

Academic Opportunities

Building Your Liberal Education

College students are architects. Each has the job of designing the education he or she will experience. There is help along the way—advice from family and friends, for example, and some amount of structure established by the College and its faculty. But ultimately, the choices are made by students, and the quality and value of the college education depend heavily on those choices.

This catalog describes the building blocks with which you can construct your college education at Hartwick. Before getting too deeply involved in the separate pieces, let's consider how they might fit together. First, let's look at a basic commitment of the College that will influence your design. We are convinced that the liberal arts and sciences provide the core of the intellectual development we want all our students to experience. People are sometimes confused about what "liberal education" means.

Our modern phrase "liberal arts and sciences" comes from an inspiring Latin phrase that meant, roughly, "the learning appropriate for a free person." People locked into narrow specializations or people interested only in preparation for their first job might find a technical education sufficient. Hartwick, as a liberal arts and sciences college, serves those who want to equip themselves for a lifetime of learning, career development, and the kind of change that characterizes the 21st century. Indeed, the intellectual capabilities of a liberal arts and sciences education are the very skills valued by employers.

A liberal education is both broad and deep, allowing exploration of a wide spectrum of human knowledge and assuring study of at least one set of questions (we usually call it a "major") with special intensity. At Hartwick, we believe that all our students—even those who know exactly where they want to head in their careers—deserve this kind of education. Employers appreciate the perspective, communication skills, and analytical abilities of liberally educated people. More importantly, such people are well prepared to live enjoyable, contributing, and fulfilling lives.

Academic Advising

Making the most effective use of the learning opportunities a college experience offers is a basic challenge each student faces. Hartwick provides special help in this process with its system of academic advising. All students will be assigned a faculty member as their regular academic advisor. For first-year students, every effort is made to have this advisor be a professor the student has in a Fall Term course, so that advisor and advisee come to know each other. If students declare a major, every effort will be made to match them with an advisor in that department. If a student does not declare a major, he or she will be assigned to an advisor in the following order of preference: 1) First Year Seminar instructor, 2) first semester instructor in an area of interest cited on a student's admission application, 3) professional advisor in the Office of Advising and Registration. In addition to the faculty advisor of an undeclared student, resources are available in the Office of Advising and Registration to assist students with choosing or declaring a major. Students must meet with their advisors prior to each course-registration period, but students are urged to visit their advisors regularly as the year progresses.

Helping the student plan a challenging, satisfying, and coherent program is one of the best ways an advisor can be of assistance, but often the advisor also can discuss career options or the resources available at the College for dealing with specific problems a student may be facing.

2011-2012 Hartwick College Catalog

Students may change advisors as their needs or interests change and, when a major field is selected, the advisor should be from the major department. To change advisors, students complete the necessary form available from the Office of Advising and Registration and return it to that office.

A special element in the advising of students is the “Early Evaluation.” Faculty are asked to identify those who seem to be doing poorly in class after the fourth and eighth weeks of the Fall and Spring terms. These students, their parents (if a release of information form has been signed by the student), and their advisors are notified of the problems, and the students are encouraged to seek the special help they need to succeed academically.

Academic Calendar

Hartwick’s academic calendar provides a structure for the academic year designed to help students get the most out of their college experiences. In the Fall and Spring terms, students take 12-16 credits (Three Year Bachelor’s Degree students normally take 18-20 credits) and have periods set aside as Reading and Examination Days to conclude their studies. January Term at Hartwick is designed to be very different from fall and spring semesters. One important difference is that students enroll in a single course for the entire four-week term, usually for several hours each day. This allows for a concentrated, intensive examination of subjects often not taught during a longer semester. Whether taking a course or advanced independent study on campus or an off-campus program or internship, students are able to invest themselves completely in just one course with no distractions.

Components of a Degree Program

Hartwick College recognizes its responsibility to help students pursue a program of study that provides both depth and breadth of understanding. In addition to demonstrating competence in at least one specialized area, graduates should have a basic, multidisciplinary education that includes an acquaintance with major alternative ways of knowing, an understanding of the cultural heritage shared by liberally educated persons, and a broad foundation for a lifetime of continued learning. Since there is no single path to this goal, students should be able to choose, in consultation with their advisors, the particular courses of study best suited to their interests and needs, within the framework of general degree requirements.

