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. The first step takes place during the summer, when faculty contact entering students. Then comes the assignment of a faculty member as the student’s 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 have an advisor in that department. Students must meet with their advisors prior to each course registration period, but students are urged to visit their advisors regularly as the year proceeds.

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. 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 in the Center for Academic Excellence or registrar’s office and return to the Center for Academic Excellence.

A special element in the advising of first-year students is the “Early Evaluations.” Faculty are asked to identify those who seem to be doing poorly in class after the first four weeks of the Fall and Spring terms. These students and their advisors are notified of the problems, and the students are encouraged to seek the special help they need.

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.

To qualify for graduation a student must:

1. Satisfactorily complete the equivalent of four academic years of full-time study or its equivalent, which Hartwick defines as 36 courses with a minimum grade point average of 2.0. At least 18 courses must be earned at Hartwick, with the final nine courses completed as a matriculated Hartwick student. (Performance music credits beyond four course units, physical education and Foundations credits do not count toward this requirement.)

2. Fulfill the requirements of Curriculum XXI.

3. Earn an overall average of at least 2.0 in the major program or Individual Student Program.

4. Satisfactorily complete the Foundations course.
Curriculum XXI Graduation Requirements

The following is a summary of the degree requirements under Curriculum XXI. In most of the categories, students may choose from among a range of courses approved as fulfilling the requirement. These are identified in the course registration materials available in the registrar’s office.

I. To prepare for a future of CONTINUITY with cultural achievements and tradition:
   A. Two courses in the major works of Western literature, philosophy or religion (one treating a period before 1660, the other a later period).
   B. One course in the creative or performing arts.
   C. One history course that surveys a major period of Western history.

II. To prepare for a future of social and global INTERDEPENDENCE:
   A. Two courses in social and behavioral analysis in two different departments, from the departments of anthropology, economics or management; nursing; political science; psychology; sociology.
   B. Foreign language experience consisting of one course at the intermediate (or higher) level for students continuing a language studied at the secondary level; or, for students with two years or less of a language at the secondary level, one of the following:
      1. A two-course elementary sequence.
      2. One language course and a related civilization course.
      3. An off-campus program with a language component and its related preparatory course.
   C. One course dealing with a non-Western or Third World culture.

III. To prepare for a future with heavy reliance on SCIENCE and TECHNOLOGY:
   A. A course in mathematics, logic or the use of the computer.
   B. Two courses in science, one in the areas of chemistry or physics and one in the areas of biology or geology, with at least one of these being a laboratory course.

IV. To prepare for a future requiring CRITICAL THINKING and EFFECTIVE COMMUNICATION:
   A. Competence in writing, demonstrated by completion of the Writing Competency Program.
   B. A major program (see the requirements of the particular major or the description of the Individual Student Program).
   C. A baccalaureate thesis in the major field, publicly presented and defended.

V. To prepare for a future of CHOICES:
   A. The First-Year Experience (including a First-Year Seminar).
   B. A Contemporary Issues Seminar (taken no earlier than January of the junior year).

VI. Physical Education:
    Four half-term skill courses.

VII. Off-campus Study:
    While not required, each student is strongly encouraged to take part in at least one course that is carried out in significant measure off-campus (such as an internship or a study program in another country).

Note: Independent and directed studies and internships may not be used toward Curriculum XXI general education requirements, even though they may count toward the overall number of courses required for graduation.

Writing Competency Requirement

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:

1. By progressing to Level 4 through a sequence of courses outlined below, beginning with the course at the level where the student was placed upon admission to the College.
2. 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 and, when available, SAT scores. 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 W next to the course number. 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.

**First-Year Experience at Hartwick**

Hartwick’s first-year experience is specially designed to provide the support and encouragement students need to make the exciting and sometimes challenging transition from high school to college. Our three-stage program, which includes Summer
Registration, Orientation, and Foundations, is a “pathway” to building a firm foundation so students may realize their academic, personal, and professional potentials while developing awareness, respect, and understanding of others.

