

VI. Undergraduate Program

The Academic Program

Colgate's curriculum includes a wide range of study opportunities in the arts and sciences. It is structured to provide a well-rounded liberal arts education and to prepare students for graduate and professional schools. A student's academic program consists of courses in the Liberal Arts Core Curriculum, courses in the field of major, electives, and physical education classes. There are 54 majors offered, several of which are interdisciplinary in nature and offer honors programs. Qualified students are encouraged to participate in one of Colgate's more than 20 off-campus study groups. Other academic options include independent study courses, guided research, and approved off-campus (non-Colgate) study programs.

Academic Advising

Faculty advising can be essential to a student's success and sense of satisfaction with the academic program. Colgate recognizes that academic advising needs can be diverse, and individual expectations and requirements often change with time. Effective advising develops in a timely fashion when students take the responsibility of reading this catalogue and the *Colgate Student Handbook*, and seek assistance early and often.

Academic advising typically follows this pattern during the four years at Colgate:

Prior to the first semester Students select courses for the first semester during July, prior to their arrival on campus for the fall orientation program. At this point the first-year web pages, and summer pre-matriculation faculty advisers serve as the primary resources for academic planning and course selection.

The First Semester — Course-Based Advising One of the four courses that each student selects for the first semester is a first-year seminar. The instructor for

this course serves as the faculty adviser for each student enrolled in the seminar. During the first-year orientation program, students meet with their faculty advisers in individual advising sessions and review their fall course schedules.

Throughout the semester, the faculty adviser serves as an important source of counsel and guidance, gives information on course withdrawal and registration for spring term, and monitors midterm reports. Each semester, students are required to consult with their academic advisers prior to registration.

The Second and Third Semesters — Transition Advising The advising relationship with the first-year seminar instructor usually continues until a major is selected. Students change their official advisers by completing a form available from the Office of the Registrar.

The Fourth Semester — Declaration of the Major In spring semester of the sophomore year, each student must declare a major by completing a form to be turned in at the Office of the Registrar. The student chooses or is assigned a major adviser at this time. The major adviser is a mentor who advises students about requirements in the context of a sound, comprehensive academic program.

The Administration's Role in Academic Advising The academic advising program is administered by the Office of the Dean of the Faculty and Provost. Questions, concerns, and suggestions about academic advising at Colgate should be directed to the director of academic support and disability services in the Center for Learning, Teaching, and Research.

The Academic Curriculum

The following sections describe important features of the curriculum. Descriptions of majors and minors are found in Chapter IX.

Academic Credit

Academic credit toward the Colgate degree is expressed in terms of course credits. Most courses taken at Colgate carry one course credit (1.00) or the equivalent of four credits on the semester-hour basis. Fractional credit (0.25 or 0.50) is awarded for academic opportunities that do not fit easily into the standard one course/one credit structure. Fractional credit of 0.25 or 0.50 may be awarded for two types of courses: (1) *stand-alone fractional credit courses* that have a clear intellectual rationale independent from other courses (e.g., approved half-semester courses, independent study/research); and (2) *add-on fractional credit courses* comprising components that intellectually engage students in ways that extend beyond the content of the full-credit course to which they are attached (e.g., laboratories, service learning, extended study, and performance). Add-on fractional credit may be either required or optional. *A maximum of 2.00 course credits from add-on fractional credit courses may count toward the 32-course credit graduation requirement.* There is no limitation on the number of stand-alone fractional credit courses that may count toward graduation.

All fractional credit courses receive separate grades. One-half credit courses are equivalent to two credits on the semester-hour basis and are indicated as 0.50 on the academic record. One-quarter credit courses are equivalent to one credit on the semester-hour basis and are indicated as 0.25 on the academic record.

As used in the catalogue, the term “course” means a full (1.00) course credit, as distinguished from fractional credit courses. All laboratories included in course descriptions as bearing academic credit carry 0.25 course credits, unless noted otherwise.

Curricular Requirements for Graduation

Students must complete a minimum of 32.00 course credits (with a minimum cumulative grade point average of 2.00) and requirements for the Liberal Arts Core Curriculum, a major, and foreign language and writing (if stipulated upon admission). Additional requirements, including residency and physical education, are described in Chapter VII.

Language Requirement

Foreign language competence is of critical value in understanding today’s world. In addition, language skills are required by many graduate schools and may be necessary to qualify for certain professional positions, particularly in today’s global economy.

The graduation requirement of competence in a foreign or classical language may be demonstrated in one of three ways:

1. by successfully completing at least three years of study of one foreign or classical language (through the third level) in a secondary school prior to enrolling at Colgate;
2. by demonstrating basic language skills as measured by tested proficiency (e.g., a score of 580 or better on the SAT Subject Tests in a foreign or classical language);
3. by successfully completing the study of a foreign or classical language at Colgate through at least one term at the intermediate level.

Students are expected to complete the language requirement by the end of the fourth term at Colgate. A registration hold will be placed on the record of a student who fails to satisfy the requirement by this time. The student will be required to register for an appropriate course in the fifth term. The registration hold will remain in place until the requirement has been satisfied.

Language study is also required prior to participation in some of Colgate’s off-campus study groups.

Foreign Languages Across the Curriculum (FLAC)

Colgate University seeks to create an international ethos for the liberal arts by expanding the range of curricular settings in which students and professors can develop and use foreign language skills. Beyond the foreign language departments, faculty in various departments and programs encourage the use of foreign language materials in their curricula, and certain courses — such as literature in translation — offer FLAC sections in which students can engage with the material in the relevant foreign language.

First-Year Seminars

Director J. Graybill

First-year seminars (FSEMs) are designed to introduce students to a variety of liberal arts topics, skills, and ways of learning, including the importance of academic integrity. The FSEM emphasizes all aspects of the learning process including the exploration of individual needs and strengths, interactions with classmates, and the multiplicity of resources beyond the classroom. Special emphasis is placed on improving writing skills and using the library's many resources. The merging of these elements into a single course provides a prime opportunity for the student to obtain a breadth of college-level experience and academic perspective. Many first-year seminars will earn credit within the Liberal Arts Core Curriculum, including Areas of Inquiry. FSEMs are listed each year in the first-year student registration materials.

The Liberal Arts Core Curriculum: Crossing Boundaries

Crossing Boundaries is the theme of Colgate's Liberal Arts Core Curriculum. The Core asks students to confront questions of identity, culture, and knowledge across intellectual boundaries. The Core crosses temporal and socio-political boundaries, as well as the boundaries of academic divisions and disciplines. It also emphasizes the capacities that are essential to a liberal arts education: critical reading and thinking, effective writing, being able to move from the specific to the general and back, understanding diverse perspectives, and an overall sense of intellectual wonder. By having a Core, Colgate affirms the centrality of a common experience for our students as they grapple with enduring questions at the heart of a liberal arts education. That common experience takes seriously classic texts as well as multiculturalism and globalization, the importance of the past as well as the contemporary moment, the relevance of modern science and technology as well as the humanities. In sum, the Core asks students to think in integrative cross-disciplinary ways about their world and themselves.