Graduation Requirements

1. Satisfactorily complete four academic years of full-time study or its equivalent, which Hartwick defines as 120 credits (semester hours) with a minimum grade point average of 2.0. At least 60 credits must be earned at Hartwick, with the final 30 credits completed as a matriculated Hartwick student. (Performance music credits beyond 12 semester hours and physical education credits do not count toward this requirement.)
2. Fulfill all requirements of the Liberal Arts in Practice curriculum.
3. Earn an overall average of at least 2.0 in the major program or Individual Student Program.
4. Complete two 1-credit skills courses in Physical Education.

2011-2012 Hartwick College Catalog

Curricular Mission: A Commitment to Liberal Arts in Practice

The central focus of the liberal arts tradition has always been on preparing individuals to face the responsibility of freedom. Indeed, the Latin *artes liberales* refers to the areas of study required for living as a free person. The greatest opportunity faced by free persons is also the greatest burden: Free persons must choose. Choosing well requires knowledge, understanding, and, above all, judgment.

The premise of our curriculum at Hartwick College is that a liberal arts education addressing the interplay between the theoretical and the practical is the best way to develop the integrative forms of knowledge, understanding, and judgment necessary for choosing well.

In establishing a curriculum for Hartwick College, we

- Recognize profound cultural and natural diversity and interconnectedness, and thus seek to build a deeper understanding of similarities and differences across time and space;
- Affirm the necessity of human interaction and thus seek to develop familiarity with diverse ways of knowing and facility with diverse forms of communication;
- Acknowledge the significance of individual and collective actions and thus seek to foster the capacity for critical thinking, ethical action, and reflection;
- Take inspiration from the artifacts of human ingenuity and the beauty and workings of nature and thus seek to nurture creativity in all its varied forms;
- Value the transformative potential of experience, and thus seek to integrate learning and doing, both inside and outside the classroom; and
- Posit that inquiry, discovery and self-examination promote strength of mind and purpose over the course of a lifetime and thus seek to ignite a passion for lifelong learning.

Our commitment to the Liberal Arts in Practice fosters active student participation in the academic endeavor, helping our students, as free people, develop the knowledge, understanding, and judgment needed to make meaningful contributions to present and future communities throughout the world.

Liberal Arts in Practice Curriculum

The Liberal Arts in Practice general education curriculum provides the Hartwick student with a variety of learning opportunities to inspire intellectual growth and prepare each student to contribute in meaningful ways to complex and diverse societies, communities, and organizations.

The Writing Competency, Quantitative/Formal Reasoning, and Foreign Language requirements advance the student's ability to communicate and express thoughts, ideas, and relationships by diverse means.

The First Year Seminar and Senior Capstone frame the student's educational journey at Hartwick, a journey encompassing both breadth and depth of knowledge. An intensive seminar designed for first year students introduces them to many of the means and methods to be employed throughout their education. Ventures into all three divisions of academic knowledge (the Physical and Life Sciences, Arts and Humanities, and Social and Behavioral Sciences) broaden their understanding of the varied ways of knowing the world, both intellectually and experientially, as students integrate their classroom learning in one discipline with perspectives gained from other disciplines and through hands-on experience. Through a major or an Individual Student Program in a particular area of interest, students also develop significant competence culminating in a Senior Capstone, a project demonstrating mastery of that discipline.

Thus by uniting learning and doing, the Liberal Arts in Practice curriculum aims to foster critical thinking, intellectual growth, delight in discovery, and social commitment to last a lifetime.

2011-2012 Hartwick College Catalog

1. Writing Competency Requirement

By attaining Writing Level 4 in the Writing Competency Program, students will demonstrate the ability to write competently at the college level. In order to graduate, students at Hartwick College must demonstrate competence in writing at the college level, as defined in *Writing Competency: A Handbook*. Such demonstration must be made in one of two ways:

- A. By progressing to Level 4 through a sequence of courses outlined below, beginning with the course at the level at which the student was placed upon admission to the College.
- B. By achieving Level 4 in the Writing Proficiency Examination. The student may not take the examination before completing the course at the level at which he or she was placed upon admission to the College.

Students should take their first writing course during their first year and are expected to satisfy the requirement by the middle of their junior year. Students admitted to Hartwick will be placed in one of four levels of competency according to results from a writing sample. The writing sample will be required during summer orientation. The sequence of courses described below is designed to offer increasingly complex and challenging writing tasks. Accordingly, the courses must be taken in sequence. That is, a student placed at Level 1 must take English 101 before taking English 110. A student may take a Level 3 course at any time but may not receive writing credit unless he or she is at Level 3.