Summer Registration is a one-day program for students and parents, where students have an opportunity to meet other students, learn more about Hartwick and our future-oriented Curriculum XXI, meet with academic advisors, and register for fall classes. Recognizing parents’ roles as partners in their student’s education, Hartwick has designed programs that provide information on student life, housing, security, health, and financial aid as well as academic success programs and special opportunities such as the Honors Program and global studies.

Upon returning in the fall, all first-year students participate in intensive orientation sessions intended to blend the curricular and co-curricular aspects of student life. Orientation programs may include challenge education, rafting, student life meetings, social activities, and other learning opportunities. During this time, students receive computer training and their computers. Also, during orientation, students begin to meet with their Foundations groups and continue meeting with the same group through the first half of their first semester. Foundations provides opportunities for students to better adjust to college life, improve college survival skills, and connect with Hartwick’s “Community of Learners.”

In addition, each first-year student takes a First-Year Seminar, a special course in which a small group of freshmen meet with a faculty member to study a subject in a format especially adapted to help introduce students to college-level academic work. Special opportunities exist to use the resources of the Trustee Center for Professional Development, which includes the Guaranteed Placement Program.

Hartwick's first-year programs are elements of Curriculum XXI, reflecting the importance the College places on early development of lifelong skills so students prepare themselves for the choices they face in life—on the personal level as well as in their intellectual development.

Contemporary Issues Seminar

In the junior or senior year of Curriculum XXI, students take a Contemporary Issues Seminar. This is an opportunity for students who are developing as liberally educated people and maturing in an area of study to integrate their knowledge with other fields of study. This is done by having students interact with one another, across academic divisions, in the analysis, discussion and research of issues or problems of common concern. The seminar should thereby help students to:
• understand the complex personal, social and moral issues that must be confronted when dealing with important societal problems;
• understand the relevance of their major fields in a broader social and cultural context by making connections to other areas of scholarship and life;
• communicate the views and values of their disciplines to persons outside of their majors while understanding and being sensitive to other points of view;
• take initiative for their life-long learning and recognize the social responsibility that accompanies the role of an informed citizen.

Normally the Contemporary Issues Seminar will be taken no earlier than January of the junior year.

Major Programs

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 Arts or Bachelor of Science)- CPA
• Anthropology (Bachelor of Arts)
• Art (Bachelor of Arts)
• Art History (Bachelor of Arts)
• Biochemistry (Bachelor of Science)
• Biology (Bachelor of Arts)
• 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)
• 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)
• Management (Bachelor of Arts)
• 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)
• 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: Two Hartwick programs, while not majors themselves, incorporate majors from the list above. Students preparing for a career in education may complete a program leading to Provisional 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 at the Secondary School level (grades 7-12) in the fields of biology, chemistry, English, French, German, mathematics, physics, social studies and Spanish, and at the Elementary and Secondary School levels (grades K-12) in music.

Students in the Environmental Science and Policy Program select from a set of courses designed to provide a broad exposure to many different perspectives on the environment, from the physical and life sciences to the social sciences. By fulfilling these requirements, students in the program earn a minor in Environmental Science and Policy.

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 Faculty Committee on Individual Student Programs, 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: “Photo Journalism,” “Crime and Justice” and “Comparative Study of Religion and Society.” 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 which 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 requirements of Curriculum XXI. 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 the Faculty Committee on
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 Faculty Committee on Individual Student Programs becomes their home “department.” They may also 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 Peter T. Paluch, Coordinator for the Faculty Committee on 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 nine units of course work for a total of 45 academic units. (Performance music credits beyond four course units, foundations and physical education credits do not count toward this requirement.) Curriculum XXI waivers specific to certain majors do not apply to the second degree; e.g., a nursing major who wishes to complete a sociology major cannot request an exemption from the language requirement.