Four inter-related components — **Legacies of the Ancient World**, **Challenges of Modernity**, **Scientific Perspectives on the World**, and **Communities and Identities** —

constitute the **Common Core**. These courses provide contexts for engagement in cross-disciplinary conversation. They educate students in complementary ways about the origins, beliefs, traditions, social patterns, and profound ideas that shaped their own and other cultures, helping students see themselves honestly and critically within a diverse global and historical perspective. These courses also help students appreciate how an emerging global community can be transformed in dynamic and significant ways by advances in science and technology and by the rapid transmission of information, ideas, and practices. The first two components are taught by faculty members from across the University who work together to develop these courses: all sections of these two courses share common texts. Legacies of the Ancient World explores ancient texts that have given rise to philosophical, political, religious, and artistic traditions that continue to influence academic and intellectual discourse and critical thought. In Challenges of Modernity, students and faculty explore a variety of texts that contributed to, or engaged with, the ideas and phenomena central to the intellectual legacy to which we and our students are heirs. Scientific Perspectives on the World (SP) courses engage issues of broader social significance that require scientific literacy. These courses are multi-disciplinary in focus: the topics of the SP courses span the study of the physical world, biological processes, human behavior, mathematical methods, and technological innovations. Students fulfill their SP requirement by successfully completing one of the courses listed in the Liberal Arts Core Curriculum section in Chapter IX. Courses in the Communities and Identities (CI) component provide students with a multi-layered understanding of identities, cultures, and human experiences in particular geographically distinct communities and regions of the world. Students fulfill their CI requirement by successfully completing one of the courses listed in the Liberal Arts Core Curriculum section in Chapter IX. Students may take the four required core courses in any order. Students are expected to complete the four common core courses by the end of their sophomore year. Exceptions may be made for students completing certain programs (for example, pre-medical study) and for students with special indi-

vidual circumstances. Students who have not completed the four common core courses by the end of the second year may be required to obtain permission of the course instructor to enroll as upperclass students in some core courses.

Global Engagements, the fifth Core requirement, furthers students' understanding of the complex and diverse world in which they live. Global Engagements (GE) courses provide students with an opportunity to analyze and debate the conditions and consequences of intercultural interaction, both in the United States and in the broader world, so that they will be prepared to confront responsibly the challenges of the 21st century. Courses in this component are drawn from departments and programs across the University; all inquire into the ways that people respond to and seek meaning in multicultural national and international contexts. These courses are identified in the registration materials available each semester. A course taken to fulfill GE credit may also fulfill an Areas of Inquiry and/or major/minor requirements.

Areas of Inquiry

In order to foster breadth, the Areas of Inquiry requirement ensures that students take six courses from a range of disciplines. The curriculum is divided into three Areas of Inquiry: Human Thought and Expression; Social Relations, Institutions, and Agents; and Natural Sciences and Mathematics. A student will fulfill the Areas of Inquiry requirement by taking two courses from two different departments or programs in each of the following areas.

Human Thought and Expression Courses in this component develop an understanding of what it means to be human: they focus on cultural and intellectual expressions throughout time. To fulfill this requirement, students must take two Human Thought and Expression courses from two different programs or departments. Most courses from the following departments/programs satisfy this area requirement: Art and Art History, the Classics, East Asian Languages and Literatures, English, German, Jewish Studies, Music, Philosophy, Religion, Romance Languages, and Writing and Rhetoric. Approved courses from other departments and programs (see the description of

university studies below) may also satisfy the Human Thought and Expression Area of Inquiry requirement.

Social Relations, Institutions, and Agents Courses in this component expose students to the study of social order and human behavior in societies of the past and present. To fulfill this requirement, students must take two Social Relations, Institutions, and Agents courses from two different programs or departments. Most courses from the following departments satisfy this requirement: Economics, Educational Studies, Geography, History, Political Science, and Sociology and Anthropology. Approved courses from other departments and programs may also satisfy the Social Relations, Institutions, and Agents Areas of Inquiry requirement.

Natural Sciences and Mathematics Courses in this component apply theoretical and empirical methods to the study of living organisms, the physical world, and abstract and practical mathematics. To fulfill this requirement, students must take two Natural Sciences and Mathematics courses from two different programs or departments. Most courses from the Departments of Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Astronomy, and Psychology, and several physical geography courses satisfy this requirement. Approved courses from other departments and programs may also satisfy the Natural Sciences and Mathematics Areas of Inquiry requirement.

Students are encouraged to explore the range of departmental and programmatic offerings through the six-course Areas of Inquiry requirement early in their studies at Colgate. This can be helpful in making decisions about majors and minors. First- and second-year students should take the Areas of Inquiry requirement into account as they plan their programs. Areas of Inquiry courses can count toward the major or minor.

Students should note that the Areas of Inquiry requirement cannot be fulfilled by Advanced Placement credits or other pre-matriculation credit, or by courses taken during a summer or winter/January intersession term.

University Studies As noted, approved courses from interdisciplinary programs can fulfill the Areas of Inquiry requirement. The Division of University Studies houses interdisciplinary programs in Africana and Latin American Studies; Asian Studies; En-

vironmental Studies; Film and Media Studies; Jewish Studies; Lesbian, Gay, Bisexual, Transgender, and Queer Studies; Linguistics; Medieval and Renaissance Studies; Middle Eastern and Islamic Studies; Native American Studies; Peace and Conflict Studies; Russian and Eurasian Studies; and Women's Studies. It also houses the Department of Writing and Rhetoric and the Liberal Arts Core Curriculum.

In summary, the required Liberal Arts Core Curriculum has the following structure:

Common Core Courses	}	Legacies of the Ancient World
		Challenges of Modernity
Areas of Inquiry	}	Scientific Perspectives on the World
		Communities and Identities
		Global Engagements
		Human Thought and Expression (2 courses)
		Social Relations, Institutions, and Agents (2 courses)
		Natural Sciences and Mathematics (2 courses)

For additional information about the elements of the Liberal Arts Core Curriculum, see the Liberal Arts Core Curriculum section in Chapter IX.

Distinction Seminar in the Liberal Arts Core

An optional component of the Liberal Arts Core program is the Distinction Seminar in the Liberal Arts Core. The goal of the distinction seminar is to complement honors work in departments and programs by giving students the opportunity to reflect on the broader, interdisciplinary contexts of their honors projects. This option is open to students who have completed their Core requirements with the requisite average grade.

Major Programs

Students investigate a body of knowledge in depth in a field of major. An official major must be selected and filed in the Office of the Registrar in the second term of the sophomore year. Students who fail to declare a major by the announced deadline

will not be permitted to register for the upcoming term. A student may subsequently change majors with the approval of the new department chair or program director and the filing of a new declaration of major form with the registrar. Most major programs are centered on a single discipline and supervised by one academic department; however, a number of interdisciplinary majors permit students to major in a subject that involves several related departments. Some even cross divisional boundaries. A minimum grade of C- in introductory courses is normally needed for admission to a major. For graduation, the minimum grade point average (GPA) required for courses counted toward the major is 2.00 (C).

The major program includes at least eight courses. Most departments or programs also require a senior-level seminar or research course or independent study.

Students may pursue a double major or a major and minor (see below). No more than two majors, or one major and one minor, may be recorded on a student's transcript. Students should see Chapter IX for descriptions of majors, listed alphabetically by department and program.

Double Major

Some students elect to fulfill the requirements for two separate majors. This choice helps focus the plan of study but greatly reduces one's freedom in electing courses each semester.