- **Level 1** students needing review work in English grammar and in writing and revising short compositions will register for English 101: Writing Tutorial. Students who successfully complete English 101 will pass to Level 2.
- **Level 2** students needing instruction in composing and developing whole essays will register for English 110: Composition. Students who earn a grade of A- or higher will pass to Level 4; those who complete 110 with a grade of C through B+ will pass to Level 3. Students receiving a grade of D- through C- will pass to Level 2b.
- **Level 2b** students passing English 110 with a grade of D- through C- and needing extended work in the writing and particularly the revision of compositions will register for English 111: Composition Workshop. Students who successfully complete English 111 will pass to Level 3.
- **Level 3** students needing additional practice in writing and revising (but not an entire course in writing) will register for lower-level courses offered in many departments and in all divisions, and designated by a “WL3” in the class schedule. These courses feature instruction in writing within a discipline. Instructors may recommend further Level 3 course work for a student or pass the student into Level 4. The instructor will determine whether a student is passed to Level 4 at the completion of the course and will make such recommendation independent of the course grade.
- **Level 4** students placed at Level 4 as first year students or who attain Level 4 through testing or course work are considered able to write at the college level of competency. They should maintain and sharpen their skills by taking courses that require essays, reports, short papers, and essay examinations. Students admitted as transfers who before entry have attained a grade of C or better in a college-level composition course will receive college credit for the course, but will be assigned to a writing level by means of testing at entry. Should review of the writing sample and, when available, SAT scores indicate that the student’s writing is not yet at Level 3, such a student must take either English 110 (see above under Level 2) or English 111 (under Level 2b), which will allow the transfer student to pass to a higher writing level.

Courses at Writing Level 1, 2, and 2b (English 101, 110, and 111) do not satisfy the Breadth and Integration requirement in the Humanities.

2011-2012 Hartwick College Catalog

2. Quantitative/Formal Reasoning Requirement

Complete a course (minimum of 3 credits) with a Quantitative or Formal Reasoning (QFR) designation that explores or makes significant use of mathematics or formal logical reasoning or uses computers for the analysis of mathematical, social-scientific, or scientific data.

3. Foreign Language Requirement

The requirement is satisfied in one of four ways:

- Complete an elementary language sequence (minimum 6 credits), or
- Complete one intermediate language course (minimum 3 credits), or
- Complete one introductory language course (minimum 3 credits) and the corresponding off-campus program (minimum 3 credits), or
- Complete one January Term immersion course (minimum 3 credits), or
- Complete one introductory language course (minimum 3 credits) and the corresponding on-campus culture course (minimum 3 credits).

Courses used to satisfy the Foreign Language Requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Arts and Humanities division with an off-campus program of a minimum of 15 days off campus.

4. First Year Seminar Requirement

Complete a First Year Seminar (minimum of 3 credits, enrollment cap of 20)

5. Breadth and Integration (minimum of 27 credits)

Complete at least three courses, totaling at least nine credits, in each of the College's three academic divisions: Arts and Humanities, Physical and Life Sciences, and Social and Behavioral Sciences.

- In the Physical and Life Sciences academic division, as part of the nine credit minimum, complete at least three credits in Chemistry or Physics and at least three credits in Biology or Geology. At least one of the courses must have a weekly laboratory component.
- In the Social and Behavioral Sciences academic division, as part of the nine credit minimum, complete courses from at least two different departments.
- In the Arts and Humanities academic division, the nine credits of courses are to be met through exploring humanities beyond the skills courses; therefore there are two types of exclusions from the course offerings.
 - Writing—Courses at Writing Level 1, 2, and 2b (English 101, 110, and 111) do not satisfy the Breadth and Integration requirement for the Arts and Humanities.
 - Foreign Language—Courses used to satisfy the Foreign Language Requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Arts and Humanities division with an off-campus program of a minimum of 15 days.

In the Arts and Humanities and Social and Behavioral Sciences academic divisions, as part of the nine credit minimum, complete at least three credits in either an Integrative Learning Seminar (ILS) or coursework with a specifically designated Experiential Learning component.

Integrative Learning Seminar

Integrative learning seminars are characterized by active student engagement in course materials and research, limited enrollments, and an assumed knowledge of basic concepts in the field. Designation as an ILS is subject to the approval of the academic division. An

2011-2012 Hartwick College Catalog

interdisciplinary ILS may obtain divisional approval to qualify for more than one academic division, but a single course may be used to fulfill the requirement in only one academic division.