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

- Education
- Environmental Science and Policy (minor)
- Graphic Communications (minor)
- Latin American and Caribbean Studies (minor)
- Museum Studies Minor
- Pre-Med and Pre-Allied Health
- U.S. Ethnic Studies (minor)
- Women’s Studies (minor)

Complete descriptions can be found in the “Courses of Study” section. In addition to formal course work, 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 5 course units 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 registrar’s office as early as possible, but no later than the Spring Term of the senior year.

Minors are offered by all departments except education, nursing and physical education and are described in the departmental listings.

Honors Program
Hartwick College’s Honors Program provides outstanding students diverse opportunities to broaden and deepen their liberal arts education, to enhance the intellectual rigor of their curriculum, and to participate in a community of scholars within the greater college community. The Honors Program encourages students from all majors to set high standards for themselves, which reflect their commitment to academic excellence. The program is flexible enough so that each Honors student can pursue the subjects he or she finds particularly interesting. At the same time, it is structured enough so that each participant is assured of experiencing a broad range of academic challenges.

The program has three parts. The Honors Program co-directors coordinate these components of the program and serve as special advisors to Honors students, and the Honors Program Committee provides oversight and guidance.

- Honors Challenge An Honors Challenge is a project an Honors student undertakes in close collaboration with a faculty member. At least five Honors Challenges must be successfully completed. An Honors Challenge may assume various forms, including a detailed exploration of some aspect of a course that the student has enrolled in during the semester, a re-exploration of a question raised in a course in which the student was enrolled during a previous semester, a special research project, a public presentation of a substantive essay, a performance of original work, completion of a 300-level course outside the major discipline without prior experience in the discipline, an NCHC honors semester abroad pro-
gram or participation in a year-long study-abroad program.

An Honors Challenge assumes a high level of independence by the student, with guidance from a faculty member. Honors students are expected to attempt an Honors Challenge during each Fall and Spring terms after their acceptance into the Honors Program. Under special circumstances, students also may complete an Honors Challenge during January Term, although the normal demands of concentrated study make the timely completion of January Term challenges more difficult.

- The Honors Seminar: This special course for honors students is designed to bring together the methods of various academic disciplines while focusing on a significant contemporary problem or issue. A Curriculum XXI Contemporary Issues Seminar, it is taken any time after a student’s first full term of the junior year. Each honors student must successfully complete this course in order to complete the Honors Program. An Honors Challenge may not be added to the Honors Seminar.

- Superior work overall and in the student’s major field: This requirement is fulfilled by completing the requirements for Departmental Distinction in the student’s major field of study. (See Educational Policies and Procedures for details.)

Each year Honors students have the opportunity to live on the Honors Floor of a dormitory and to participate in various Honors activities, such as cardboard boat regattas, pizza parties, and trips to Boston or New York City. Honors students also enjoy special privileges, including early preregistration for courses and discounts on books (other than required textbooks) ordered through the College bookstore.

Students who have completed the first year with a grade point average of 3.50 or better and have attained Level 4 in the College Writing Competency Program are invited to participate in the Honors Program. They are asked to submit to the Honors Program Committee a statement of their academic objectives and the place of the Honors Program in their plans, along with a sample of their academic work. In addition, a small number of students with particularly strong secondary school records are invited to join the program as they enter Hartwick. In very special cases, the admissions office may recommend transfer students with outstanding academic records for admission to the program as late as the junior year. All participants must maintain a grade point average of at least 3.40 to remain in the program and graduate with a grade point average of 3.50. In recognition of their outstanding achievement, students who complete the Honors Program graduate “With College Honors.”

Global Pluralism Programs

The Sondhi Limthongkul Center for Interdependence

The Sondhi Limthongkul Center for Interdependence is dedicated to enhancing Hartwick’s Global Pluralism Initiative, which aims to increase intercultural experiences for all students and prepare them to be successful in an increasingly interdependent world. SLCI offers a variety of opportunities—both on and off campus, both in the United States and abroad—that enable students to recognize the essential interrelatedness of the world’s peoples, problems and solutions; understand, respect and work effectively with people of different national and cultural backgrounds; and be contributing, responsible citizens.