Students wishing to declare a second major must formally file their plan with the registrar by the end of full-term course withdrawal period in the first term of the senior year.

The form filed first will be considered the primary major, unless the registrar is informed that the second form filed is to be the primary major. Students who elect to complete a double major must let each supervising department or program know that a second major is being pursued.

A course may be used to satisfy requirements in both majors. A student will only be considered to have completed a double major when at least seven of the courses completed in fulfillment of *each* major are unique. If the primary major requires cognate courses (which must be taken but which are not actually considered part of

the major), these cognate courses may be counted toward the second major. The minimum GPA of 2.00, required for completion of the primary major, also applies to a second major.

Honors in Major

A student may achieve honors in a major through a process described in the curriculum of each department or program. It is best to plan for honors in advance, at the time a student signs up for a major, usually before or during the second term of the sophomore year.

Minor

Every department and nearly every program at Colgate offers an optional minor consisting of at least five designated courses or types of courses. A major and a minor may have overlap of course requirements, but at least seven courses must be unique to the major. In some cases, then, only one course may be counted toward both; however, in no case may more than two courses used to satisfy requirements in the major also fulfill minor requirements. No more than two introductory-level courses may be included in a minor. A minimum GPA of 2.00 (C) is required in all courses counted toward the minor.

The minor must be filed with the registrar by the end of full-term withdrawal period in the first term of the senior year. No student may declare a minor in the same field as his or her major.

Bachelor of Arts Degree (AB) Programs

The major programs listed below are approved by the Dean's Advisory Council and registered officially with the New York State Education Department. Specific major and honors requirements are found in Chapter IX.

- Africana and Latin American Studies
- Anthropology
- Art and Art History
- Arts and Humanities* (*formerly Humanities*)
- Asian Studies
- Astrogeophysics
- Astronomy/Physics

- Biochemistry
- Biology
- Chemistry
- Chinese
- Classical Studies
- Classics
- Computer Science
- Computer Science/Mathematics
- Economics
- Educational Studies
- English
- Environmental Biology
- Environmental Economics
- Environmental Geography
- Environmental Geology
- Environmental Studies
- French
- Geography
- Geology
- German
- Greek
- History
- Humanities* (*as of fall 2016 changed to Arts and Humanities*)
- International Relations
- Japanese
- Latin
- Mathematical Economics
- Mathematics
- Middle Eastern and Islamic Studies
- Molecular Biology
- Music
- Native American Studies
- Natural Science*
- Neuroscience
- Peace and Conflict Studies
- Philosophy
- Philosophy and Religion
- Physical Science
- Physics
- Political Science
- Psychology
- Religion
- Russian and Eurasian Studies
- Social Sciences*
- Sociology
- Spanish
- Theater
- Women's Studies

For a listing of bachelor's and master's degree programs and Higher Education and General Information Survey (HEGIS) codes, see Appendix B.

* Topical majors, see information below.

Additional Minors

Minors are offered in most of the above majors and also in the subjects below. Specific minor requirements are found in Chapter IX.

- Applied Mathematics
- Creative Writing
- Film and Media Studies
- Jewish Studies
- Lesbian, Gay, Bisexual, Transgender, and Queer Studies
- Linguistics
- Mathematical Systems Biology
- Medieval and Renaissance Studies
- Museum Studies
- Writing and Rhetoric

Topical Majors

Topical majors allow students, with the advice of a faculty adviser, to design an independent, interdisciplinary course of study outside the existing department and program structure. Topical majors are used for student major programs that encompass courses from more than one department or program. The three topical major programs are denoted with an asterisk in the preceding list. Although administered at the divisional level — arts and humanities, natural sciences and mathematics, and social sciences — some topical majors may cross divisional lines. Topical major programs are approved by the respective division directors. In all cases Colgate's general requirements for graduation will apply. Topical majors are described under their respective divisions within the alphabetical order of Chapter IX.

Summer Research

Each year approximately 200 Colgate undergraduates receive research assistantships and fellowships funded directly by Colgate, corporate or foundation grants, individual donors, or individual faculty research grants. This funding provides a weekly stipend to enable students to work full time during the summer on research or scholarly projects in close collaboration with one or more faculty members. Often these activities result in presentation of papers at professional meetings or publication in the scientific and scholarly literature, with undergraduate students as co-authors, performers, and exhibitors.

Student/faculty-initiated research proposals are used as the basis for awarding summer research assistantships or fellowships of eight to ten weeks in duration. Partially subsidized on-campus housing options and special academic and recreational events enhance this scholarly summer community at Colgate.

Colgate understands the educational value of research by undergraduate students and is committed to its support. The college is recognized as a national leader in this activity with students and professors from all academic divisions participating. Details about on-campus summer research opportunities may be obtained from department chairs, division directors, or the Center for Learning, Teaching, and Research.

Off-Campus Study

Acquiring an intercultural perspective is an important goal of Colgate's liberal arts education. The university offers a wide variety of off-campus programs that combine rigorous academic study with meaningful cultural engagement. The world campus provides access to lectures by distinguished scholars and readings by well-known writers; it opens the doors of museums, libraries, theaters and temples throughout the world; and it allows students to experience the day-to-day fascination of a new and stimulating environment.

Most programs require language study. Even when not required, the university strongly recommends that students undertake it to achieve a working knowledge of the language of their host country. This effort will not only greatly enhance cultural understanding, but also be regarded as a mark of sincerity and respect in the host country.

The off-campus study program is administered by the Office of Off-Campus Study/International Programs (OCSIP) in McGregory Hall. Options include semester-long Colgate study groups directed by Colgate faculty; semester-long approved programs offered by other universities or international education providers; and extended study courses taught by Colgate faculty that include a three- to five-week off-campus component.

Students are advised to meet with an off-campus study adviser to learn more

about their options and plan ahead in order to take best advantage of this opportunity. Students are expected to consult their academic adviser and department early in the process to discuss degree requirements and any courses to be applied towards the major or minor.

Application and Enrollment

Application to off-campus study programs is made through the Office of Off-Campus Study/International Programs. Applicants must meet the GPA requirements and prerequisites of their desired program, and be in good academic, financial, and disciplinary standing. Students must demonstrate personal and academic maturity equal to the demands the off-campus program, which often exceeds the demands of the campus. This maturity should be attested to by the student's academic record, administrative dean, and academic adviser. Admission to an off-campus study program is not guaranteed.

The number of students permitted to study off campus is managed by the university. Colgate makes every effort to accommodate requests for off-campus study that will enable students to deepen their liberal arts education with coursework sponsored by other institutions. Nonetheless, the university needs to balance enrollments across both semesters and so reserves the right to regulate the number of students who are granted permission to study off campus each semester. Careful planning is vital to successful off-campus study. Students should discuss projected off-campus study plans with OCSIP and their academic advisers, considering options for both fall and spring terms that will achieve their educational objectives. Students attending a Colgate study group, approved program, or extended study remain enrolled at Colgate during their time off-campus.

Please refer to "Off-Campus Study" in Chapter VII, Academic Regulations, for additional policies concerning the transfer of credit and grades from off-campus study programs.

Tuition and Financial Aid

Colgate's off-campus study tuition and financial structure make programs accessible for all students, regardless of financial means, just as it does for on-campus pro-

grams, and helps to ensure that the programs attended by our students meet the university's high standards for academic rigor and quality.