Experiential Learning

Experiential learning courses are characterized by active student engagement in a learning environment that expects students to apply their learning to real-life situations.

Experiential learning courses include:

- Internships
- Off-Campus Programs (minimum of 15 days off campus)
- Coursework requiring a significant, grade-bearing, service-learning component
- Coursework in Studio Art, Music, Theatre, Dance Performance, or Creative Writing
- Coursework with a weekly laboratory requirement
- Coursework at Pine Lake that contains a significant, grade-bearing experiential component

6. Depth in Discipline Requirement:

Complete the requirements for one Primary Major Program or a student-designed Individual Student Program.

A good liberal education combines breadth and depth. Along with a wide-ranging general background, it is important to have studied some field deeply and developed significant intellectual competence in a particular area of interest. While the choice of a major is sometimes influenced by particular career goals, the most important driving force behind the choice should be sincere interest. Hartwick offers a wide spectrum of major programs, any one of which could help a student prepare for a rewarding life as well as many different career paths. Some lead to the Bachelor of Arts degree and others to the Bachelor of Science degree, depending on the proportion of the program devoted to the major specialization as opposed to liberal studies.

- Accounting (Bachelor of Science)—CPA or General Accounting
- Anthropology (Bachelor of Arts)
- Art (Bachelor of Arts)
- Art History (Bachelor of Arts)
- Biochemistry (Bachelor of Science)
- Biology (Bachelor of Arts)
- Business Administration (Bachelor of Science)
- Chemistry (Bachelor of Arts or Bachelor of Science)
- Computer Science (Bachelor of Science)
- Economics (Bachelor of Arts)
- Education (Certification Program—see Note)
- English (Bachelor of Arts)
- Environmental Chemistry (Bachelor of Science)
- French (Bachelor of Arts)
- Geology (Bachelor of Arts)
- German (Bachelor of Arts)
- History (Bachelor of Arts)
- Individual Student Program (Bachelor of Arts or Bachelor of Science)
- Information Science (Bachelor of Science)
- Mathematics (Bachelor of Arts)
- Medical Technology (Bachelor of Science)
- Music (Bachelor of Arts)
- Music Education (Bachelor of Science)
- Nursing (Bachelor of Science)
- Philosophy (Bachelor of Arts)
- Philosophy/Religious Studies (Bachelor of Arts)

2011-2012 Hartwick College Catalog

- Physics (Bachelor of Arts)
- Political Science (Bachelor of Arts)
- Psychology (Bachelor of Arts)
- Religious Studies (Bachelor of Arts)
- Sociology (Bachelor of Arts)
- Spanish (Bachelor of Arts)
- Theatre Arts (Bachelor of Arts)

Note: Students preparing for a career in education may complete the Education program leading to Initial Certification by the New York State Education Department while pursuing a major program in a subject matter field. Hartwick's program is registered to prepare for certification in Adolescence Education (grades 7-12) in the fields of Biology, Chemistry, English, French, German, Mathematics, Physics, Social Studies, and Spanish; Middle Childhood (grades 5-9); Childhood Education (grades 1-6); Music Education (grades K-12) and Art Education (grades K-12). Students may earn Dual Certification in Special Education in conjunction with certification in Adolescence, Middle Childhood, or Childhood Education.

7. Senior Capstone

Complete (minimum of 3 credits) a departmentally (or ISP) determined Senior Capstone. In cases in which the requirements for more than one Primary Major Program are completed, the Senior Capstone Requirement may be satisfied by a project mutually agreed upon by the two or more academic programs.

Electives

Elective courses complete the academic program. Much creativity may be exercised in this part of the curriculum. Many students use some of these courses to complete a minor—perhaps in a field related to their major, perhaps in an interdisciplinary program that cuts across many fields, such as environmental science and policy. The range of possibilities is enormous. Some electives may be useful in broadening career opportunities—for example, Business Administration or Computer Science courses for the Art major hoping to work in gallery administration, or courses in a foreign language for the Business Administration major interested in international business. Other electives contribute to a student's ongoing personal and intellectual development.

Individual Student Programs

A student whose main interests are not met by one of the standard departmental majors may design an individual program of concentration, comparable in depth of study and number of courses to departmental majors. In designing and carrying out such a program, the student will work closely with the Committee on Interdisciplinary Studies, which oversees this part of the curriculum.