SLCI, which was established in 1994 by a major grant from the Chaiyong Limthongkul Foundation of Bangkok, Thailand, is directed by the dean of global studies and includes the offices of U.S. Pluralism Programs, International Student Advisement and Off-Campus Study. Working closely with faculty, staff and
student groups across the campus, these offices promote Hartwick’s emphasis on global pluralism in the following ways.

**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. Located in SLCI, 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 second-, third- and fourth-year students 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.

The associate dean is advised by the Pluralism Advisory Committee, a body appointed by the College’s president to make recommendations that can strengthen our campus diversity while fostering interdependence among all campus citizens. In addition, such student organizations as the Ethnic Coalition, 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.

**International Student Advising**

Students from other countries form an integral part of the Hartwick College community and the
Global Pluralism Initiative. The international student advisor’s office in SLCI, which is overseen by the associate director of International Programs, is responsible for providing logistical support to students from abroad, developing orientation programs and other activities to help them become part of the Hartwick and Oneonta communities and assisting students with their immigration status. This office also provides support for visiting faculty from abroad.

The office advises Hartwick’s International Club (which includes American and international members) and arranges lectures, conferences, socials and joint programs with various College constituencies, as well as Hartwick’s participation in the Harvard National Model United Nations. In addition to serving as a primary institutional resource on international student policy matters, the associate director works closely with the Office of Admission on international student enrollment issues, with Student Life on retention and social integration issues and with Academic Support on international students’ educational progress.

**Off-Campus Study**

SLCI’s Office of Off-Campus Study promotes Hartwick’s global emphasis by offering a variety of interactive learning opportunities to explore differences of culture, both internationally and in the United States. Guided by the off-campus study advisory committee and in close collaboration with faculty regarding the curricular and co-curricular aspects of global education, this office facilitates the following types of experiences:

**January Term.** January Term programs directed by Hartwick faculty are offered each year. Programs change annually and range in number from 15 to 20 in a variety of locations that have included biology in Costa Rica, theatre arts in New York City, studio art in the Caribbean, geology in Hawaii, religious studies in India, anthropology in South Africa, and German in Vienna, to name a few. Fees vary depending on the program.

**Early Intercultural Experience.** Certain January Term programs, called the Early Intercultural Experience, are designed specifically for first-year students. For example, faculty-led groups of first-year students have spent January Term in Thailand, Mexico, Germany, France, Jamaica, South Africa, and Hungary.

**Study Abroad.** A fall semester in India is offered annually by Hartwick in cooperation with four other New York state institutions—Bard, Hobart and William Smith, St. Lawrence and Skidmore—which comprise the New York State Independent College Consortium for Study in India. The program takes place in four locations in India. Courses include Hindi, selected topics in Indian cultural history, development issues since independence and an independent research project. The cost of the semester in India is covered by regular College fees.

Study-abroad programs for a semester or year are also available to students through the College’s affiliations with U.S. institutions that conduct programs in a range of countries (e.g., Central College of Iowa; Syracuse University; and the School for International Training in Vermont), as well as with overseas institutions with which Hartwick has formal exchange agreements. In addition, Hartwick students can enroll in programs approved by other U.S. institutions or by direct enrollment in an institution abroad.

**Independent and Directed Studies** The SLCI works with students who are interested in conducting independent and directed studies off campus under faculty supervision.

**Study in the U.S.** Hartwick is affiliated with the National Outdoor Leadership School and Outward Bound, for which academic credit can be arranged in advance. These programs are offered primarily in the United States, although several are available abroad.

**Academic Leave of Absence.** Students apply for an academic leave of absence through SLCI. The leave is granted for approved programs of study off campus for which credit will be transferred into Hartwick and applied toward the Hartwick College degree.

Detailed information on financial aspects of off-campus study are described under Expenses. Also, students may apply for scholarships to support international experiences through the Duffy Family Ambassador Fund for independent and directed studies abroad and the Emerson International Internship Fund.