Students who study on a Colgate-directed study group or on an approved program continue to pay Colgate tuition and are eligible for Colgate need-based financial aid when studying off campus. Students are billed for tuition by Colgate for the semester they will be off campus plus the cost of any room, board, or other expenses charged by the study group or approved program. Students are responsible for paying other non-billable expenses, such as airfare, books, refundable deposits, optional fees, and personal incidentals directly. Estimated student budgets are available on the OCSIP web pages at colgate.edu/OCS.

Students receiving need-based financial aid will have their financial aid package reviewed by the Office of Financial Aid for the semester they will be abroad. Financial aid is applied to students' accounts at the time of billing. Students are responsible for paying any balance due to Colgate. If there is a credit due, it will be released to the student shortly before the start of the semester.

Financial aid may be increased to meet the additional cost of off-campus study for only one semester. Students participating in a second semester-long program will have their awards capped at the amount they would have received if they were to have remained on campus. Financial aid for extended study is limited to one extended study program taken prior to a student's final semester.

For information regarding withdrawal from off-campus study, see "Refund and Withdrawal Policy for Off-Campus Study" in Chapter III, Expenses.

Colgate Study Groups

Colgate study groups provide students the opportunity to study off campus for a semester under the guidance and mentorship of a Colgate faculty member. Each study group has a unique academic focus and immerses students in new cultures, perspectives and experiences. Depending on the program, students will live together with their peers or with local host families. Study groups primarily accommodate registered Colgate students, though students

from other colleges may participate with visiting-student status on a space-available basis. Study groups normally enroll 15–18 students and are subject to minimum enrollment numbers to run.

Colgate regularly offers the following study groups on an annual or biennial basis. For specific details, consult the OCSIP web pages at colgate.edu/OCS. It should be noted that changes may occur in the scheduling of study groups and that new groups may be added.

Australia: University of Wollongong (fall and spring)

China: Taiwan, Hong Kong, Beijing and Shanghai (fall)

England: London Economics (fall and/or spring)

England: London English (fall and/or spring)

England: London History (spring)

England: University of Manchester (fall)

France: Dijon (spring)

Germany: University of Freiburg (spring)

Italy: Venice (fall)

Jamaica: University of the West Indies, Kingston (spring)

Japan: Kyoto (fall or spring)

Scotland: St. Andrews University (fall or spring)

South Korea: Yonsei University, Seoul (fall)

Spain: Madrid (fall)

Switzerland: Geneva (fall or spring)

United States: National Institutes of Health, Bethesda, MD (fall)

United States: Washington, D.C. (spring)

United States: Santa Fe, New Mexico (fall)

Wales: Cardiff University (spring)

Approved Programs

Colgate allows students to study off campus on a select list of approved programs offered by third-party educational providers or other U.S. universities, or to enroll directly in approved foreign universities throughout the world and transfer course credit toward degree requirements. Approved programs have been carefully vetted by the Off-Campus Study Committee and academic departments for compatibility

with Colgate's curriculum. In addition to meeting Colgate's expectations for academic rigor, they offer strong on-site support services and emergency support, and provide opportunities for meaningful engagement in the host culture.

Colgate's approved programs list is available on the Off-Campus study web pages at colgate.edu/OCS, and includes over 100 programs in 50 countries. Approved programs expand the possibilities for students with diverse academic interests and goals by providing options in a wide range of locations as well as a variety of program models.

Extended Study

A number of Colgate courses offer short-term study components that extend the course beyond the campus and beyond the regular term. These programs offer opportunities for students to gain access to institutions and individuals relevant to their coursework that are not available on campus. Extended study is particularly attractive to students whose schedules do not permit them to participate in semester-long programs. The university has developed some twenty extended study courses, of which five or six are offered each year.

Prerequisites may exist for extended study courses. Extended study courses extending beyond the end of the spring semester are not normally available to seniors since all requirements for graduation must be satisfied prior to commencement.

New extended study courses are added on a regular basis. Please see the OCSIP web pages for a complete listing of courses offering extended study components.

Other Programs

Students with a compelling academic rationale whose academic interests cannot be met by a Colgate study group or approved program may petition the Off-Campus Study Committee to attend an alternate program. Students should begin by speaking with an off-campus study adviser who will involve the student's academic adviser and department chair only if the program meets Colgate's expectations for academic rigor, health and safety, and cultural engagement. Petitions are vetted and determined by the Off-Campus Study Committee and require

the support of a student's academic department and faculty adviser.

Students who do not submit a petition or whose petitions are denied, will not be eligible for Colgate financial aid or grant assistance, nor will academic credit transfer toward the degree.

New York Six Liberal Arts Consortium

Established with the support of The Andrew W. Mellon Foundation, the New York Six Liberal Arts Consortium facilitates collaboration among its member institutions in fulfilling their educational missions and serving the public good. Through the sharing of expertise and resources, the Consortium enhances options for students, faculty, and staff. In addition to Colgate, members of the consortium include Hamilton College, Hobart and William Smith Colleges, Skidmore College, St. Lawrence University, and Union College.

Students who have completed at least one semester at Colgate have the opportunity to participate in a collaborative cross-registration program made possible through the New York Six Consortium. To be eligible to cross-register, students must be enrolled in a minimum of 3.00 course credits at Colgate. Courses taken as part of this cross-registration program will count as institutional (Colgate) credit, and grades earned will be recorded on the Colgate transcript and calculated into the Colgate grade point average. Because cross-registered courses count as part of the student's full-time Colgate course load, no additional tuition is assessed by the host institution. Normally students may only cross-register for one New York Six course per term. A maximum of three New York Six credits will count toward the Colgate degree. For additional information, please refer to the registrar's office web pages at colgate.edu/registrar.

Cooperative Arrangement with Hamilton College

With approval of the faculty adviser and the associate dean of the faculty, a Colgate student may take courses at Hamilton College, to be counted toward the bachelor's degree at Colgate. These arrangements must be made prior to the end of the Colgate drop/add period each term. Credit and final

course grades for courses taken at Hamilton College are recorded on the Colgate transcript. Grades earned at Hamilton College are calculated into the cumulative grade point average at Colgate. Hamilton College courses may also be used to satisfy Colgate's academic residency requirement.

Additional Academic Programs

Office of Undergraduate Studies (OUS)

The Office of Undergraduate Studies (OUS) serves students who have demonstrated intellect, creativity, and fortitude in the face of substantial social, economic, and educational odds. In supporting students who have been admitted to Colgate University through OUS, the program aims to tap their potential for scholarly excellence and leadership in the tradition of the liberal arts.

The mission of the OUS program is reflected in Colgate University's own mission, which includes providing a "demanding, expansive educational experience to a select group of diverse, talented, intellectually sophisticated students who are capable of challenging themselves, their peers, and their teachers." As OUS students are a highly select and diverse group of students at Colgate, they especially fulfill and enrich Colgate's mission and purpose.

The program begins with the Summer Institute, a five-week, pre-first-year summer program designed to ease the transition to college and increase the academic preparedness of its participants. Students take two credit-bearing courses with emphasis on critical reading, analytical writing, and quantitative literacy skills. The Summer Institute also gives students an opportunity to familiarize themselves with a variety of resources available on campus.