Individual Student Programs have been developed in a wide variety of areas. Some, for example, focus on fields in which Hartwick offers programs of study but not majors, as suggested by the following recent titles: "Photojournalism," "Biomedical Informatics," and "Management and Production for the Performing Arts." Sometimes programs are combinations of a major interest in one discipline with a complementary secondary specialization, or an interest that cuts across many disciplines, such as "Scientific Writing and Illustration," "Graphic Design and Communications," and "International Economics."

Some programs center on areas of concentration that lead toward specific career objectives, such as "Human Resources Management," "Political Journalism," "Horticulture," and "Marketing Communications." Occasionally programs emphasize a particular field within a discipline, such as "Analytical Technology," "Creative Writing," and "Cognitive Science."

The program of study is developed by the student in consultation with faculty members of the student's choice along with the coordinator for Individual Student Programs. The program must meet all

2011-2012 Hartwick College Catalog

requirements of the Liberal Arts in Practice curriculum. The student then meets with the Committee for its consideration of the proposed program, working through whatever modifications seem appropriate to the Committee. When the program is approved, the student pursues it with guidance from a program advisor selected from among the faculty by the student. Any changes in the approved program must be accepted in advance by the Committee.

Students interested in developing an ISP should contact the coordinator for Individual Student Programs as early as possible. At the latest, a preliminary proposal for an Individual Student Program should be submitted to the committee during the spring term of the student's sophomore year, and a full proposal must be completed and approved by the committee before the beginning of the Fall Term of the student's junior year, unless the student receives financial aid from New York State (TAP, Regents or nursing scholarships). Recipients of such financial aid should be aware that they cannot be certified for payment after the end of the sophomore year without a declared major or an approved ISP. These students must submit ISP proposals no later than the beginning of the Spring Term of the sophomore year.

Students who have an approved Individual Student Program are listed as "ISP" majors, and the Committee on Interdisciplinary Studies becomes their home "department." They also may elect to pursue a minor in addition to the ISP major by fulfilling the requirements of any regular department.

For more information about ISP, contact the coordinator of ISP.

Second Degree

Students who wish to earn two degrees must satisfy the major requirements of a department in each area and complete an additional 30 credits for a total of at least 150 credits. (Performance music credits beyond 12 credits, Dialogues, and Physical Education credits do not count toward this requirement.)

Interdisciplinary Programs

The College offers minors or programs in the following areas, which draw from several disciplines:

- Cognitive Science (minor)
- Education
- Environmental Science and Policy (minor)
- Graphic Communications (minor)
- Latin American and Caribbean Studies (minor)
- Museum Studies (minor)
- Peace and Conflict Studies (minor)
- Pre-Med and Pre-Allied Health
- U.S. Ethnic Studies (minor)
- Women's and Gender Studies (minor)

Complete descriptions can be found in the "Courses of Study" section. In addition to formal coursework, there are many co-curricular events offered in support of these minors and programs.

Disciplinary Minors

Hartwick encourages its students to consider adding a minor or other secondary concentration to their programs. While not required for graduation, such a group of courses can frequently help a student organize his or her electives in a way that complements a major, develops a second interest, or strengthens career preparation.

Requirements of different minors vary but include at least 18 credits with an average of 2.0 earned in those courses. Students wishing to declare a minor or other course cluster should consult the appropriate department or coordinator and notify the Office of Advising & Registration as early as possible, but no later than Spring Term of the senior year.

2011-2012 Hartwick College Catalog

Minors are offered by all departments except Education, Nursing, and Physical Education and are described in the departmental listings.

Center for Interdependence

Hartwick College's Center for Interdependence facilitates intercultural experiences for Hartwick students and prepares them for an increasingly interdependent world by providing off-campus study opportunities in the U.S. and abroad, advising international students, and advancing global awareness across the campus.

At Hartwick College, we recognize that we live in a global society and need global skills to compete in the 21st century. The Center for Interdependence is dedicated to giving every student a chance to acquire intercultural skills while living and learning at Hartwick.

