Political and Social History II
- A His 130 History of European Civilization I

Department of Judaic Studies

- A Jst 221 The American Jewish Experience

Department of Languages, Literatures and Cultures

- A Fre 221I or L Intermediate French I
- A Fre 222I or L Intermediate French II
- A Ita 103L Intermediate Italian I
- A Ita 104L Intermediate Italian II
- A Rus 201L Intermediate Russian I
- A Rus 202L Intermediate Russian II
- A Spn 103I or L Intermediate Spanish I
- A Spn 104I or L Intermediate Spanish II
- A Spn 105L Spanish for Bilinguals I
- A Spn 205 Spanish for Bilinguals II

Department of Mathematics and Statistics

- A Mat 100 Precalculus Math
- A Mat 101 Algebra and Calculus
- A Mat 108 Elementary Statistics
- A Mat 112 Calculus I
- A Mat 113 Calculus II
- A Mat 214 Calculus of Several Variables
- A Mat 220 Linear Algebra

Department of Music

- A Mus 100L Introduction to Music
- A Mus 110 Basic Music Theory
- A Mus 140 Theory I4

Department of Physics

- A Phy 100N Contemporary Astronomy—the Cosmic Connection
- A Phy 105N General Physics I
- A Phy 108N General Physics II
- A Phy 140N Introductory Physics I
- A Phy 150N Introductory Physics II

Department of Political Science

- R Pos 101M American Politics

Department of Psychology

- A Psy 101M Introduction to Psychology
- A Psy 203 Psychology of Child Development

Department of Sociology

- A Soc 115M Introduction to Sociology

Department of Theatre

- A Thr 107L
- A Thr 140A Fundamentals of Acting
- A Thr 201Z Play Analysis

Humanities Topics

- A Cas 198 Special Topics in the Humanities

School of Criminal Justice

- R Crj 202 Introduction to Law and Criminal Justice

School of Public Health

- H Sph 201 Introduction to Public Health

Science Research

- A Cas 109 Intermediate Science Research
- A Cas 110 Intermediate Methods of Research
- A Cas 209 Advanced Science Research
- A Cas 210 Advanced Methods of Research