Beyond the Summer Institute, OUS continues to provide its students with support to ensure their academic success and enhance their experience at Colgate. For information about the program, please contact the Center for Learning, Teaching, and Research at 315-228-7375. For information about admission to Colgate through OUS, please contact the Office of Admission.

Pre-Engineering Studies

Adviser K. Segall

To combine education in the liberal arts with engineering training, Colgate has cooperative agreements with Columbia University and Washington University (St. Louis), under which a competent student may pursue this option. He or she may earn bachelor's degrees from both institutions by spending three years at Colgate and two at the engineering school (the 3-2 plan). The pre-engineering student may be eligible to continue study for a master's degree. For further information, students should consult the Pre-Engineering adviser or the chair of the Department of Physics and Astronomy.

Sophomore Residential Seminars

Faculty Director D. Dudrick

This program is a faculty-led, yearlong program that integrates residential, classroom, and academic-travel experiences. Students in the program live together with other members of their chosen seminar. The faculty who teach these seminars act as mentors to this group of students, encouraging reflection and fostering discussion. In doing so, they help the members of the seminar to build a community, one centered on an intellectual pursuit but which extends beyond the classroom.

Members of the seminar travel with their professor for one week in January, deepening and broadening their understanding of the class material. (There is no charge to students for the travel component.) In the spring, all sophomore residential seminar students complete a 0.25-credit course, in order to develop the conversation of the class in light of the travel experience.

Applications for the SRS program are made available to rising sophomores at the beginning of the spring semester of their first year.

Teacher Preparation Programs

Programs are available to prospective secondary school teachers in the fields of English, mathematics, social studies (economics, geography, history, political science, sociology) and natural science (biology, chemistry, earth science, or physics). Students in these programs major in academic areas for

which adolescence teaching certification is sought and take appropriate coursework in the Department of Educational Studies. The department also offers a childhood certification program in elementary school teaching for grades 1-6. Students who wish to gain New York State teacher certification have the option of completing their professional semester in the fall term following graduation as part of the ninth semester program. To be eligible for this special program, students must have received their Colgate degree in the academic year prior to the professional semester and completed all other certification requirements prior to enrolling in the ninth semester. In the ninth semester, students are allowed to enroll only in the professional semester courses, which consist of two or three seminars (depending upon adolescence or childhood certification) and student teaching. Students interested in the ninth semester program should meet with an educational studies faculty member to determine if they are eligible and apply to the program in the spring of their junior year. Colgate's undergraduate adolescence and childhood certification programs and the MAT adolescence programs are accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from May 7, 2014 until May 7, 2021. Successful completion of all requirements in all teacher preparation programs leads to recommendation for New York State initial teacher certification.

Opportunities for High School Students

Community Student Program

The Community Student Program provides opportunities for high-achieving high school students in their junior and senior years to enroll in Colgate courses. For additional information, including eligibility criteria, please contact Lynn Waldman, Director of Academic Support and Disability Services, Center for Learning, Teaching, and Research, 315-228-7375.

High School Seminar Program

The High School Seminar Program provides opportunities for high school students to participate in late-afternoon non-credit bearing mini-seminars taught by Colgate faculty and administrators. For additional information, please contact Karla Loveall, 315-228-6522.

Honors and Awards

Colgate University encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance.

Honors in Major

Students who earn honors in their majors have so mastered their disciplines that they are able to complete with distinction original work appropriate to their chosen fields of study. While specific requirements differ, all majors (except topical majors) offer the opportunity to pursue honors or high honors. Most major honors require completion of department or program courses with a designated grade point average (GPA) as well as a project designed and pursued independently under the guidance of a faculty sponsor. Departments and programs will determine whether the oral presentation and/or written reports are of a quality appropriate for honors. For details consult the departmental or program major listed alphabetically in Chapter IX.

University Honors

Students who maintain a consistently high grade point average (GPA) throughout their academic careers are recognized for their achievements by the awarding of university honors at graduation. University honors are *summa cum laude* (3.80 for all courses attempted), *magna cum laude* (3.50), and *cum laude* (3.30). GPAs for university honors are established and reviewed by the Dean's Advisory Council. A minimum of 22 Colgate courses taken for a grade will be considered for university honors. Transfer students who have taken between 16 and 22 Colgate courses for a grade will be considered for university honors.

The valedictorian and salutatorian are the students who have the highest and

second highest rank in the graduating class based upon the cumulative GPA in all courses taken for a grade. Transfer students must be enrolled at Colgate for at least six terms in order to be considered eligible for the university honor of valedictorian or salutatorian.

The Dean's Award

The following awards are presented each term to students who achieve the following

Dean's Award with Distinction — Students who receive a term grade point average of 3.6 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

Dean's Award — Students who receive a term grade point average of 3.3 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

(See Chapter VII for grading policies.)

Honorary Societies

Phi Beta Kappa

The Society of Phi Beta Kappa was founded in 1776; Colgate's chapter was organized in 1878. The Colgate chapter holds three elections each year, in September, February, and May. Seniors whose records of outstanding academic achievement are combined with the society's traditional regard for moral character and a broad liberal education may be invited to join Phi Beta Kappa in a formal initiation ceremony.

Minimum academic requirements include:

1. A course in mathematics, statistics, or logic (or AP equivalent)
2. Fluency in a second language, as demonstrated by a year of coursework at the intermediate level (or AP equivalent) or graduation from a non-English language secondary school.

Transfer students should take note that election requires a minimum of 16 courses taken at Colgate for a grade, not under the S/U option.

For questions, contact Professor Jason Meyers, Associate Professor of Biology, President, Eta Chapter, Phi Beta Kappa.

Other national honorary societies Colgate also has a chapter of the national honor society of *Phi Eta Sigma* for first-year students.

Honor societies in specific disciplines include

Lambda Alpha (Anthropology)
Beta Beta Beta (Biology)
Eta Sigma Phi (The Classics)
Omicron Delta Epsilon (Economics)
Gamma Theta Upsilon (Geography)
Delta Phi Alpha (German)
Phi Alpha Theta (History)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Alpha Kappa Delta (Sociology)

Other Awards and Prizes

The university presents many awards, prize scholarships, and fellowships in recognition of exemplary academic achievement.

Africana and Latin American Studies

The Caribbean Studies Award — awarded by the program to the student with the highest grade point average in Caribbean studies courses, to be used for the purchase of books related to this field of study.

The OAS Award for Excellence in Latin American Studies — awarded by the program to the student with the highest grade point average in Latin American studies courses, to be used for the purchase of books related to this field of study.

The Arthur Schomburg Awards for Excellence in African Studies and in African American Studies — awarded by the program to the student with the highest grade point average in African / African American studies courses, to be used for the purchase of books related to this field of study.

Art and Art History

The Fitchen Award for Excellence in Art and Art History — awarded by the department to an outstanding art and art history major.

The Harriette Wagner Memorial Award — established in 2004 by Professor Joseph Wagner, created in memory of Harriette Zeppinick Wagner. The award will be given annually to the senior art and art history major whose work exemplifies the way visual arts enrich the spirit and express the dignity of human beings.

Asian Studies

The Award for Excellence in Area Studies (South Asia, China, Japan, Pan-Asia) — awarded by the program to students on the basis of outstanding

academic performance in coursework taken within the major.

Athletics

The Director of Athletics Award — presented to a student-athlete who has proven leadership ability, outstanding athletics achievement, accomplished excellence in the classroom, and provided service to the institution.