Some of the programs and services provided by the Center for Interdependence include:

- Semester and year-long study-abroad opportunities to more than 25 countries
- Annual off-campus January Term programs, both domestic and international
- International student orientation and advising
- Campus-wide international/multicultural programs

International Student Advising

Students and scholars from a multitude of countries form an integral part of the Hartwick College community. Led by the International Student Advisor in the Center for Interdependence, the advising program provides personal, cultural, and academic support to students from abroad. The Center for Interdependence also develops orientation programs and other intercultural activities to assist students in becoming part of the Hartwick and Oneonta communities, and ensures that the students' immigration status is in order. This office also provides support for off-campus programs. The International Student Advisor collaborates with the Office of Admissions on international student enrollment issues, and works with Student Affairs on retention and social integration matters.

The International Student Advisor also advises the International Club, which includes American and international members. The Club arranges lectures, conferences, and socials as well as joint programs with various College groups.

Off-Campus Study

Hartwick is committed to preparing graduates who will thrive in a rapidly changing and increasingly diverse world. Our Liberal Arts in Practice approach to education places a strong emphasis on social and global interdependence through practical experiences—both inside and outside the classroom. Research indicates that studying off campus in another culture is one of the most effective and dramatic ways to develop:

- An understanding of other cultures and a willingness to consider varied cultural perspectives;
- An awareness of the interconnections among nations and among issues; and
- The knowledge and skills that will enable students to be successful in working with people of different backgrounds.

The careers students begin when graduating from college could take them anywhere on the globe. Even if they stay right here, their life and work will involve people from cultural backgrounds different from their own. Whatever their future, Hartwick will prepare them to engage and thrive.

2011-2012 Hartwick College Catalog

January Term

Hartwick's January Term offers wonderful opportunities for students to travel, study, and live off campus. Hartwick students may select from a variety of destinations for their month-long off-campus experience. Faculty-led courses include programs in Africa, Europe, the Caribbean, and North and South America, and Asia.

Study Abroad

Hartwick also offers a wide variety of semester and year-long study-abroad programs that include traditional study programs at universities overseas, language immersion programs, theme-based programs, field work, and service-learning.

Hartwick offers two distinct options for students in choosing their programs:

- Students can choose to apply to a Hartwick-affiliated study-abroad program with Hartwick sponsorship. This option allows students to be sponsored by Hartwick College and therefore requires them to pay only their Hartwick fees when studying abroad (tuition and fees + room and board only if room and board are included in the program), regardless of the program location that they choose. There are limited numbers of spots available for Hartwick sponsorship in affiliated programs, however, so the Center for Interdependence will consider student essays, academic ability, and financial need to determine which students will be sponsored each semester.
- Students who do not receive, or choose not to apply for Hartwick sponsorship may take a leave of absence from Hartwick and apply to study abroad directly through Hartwick-affiliated programs, through programs sponsored by other American colleges and universities, or directly through accredited foreign universities. Students who choose this option are responsible for paying the full cost of the individual program's fees, which can vary depending on the program location, affiliated college or university, and type of program offered. Credits earned while abroad will transfer back to Hartwick.

Hartwick's study-abroad options also include a variety of non-Hartwick J Term or summer study programs with both Hartwick-affiliated colleges and other, non-affiliated programs. Students can also opt to go on domestic programs with the National Outdoor Leadership School, the Washington Semester at American University, or the Philadelphia Center through Hope College. Students' potential study-abroad options are abundant at Hartwick, and all students are required to work with the Center for Interdependence in Golisano Hall to locate and apply to appropriate study-abroad programs. Hartwick's study-abroad advisor will help students find programs that fit their interests, financial requirements, and that have transferable credit. Hartwick has an impressive number of program options available, and the study-abroad advisor is an excellent resource in helping students decide where to study.

Emerson and Duffy Scholarships for International Study

The Duffy Family Ambassador Fund, a scholarship endowment to support educational study abroad by Hartwick College students, was established in 1999 in order to make it possible for individual students to have an in-depth, one-on-one experience. This scholarship provides funds for students to undertake independent/directed study abroad. All majors are eligible. International students may propose to undertake the independent/directed study in a U.S. locale with which they are unfamiliar or in an international setting other than their own country.

The Emerson Foundation Scholarship is for Hartwick sophomores, juniors, and seniors to expand their post-graduate career options through international internships. In an increasingly global economy and the rise of multi-national organizations that offer post-graduate employment opportunities for Hartwick students, the Emerson International Internship Scholarship provides a grant for students to pursue their

2011-2012 Hartwick College Catalog

interests in an international setting. All majors can apply. Emerson internships must be registered for academic credit.