**Preparation for Graduate or Professional Study**

A solid education in the liberal arts and sciences education 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 fields of interest. Faculty advisors are frequently good sources of insight into preparation for graduate study in the disciplines they represent. The Trustee Center for Professional Development also provides assistance in planning for graduate school and offers a collection of graduate and professional school catalogs and information on financial assistance for further study.

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. Exceptional students may enter directly into an M.S. program. Students completing the 3-2 engineering program are exempt from Curriculum XXI language and biology/geology requirements.

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 Roger Hickey.

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 which:

• 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 which 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 Peter T. Paluch of 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.

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 largest of which is the Hartwick College Summer Music Festival and Institute, now in its 54th year.

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.

Academic Awards

Each year at Honors Convocation the College recognizes academic excellence by awarding prizes, scholarships, and special honors. The highest distinction is to be named a John Christopher Hartwick Scholar, an award given to up to six rising seniors on the basis of academic achievement, leadership, and character. Students nominated for this award by their respective departments are designated Faculty Scholars. Membership in the Hartwick College Honor Society is awarded to top students. Other academic awards are:

• Carol Bocher & Earl Deubler Scholarship Award
• The Deborah M. Allen Brennan Award
• American Institute of Chemists Award
• The Close Family Scholarship
• Beta Beta Beta Award in Biological Science
• Outstanding First-year Biology Award
• Sarah Keyes Bresee Scholarship
• CRC
• Press First-Year Chemistry Achievement Award
• The Dornburgh Memorial Award in History
• Dornet Awards for Economics, Political Science, and Psychology
• The Linda S. French Memorial Award in Management
• The Linda S. French Scholarship established by the Wilber National Bank
• Joan B. Gratz Prize in English
• The Arkell Hall Awards in Art and Theatre Arts
• H. Claude Hardy Sociology Award
• Hartwick Seminary Undergraduate Fellowship
• Alban W. Hoopes Scholarship Award
• Elizabeth S. Hoopes Memorial Award in History
• Jessie E. Jenks Scholarship
• Peter D. Junemann Memorial Award
• John F. Kingston Theatre Arts Award
• Kohlmeyer Rayher Award in Mathematics
• Kropp German Award
• Edith M. Lacey Memorial Nursing Scholarship
• Richard K. Meeker Award in English
• Modern and Classical Languages Department Prize
• Nursing Alumni Memorial Scholarship
• Perrella Foundation Scholarships in History, Management, and Music
• President’s Scholar-Athlete Award
• John and Gertrude Rohrer Award in Mathematics
• Andrew B. Saxton Undergraduate Fellowships
• Sigma Alpha Iota Awards
• Anna Sonder Academy of American Poets Prize
• Grace Jones Spain Scholarship
• Otto Steinbach Scholarship in Chemistry
• Albert H. and Helen J. Ubert Scholarship
• Hartwick College Women’s Club Scholarships

Academic Calendar

Hartwick’s “4-1-4” 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 concentrate their energies on four courses and have periods set aside as Reading and Examination Days to conclude their studies. During the one month January Term, students choose one course from among a wide variety of special opportunities, including advanced independent study in their majors, off-campus study programs, internships or courses especially designed for intensive study, held both on and off campus.

January Term

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 indepen-
dent study on campus or an off-campus program or internship, students are able to invest themselves completely in just one course with no distractions from the subject matter.

A second important feature of the January Term is the extensive co-curricular programming designed to promote an interdisciplinary campus-wide investigation of a topic or issue. The prefix “co” rather than “extra” precedes curricular because many of these events are not simply additional entertainment, but instead are integral parts of a number 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 not usually possible during the fall or spring.

This co-curricular programming during January is designed around a central theme emanating from the various dimensions of Curriculum XXI. For example, the January 2000 theme, “Imagining the 21st Century,” focused campus attention on shaping the future in health, technology, and non-violence. Other examples of recent thematic programs include “The Environment, Health, and Social Justice,” “Ethnicity in a Changing America,” “Gender in the Arts and Sciences,” and “Revolutions and Dilemmas of the 20th Century.”