Donna Carter Memorial Fund — established in 1979 to recognize athletic and academic achievement in women and swimmers. The annual award is named for an outstanding swimmer and member of the class of 1980 who died in a rock climbing incident June 20, 1979, near Basel, Switzerland.

The Gottesman Award for Excellence in the Sciences and Athletics — established by Dr. Robin I. Gottesman, this award is given to the senior student-athlete who has excelled both as a science major and in athletics, and plans to attend graduate school in the sciences.

The Joseph Huther Prize — established to provide awards to two senior intercollegiate athletes, one male and one female.

The John T. (Jack) Mitchell Memorial Award — awarded by the athletic department in memory of Jack Mitchell, a member of the biology faculty from 1975 to 1996 and an avid supporter of Colgate athletics. The award is given to the graduating student-athlete with the highest grade point average.

Team Academic Excellence Award — awarded by the athletic department to a men's and women's team whose members demonstrate exceptional dedication to academics.

The Thomas M. Wilson '67 Memorial Endowed Leadership Award — established in 1995 by friends and family in memory of Thomas M. Wilson '67 to provide an appropriate prize for one or more students. The prize(s) are given to superior senior scholar-athletes, in high academic standing, who have demonstrated excellence in responsible leadership both with their teams and in the Colgate campus and community. Preference is given first to football players, then to other scholar-athletes. Preference also is given to scholar-athletes in the fraternity/sorority system.

Biology

The Oswald T. Avery Award — awarded by the department in honor of Dr. Oswald T. Avery, who graduated in the class of 1900 and subsequently made major research discoveries in molecular biology at the Rockefeller Institute. The award is given each year to one or more senior majors in molecular biology chosen by the faculty on the basis of academic achievement, academic

development, research project, and departmental service.

The Raymond J. Myers Award — awarded by the department in honor of Professor Raymond J. Myers, who taught biology at Colgate from 1934 to 1972. The award is given each year to one or more senior majors in biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Christopher Oberheim Memorial Award — established as an award for a biology student chosen by the faculty on the basis of showing great promise in research, as evidenced by previous work. When the fund becomes large enough, income will be awarded to support a summer research stipend.

Chemistry

The Haskell Schiff Memorial Prize — established in 1962, given to that member of the first-year class who seems to show the most promise for a career in physical chemistry.

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Lawrence Chemical Prizes — established in honor of G.O. Lawrence of Buenos Aires by Dr. Joseph Frank McGregory, professor of chemistry 1883–1929, and awarded to two students for excellence in chemistry. The *Elmer R. Trumbull Endowment*, established in 1985 through the generosity of Elmer R. Trumbull, Professor of Chemistry at Colgate University, supports the Lawrence Prize.

The McGregory Fellowship in Chemistry — established by a bequest of Dr. Joseph Frank McGregory, professor of chemistry 1883–1929, and awarded annually to a member of the graduating class or to an alumnus of not more than two years' standing, who is considered most worthy. The holder of this fellowship shall continue the study of chemistry for the doctoral degree and may be reappointed annually until receiving the degree; however, he/she shall not, ordinarily, hold the fellowship more than three years.

The Roy Burnett Smith Prize in Chemistry — established in 1959 in honor of the late Professor Roy B. Smith, a member of the Department of Chemistry 1899–1940. Made possible by a fund provided by the Alpha Nu Chapter of Alpha Chi Sigma, together with contributions from interested alumni, the award is made annually at the discretion of the department to a student majoring in chemistry.

The Thurner Prize — established by Professor Emeritus Joseph J. Thurner to encourage research by chemistry students, and awarded annually for the best honors thesis or equivalent paper based on laboratory or other research, written by a senior major in chemistry and/or biochemistry.

The American Chemical Society's Division of Organic Chemistry Undergraduate Award in Organic Chemistry — established by the American Chemical Society's Division of Organic Chemistry to recognize a senior student who displays a significant aptitude for organic chemistry and to encourage further interest in the field.

The American Chemical Society's Division of Analytical Chemistry Undergraduate Award in Analytical Chemistry — established by the American Chemical Society's Division of Analytical Chemistry to encourage student interest in analytical chemistry and to recognize students who display an aptitude for a career in the field.

Classics

The Newton Lloyd Andrews Prize — established in 1926 by Charlotte H. Andrews in memory of her husband, Newton Lloyd Andrews, a member of the class of 1862, to support the study of the art and monuments of ancient Greece and Italy, Gothic architecture, or Renaissance painting.

The J. Curtiss Austin Latin Prize — established in 1961 by former students of Dr. J. Curtiss Austin as a memorial to his 40 years on the Colgate faculty, and awarded by the Department of the Classics to the student whose performance in Latin has been the most outstanding.

The Award for Excellence — awarded annually to that first-year or sophomore student who shows the best promise in a course in Latin or Greek and who achieves the best record among his/her peers in Latin or Greek.

The Baldwin Greek Prize — established for the sophomore class by D.P. Baldwin, LL.D., class of 1856, for the examination in writing upon some author, or work of an author, read by the class. No student may compete unless his/her standing in all departments averages at least B (3.00). The award is made by a committee not associated with the university.

Computer Science

The Award for Excellence — awarded by the department to a student on the basis of outstanding academic performance in coursework taken within the department.

The Laura Sanchis Award for Excellence in Research — awarded by the department to a student on the basis of outstanding research performed within the department.

The Award for Outstanding Contribution to the Computer Science Community — awarded by the department to a student who has made outstanding contributions to the students and faculty in computer science. This may reflect outstanding work as a laboratory tutor and monitor, work on developing software used by students and faculty, work on maintaining the hardware and software in the computer science laboratories, or academic leadership in the department.

The Edward P. Felt '81 Memorial Prize Fund in Computer Science — established in 2001 by family, friends, classmates, and professors. This is an annual prize created in memory of Ed Felt '81, who died aboard the September 11, 2001, flight that went down in western Pennsylvania. This prize shall be awarded with first preference given to a student or students who exhibit excellence in the field of computer science.

East Asian Languages and Literatures

The Award for Excellence in Chinese Language — awarded by the department to the student with the highest achievement in the Chinese language.

The Award for Excellence in Japanese Language — awarded by the department to the student with the highest achievement in the Japanese language.

The Mori Family Awards for Excellence in Japanese Language — established in 2000 by Jun Mori SF '84, awarded annually to outstanding students from each of the four levels of instruction in Japanese and to the winners of the annual Central New York Japanese Speech Contest.

Economics

The Chi-Ming Hou Award for Excellence in International Economics — established by past and present department members in honor of the late Chi-Ming Hou, who was a member of the Colgate economics department from 1956 to 1991, for outstanding achievement in international economics.

The Marshall-Keynes Award for Excellence in Economics — awarded by the department to the senior with the strongest, sustained performance in analytical economics and on the basis of the comprehensive examination.

The J. Melbourne Shortliffe Prizes — established in honor of the late J. Melbourne Shortliffe, chair

of the economics department emeritus, and awarded to outstanding graduating seniors who have majored in economics.

Educational Studies

The Award for Excellence in Childhood Education — awarded by the department for excellence in elementary student teaching.

The Award for Excellence in Adolescence Education — awarded by the department for excellence in secondary student teaching.