U.S. Pluralism Programs

Hartwick is committed to the simultaneous celebration of ethnicity and community, in which each citizen of the campus is encouraged to understand differences in thinking, life experiences and world views while affirming the central importance of our common humanity and shared needs. The associate dean and director of U.S. pluralism programs serves as a resource to students, faculty and staff in planning instruction and events that explore cultural and racial diversity in the U.S. The associate dean also assists students with academic and social transition to the College; assists with experiential learning activities supportive of Hartwick's minor in U.S. Ethnic Studies; offers a co-curricular genealogy course; promotes usage of a collection of primary research materials pertaining to the Abolition Movement, local underground railroad and Civil War pensions for a select group of U.S. Colored Troops; and co-sponsors speakers and exhibits with academic departments and student groups.

As a co-curricular sponsor, Pluralism Programs is responsible for:

- **Pluralism Associates League for Students** for College Transition: an academic-year program in which selected sophomores, juniors, and seniors of ALANA (African, Latino, Asian and Native American) heritage are trained to assist other students with academic support, social adjustment, leadership development and learning the “ins and outs” of the Hartwick community;
- **Oyaron Hill Project**: a primary research project that allows opportunities for students to explore the past of early citizens of Otsego County and other locales, including forebears of African, African-American, Asian, Caribbean, European, Latino, and Native American descent, while learning of the similarities and differences between the groups;
- **Heritage Education Series**: an individualized study in which a student is assisted with tracing his/her family lineage, while also learning the historical events of the ancestors' time period; and
- **Hartwick Partnerships for Diversity**: an outreach function aligning the College with community, regional and national organizations, foundations, governmental bodies, educational entities and heritage and cultural associations that support the College's pluralism goals.

In addition, such student organizations as the Society of Sisters United, PALS, and the International Club provide peer support to students of various ethnic and racial backgrounds, as well as promote cultural diversity throughout the Hartwick community.

The Office of U.S. Pluralism Programs also serves as the host site for the U.S. Colored Troops Institute for Local History and Family Research, which is a national membership dedicated to the research, preservation, and remembrance of the 200,000 black soldiers and their 7,000 white officers of the U.S. Colored Troops regiments of the Civil War. Hartwick students serve the Institute as undergraduate research assistants and as members of the Daniel A. Payne Gospel Choir. The associate dean of U.S. Pluralism serves as the elected president of the USCT Institute.

Preparation for Graduate or Professional Study

A solid education in the liberal arts and sciences prepares students to choose well among the array of options for life after graduation. In many career areas, further study is either essential or advisable. Students planning such study should begin as early as possible, consulting with those familiar with their field of interest. Faculty advisors are frequently good sources of insight into preparation for graduate study in the disciplines they represent. The Career Services Center also provides assistance in planning for graduate school and offers a collection of graduate and professional school catalogs and information on financial assistance.

2011-2012 Hartwick College Catalog

Hartwick has established special advisory committees in three pre-professional areas:

Pre-Engineering Advisory Committee

Hartwick College participates in engineering programs with Clarkson University and the Columbia University College of Engineering and Applied Sciences. Under these programs, a student spends three years at Hartwick College and two years at Clarkson or Columbia or another approved engineering program. At the end of this time he or she receives a B.A. from Hartwick College and a B.S. from the cooperating school of engineering. It also is possible to earn a master of science in engineering under the 4-2 option.

The Hartwick Pre-Engineering Advisory Committee serves as an advising and recommending body for students interested in one of these programs. Students who are following a Dual Degree Program should maintain close contact with the committee through the Chair, Professor Larry Nienart.

Pre-Law Advisory Committee

The Pre-Law Advisory Committee serves as an advisory body providing guidance for students interested in law and law-related careers. Information about law schools, law school admission bulletins and pre-law handbooks are available to students through the committee. The College maintains membership in the National Association of Pre-Law Advisors and thereby stays current with procedures and policies of the Law School Admission Service.

Students intending to go to law school should undertake an academic program that:

- provides basic information about economic, political, and social institutions and values;
- cultivates an appreciation for historical documentation and analysis;
- develops skill in the oral and written use of the English language;
- develops the ability to think creatively and critically.

No single disciplinary major is recommended. History, English, political science, economics, and philosophy are major programs that challenge students to meet the above objectives.