The Charles H. Thurber Award — named after the first professor of pedagogy at Colgate (1893) and awarded by the department to an outstanding senior major.

English

The Allen Prizes in English Composition — established by the Rev. Dr. George K. Allen, a member of the class of 1870, in memory of his wife, Hattie Boyd Allen — two prizes in English composition.

The Jonathan H. Kistler Memorial Curricular Innovation Fund in English — established in 1996 by Harry F. Lee '57 to support and nurture new curricular and pedagogical ideas within the English department.

The Lasher Prize — established as an award to a member of the junior class in recognition of outstanding talent.

The Lasher Prize for Distinction in English Composition — established by the Rev. Dr. George W. Lasher, a member of the class of 1857, and awarded for distinction in the various types of writing.

The Howard W. and Anne T. Pike Memorial Prize — established in 1993 by William R. and Gloria Pike in memory of Howard W. and Anne T. Pike and awarded annually to a graduating senior for outstanding achievement and contribution to the University Theater program.

The Scott Saunders Prize for Excellence in Literature — established in memory of Scott Saunders '89, and awarded annually to a senior major in English who participated in the Colgate London English Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

Environmental Studies

The Award for Excellence in Environmental Studies — awarded annually to the environmental studies student who has demonstrated excellence in academics and in service to the environmental studies community.

Film and Media Studies

The Film and Media Studies Award — awarded for outstanding achievement in film and media studies.

Geography

The Peter Gould Award in Geography — awarded by the department to a senior geography major who has enriched the geography community through exemplary leadership, service, and achievement.

The Shannon McCune Prize in Geography — awarded by the department to the senior geography major who has been judged by the department's faculty to demonstrate outstanding academic merit and promise.

The Kevin Williams '10 Endowed Memorial Fellowship Award — established in 2012 by his parents, Richard and Carolyn Williams, and his family and friends, in memory of Kevin Williams '10, to provide stipend support for one or more geology and/or geography majors to study abroad.

Geology

The Award for Excellence in Geology — awarded annually by the department to the student who best demonstrates a combination of excellence in the classroom and creativity and perseverance in research.

The Robert M. Linsley Prize for Excellence in Geology — awarded mid-way through the junior year to a rising senior who has demonstrated the promise and potential for leadership and excellence in earth science scholarship and research. The prize is to be given by consensus of the geology department faculty, who may choose not to award it if no suitable candidate is found. It is to be used at the awardee's discretion to do field work or other research, or to attend scientific meetings to present research or interview and make contacts for graduate school, or to cover costs of summer field camp or special field trips. It is intended for someone who plans to pursue earth sciences as a career. In selecting the awardee, emphasis is to be placed on a balance of leadership, research, and communication/teaching interests, in Bob's spirit. In case of no clear candidate among several, preference is to be given to student with an interest in paleontology, historical geology, and stratigraphy/sedimentation.

The Norma Vergo Prize in Geology — established as an award to a geology major who, as determined by the faculty of the geology department, significantly contributes to the spirit of excellence among fellow students in the department.

The Kevin Williams '10 Endowed Memorial Fellowship Award — established in 2012 by his parents, Richard and Carolyn Williams, and his family and friends, in memory of Kevin Williams '10, to provide stipend support for one or more geology and/or geography majors to study abroad.

German

The Valentine Piotrow German Prizes — established in 1907 by Valentine Piotrow, two awards for excellence in German.

Health Sciences

The Bernard and Sydell Citron Pre-Medical Scholastic Prize — established in 1964. The income from this fund, but not less than \$250 annually, is to be paid to the graduating pre-medical senior who has been accepted in a medical school and who has attained the highest scholastic standing among all the pre-medical students graduating that year.

History

The Award for Excellence in History — awarded by the department to the student judged by the faculty to demonstrate outstanding merit, perseverance, and promise on the basis of work done in the department.

The History Honors Award — awarded annually by the department to a senior major in recognition of a distinguished thesis in history.

The Douglas K. Reading Prize — established in 1999 by Emily R. (Janie) Reading, in memory of her husband, Douglas K. Reading, professor of history from 1938 to 1980. The Reading Prize is awarded annually to an outstanding junior or senior major, with preference to a student of modern European history, Russian history, or ancient or medieval history.

The Scott Saunders Prize for Excellence in History — established in memory of Scott Saunders '89 and awarded annually to a senior major in history who participated in the Colgate London History Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

International Relations

The Paul O. Stillman '55 Award — established by Paul O. Stillman of the Class of 1955, created in appreciation of the political science department for his experiences as a student and in honor of his 50th Reunion, given annually with preference to an outstanding senior(s) majoring in international relations.

Jewish Studies

The Jewish Studies Award — awarded by the program to an outstanding student of Jewish studies for continuing study in the field.

Lesbian, Gay, Bisexual, Transgender, and Queer Studies

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Award for Academic Excellence, in honor of Marilyn Thie — awarded by the program to a senior, on the basis of completion of the minor or three or more courses, a GPA of 3.30 or higher, and significant scholarly achievement in LGBTQ studies.

Liberal Arts Core Curriculum

The Liberal Arts Core Curriculum Prizes — awarded by the program to the authors of the best papers/projects done by a student in each of four components of the Liberal Arts Core Curriculum, as determined by a faculty committee. The winning papers/projects are evaluated on their scholarship, originality, and excellence.

Mathematics

The Allen First-Year Mathematical Prize — established in 1912 by the Reverend George G. Allen, D.D., class of 1870, in memory of his brother, Charles G. Allen. This prize is awarded for excellence in mathematical work throughout the student's first year.

The Edwin J. Downie '33 Award for Mathematics — established in 2002 by Lydia Downie and family, created in memory of Edwin J. Downie '33, professor of mathematics *emeritus*. This award will be given annually to a senior majoring in mathematics who has made outstanding contributions to the mathematics department through exemplary leadership, service, and achievement.

The Osborne Mathematics Prizes — established in honor of Professor Lucien M. Osborne, Class of 1847, by 10 alumni and friends of the university, for any student who maintains a high average in mathematics courses in the junior year.

The Sisson Mathematics Prizes — established by former students of the Colgate Academy to perpetuate the name of Eugene Pardon Sisson, a teacher of mathematics in the academy 1873–1912. Any student who maintains a high average in the sophomore mathematics course is eligible to compete in the prize examination.

Medieval and Renaissance Studies

Award for Excellence in Medieval and Renaissance Studies — awarded by the program for excellence in medieval and Renaissance studies.

Middle Eastern and Islamic Studies

Award for Excellence in Middle Eastern and Islamic Studies — awarded to the graduating senior who has excelled in Middle Eastern and Islamic Studies.

Music

The Class of 1909 Music Prize — established at the 40th reunion of the class and awarded by the department to “the person who has, during the year, contributed the most to the advancement of the standards of musical performance on the campus.”

The Donald Lloyd Cotton '36 Endowed Prize — established in 2002 by the Cotton family to provide a prize for one or more outstanding student musician(s). Recipient(s) are eligible to submit a proposal for an additional grant that provides financial support for the furtherance of the student's music education. The grant may be used to cover expenses such as the purchase of musical instruments or relevant equipment, private music lessons, music research projects, summer music school, or music festival participation. Grants are awarded based on the merit of the written proposal, demonstrated musical talent, and participation in music department programs.