Hartwick offers an accelerated undergraduate pre-law program through Albany Law School. Students accepted in this highly competitive track complete general education requirements and a major at Hartwick in three years and matriculate into Albany Law School at the beginning of their senior year. Other students interested in attending law school after their graduation from Hartwick may, in their senior year, ask the Advisory Committee for assistance in selecting law schools and in preparing applications.

For more information about pre-law study at Hartwick, contact the Political Science Department.

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee serves as an advising and recommending body for those students interested in a career in medicine. The committee assists students in formulating career plans and preparing them for the medical professional school application. The Pre-Medical portion of the advisory committee assists students interested in a career as a physician, dentist, veterinarian, optometrist, or podiatrist. The Pre-Allied Health portion of the advisory committee assists students interested in a career as a physician assistant, chiropractor, physical or occupational therapist, or athletic trainer.

It is important that all students considering a career in health sciences identify themselves to the Pre-Health Professions Advisory Committee as early as possible and maintain regular contact with the committee.

2011-2012 Hartwick College Catalog

Special Programs and Institutes

In addition to its regular academic programs for undergraduate students, Hartwick offers a number of special opportunities for other constituencies. Many of these take place in the summer, when the campus is a busy place with a variety of camps, workshops, and conferences.

The Pine Lake Institute for Environmental and Sustainability Studies

The Pine Lake Institute for Environmental and Sustainability Studies strives to educate the Hartwick community and citizens of the Upper Susquehanna/Delaware River region in how to practice and live sustainably. The Institute consists of The Pine Lake Environmental Campus (summer programs academy, student living/learning community, and recreation component), a center for sustainable living, and a center for applied and basic research in watershed science focusing on the Upper Susquehanna and Delaware watersheds. The Institute conducts research, programming workshops, and educational efforts focused on environmental and sustainability studies.

The Hartwick Humanities in Management Institute is a research and educational foundation headquartered at Hartwick College. Its purpose is to encourage and support the study of the great literary, philosophical, biographical and dramatic works in terms of their practical value to managers in corporate, institutional, profit and not-for-profit settings. The Institute conducts management training seminars around the country and holds forums that bring together scholars and managers for mutually beneficial interchange. Hartwick students are heavily involved in the daily running of the Institute.

The Institute for Ancient Equestrian Studies is located in the Anthropology Department in Yager Hall. The IAES is a research foundation dedicated to exploring the links between horses and early human history. The IAES conducts archaeological excavations in the steppes of Russia to investigate the origins of horseback riding and the development of early horse-riding societies in the steppe grasslands of Eurasia. It also advises museums and other educational organizations. Hartwick students helped to design the IAES Web page and have participated in archaeological excavations at Bronze Age burial mounds and settlements in Russia.

The Annual Theme

Each year the College embraces an academic theme to promote an interdisciplinary campus-wide investigation of a topic or issue. The prefix “co” rather than “extra” precedes *curricular* because these events are integral parts of January Term courses. Speakers, films, colloquia, etc. are carefully planned and scheduled at the request of course instructors to add a special dimension to their offerings.

Examples of annual themes include “Globalization,” “Health and the Human Experience,” “Food in Our Lives,” “Water Works,” and “Climate Change.”

College Life

Residential Life

All first year students, sophomores, and juniors are required to live on campus. Commuting students and those with documented special needs may be exempted from this requirement.

Campus Crime Reporting and Statistics

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics reported to the U.S. Department of Education. For more information contact the director of safety and security at 607-431-4111 or the director of enrollment management at 607-431-4150.

2011-2012 Hartwick College Catalog

To access campus crime statistics, which are filed annually with the U.S. Department of Education, visit <http://www.ope.ed.gov/security/>.

Student Right-to-Know Statistics

The four-year average Student-Right-to-Know four-year average completion/graduation rate: 56%. Four-year average Student-Right-to-Know transfer-out rate: 35.

Special Opportunities

Beyond these basic elements of the Liberal Arts in Practice, the opportunities for special challenges at Hartwick are wide-ranging. Internships are a very popular way to test what is learned in the classroom in a real employment situation. Off-campus study programs around the world encourage students to learn and grow in an international context. The College's commitment to helping students prepare for an interdependent world has generated many exciting opportunities in this area.

Independent study, where a student works under the individual guidance of a faculty member, is an experience that a great many of our students have at some point through a capstone senior thesis that demonstrates how far students have come in their major field. An Honors Program provides challenges at the very highest levels to help students with exceptional talent and drive to stretch their intellect.