The Felix Eyle Memorial Prize in Music — established in 1991 by Mrs. Felix Eyle to provide an annual award to an outstanding violin student at Colgate. The recipient is chosen by the faculty of the music department solely on the basis of talent, not financial need. The student will be featured during a normally scheduled concert.

The Robert G. Ingraham Memorial Music Prize — established as an annual award to the graduating senior who, in the judgment of the president, dean, chair of the Department of Music, and director of CSLI, did the most to promote and stimulate good music as an undergraduate by voluntary activity, leadership, performance, or participation in the band, orchestra, choir, glee club, or any other musical endeavor, individual or group.

The Lorey Family Senior Music Prize — established in 2012 by Evan Lorey and Paul Schupf, in memory of Wilhemine and Fred Lorey, and awarded annually to one or more senior majors in music. This award will benefit talented students who excel in the history, theory, and composition of music.

Native American Studies

The Award for Excellence in Native American Studies — awarded by the program for excellence in Native American studies.

Neuroscience

The William E. and Nellie K. Edmonston Neuroscience Award — awarded annually to the senior neuroscience major(s) who, in the course of pursuing the major, demonstrate(s) academic excellence, a noteworthy dedication to the field of neuroscience, and an outstanding quality of intellectual curiosity.

Peace and Conflict Studies

The Dag Hammarskjöld Prize in Peace and Conflict Studies — awarded by the program to the student chosen by the peace and conflict studies advisory committee from among students with a major or minor or who have taken at least two courses, in peace and conflict studies, given on the basis of outstanding work in the program and usually judged on one specific written work.

The Sterling Prize — established in 1988 by his classmates, family, and friends in honor of John F. (Jay) Sterling '68, to recognize excellence in international studies and a personal commitment to peaceful cooperation among nations. The prize is awarded annually to a Colgate student whose academic work in international economics, politics, or culture exemplifies Jay Sterling's spirit of endless curiosity, university interest, and constructive work.

The Clarence Young Award — awarded by the program using funds established by wife Virginia B. Young and brother Burton O. Young in memory of Clarence W. Young, a member of the psychology department from 1929 to 1971. Established as an award for academic excellence in peace and conflict studies.

Philosophy

The Balmuth Award for Philosophical Engagement — established as an award in honor of Jerome Balmuth for the student who, in the judgment of the department, best exemplifies Jerry's love of philosophy and cultivation of philosophical community at Colgate.

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have performed exceptional work in philosophy and/or religion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

The Raphael Lemkin Prize — established in 1991 to honor the memory of Raphael Lemkin (1901–1959), survivor of the Holocaust and professor on international law, who first coined the word "genocide" and who inspired the United Nations' Convention on Genocide. Awarded for the best essay dealing with an issue, principle, or concept related to Dr. Lemkin's concerns and reflecting his ideals, as determined by the chair of the department and/or the chair's appointed committee of three faculty members. All prize participants must read the biography of Raphael Lemkin provided to them by the department.

The Robinson Essay Prize — established by the children and grandchildren of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Physics and Astronomy

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Physics and Astronomy Alumni Awards — awarded by the department to those students majoring in physics and astronomy, who, in the opinion of the department, have made the most significant progress in the study of their major subject and the relations of this science to other fields of learning.

The Physics and Astronomy Department Founders Award — awarded periodically by the department to a senior who has demonstrated four years of outstanding progress and development of his or her understanding of physics or astronomy.

Political Science

The Dr. William L. Boyle Jr. Award — established by Dr. William L. Boyle Jr. of the Class of 1955, a longtime college president, who majored in political science at Colgate, to be given annually for academic excellence to a junior political science major, with any additional funds generated underwriting operating expenses of the political science department.

The Politics and Citizenship Award — for the member of the senior class who best exemplifies the spirit of and commitment to public service and political participation, as demonstrated by classroom participation and co-curricular activities. This is not an annual award. Rather, this award will be given only when a student exhibits the above qualities to a very high degree.

The Herbert J. Storing Memorial Award — established as an annual award to a senior political science major for superior academic achievement.

Psychology

Kevin Carlsmith Prize — in recognition of an outstanding senior interested in social, personality, or clinical psychology.

The Sarah Kulkofsky Award — established by the family and friends of Sarah Kulkofsky '02, to be awarded each year to an outstanding senior interested in cognitive or developmental psychology.

The Phil R. Miller Prize — established by the parents of Lt. Phil R. Miller '41, who lost his life in the service of his country in World War II, and awarded to a junior or senior psychology major demonstrating unusual interest in and capacity for work in psychology.

The Service Award in Psychology — awarded by the department for outstanding contributions to the psychology department through exemplary leadership, service, and achievement.

Public Speaking and Debate

Class of 1884 Public Speaking Prize — established in 1884 to offer a prize for debate.

Kingsford Prizes in Public Speaking — established in 1881 by Thompson Kingsford for prizes in public speaking.

Lewis Oratory Prize — established in 1867 by Professor John James Lewis in memory of George W.M. Lewis for the orator who excels in the composition and delivery of an original oration.

George E. Stevenson Prize — established in 1920 by Commander George E.T. Stevenson for a prize in extemporaneous speaking.

Religion

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have performed exceptional work in philosophy and/or religion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

The Raphael Lemkin Prize — established in 1991 to honor the memory of Raphael Lemkin (1901–1959), survivor of the Holocaust and professor on international law, who first coined the word “genocide” and who inspired the United Nations’ Convention on Genocide. Awarded for the best essay dealing with an issue, principle, or

concept related to Dr. Lemkin’s concerns and reflecting his ideals, as determined by the chair of the department and/or the chair’s appointed committee of three faculty members. All prize participants must read the biography of Raphael Lemkin provided to them by the department.

The Robinson Essay Prize — established by the children and grandchildren of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Romance Languages

The Award for Excellence in French Studies — awarded in recognition of consistently outstanding performance in French.

The Award for Excellence in Italian Studies — awarded in recognition of consistently outstanding performance in Italian.

The Award for Excellence in Spanish Studies — awarded in recognition of exceptional contributions to the life of the Spanish program within the Department of Romance Languages and Literatures.

The Charles A. Choquette Memorial Prize — established by the family of Charles Choquette, professor of French and Spanish from 1927 to 1967 and chair from 1953 to 1962. This prize is awarded to one or more students for excellence in French language and literature.

David B. Jutten Prize for Romance Languages — established in 1914 for a prize for excellence in Romance languages.

Russian and Eurasian Studies

The Robert L. Murray Award in Russian and Eurasian Studies — awarded by the department for excellence in Russian and for demonstrating high intellectual standards and originality in Russian and Eurasian studies at Colgate.

The Anton Chekhov Prize — awarded by the department for excellence in Russian and for demonstrating high intellectual standards and originality in Russian and Eurasian studies at Colgate.

The Richard Sylvester Award for First-Year Students — awarded by the department to a first-year student who has demonstrated superior progress and promise in Russian and Eurasian studies.

Sociology and Anthropology

The Award for Excellence in Sociology and Anthropology — awarded by the department to a student on the basis of outstanding academic performance in coursework within the department.

The Ramshaw Service Award — awarded by the department using funds established by Warren C. and Molly Ramshaw in 1993. Warren Ramshaw taught in the Department of Sociology and Anthropology from 1961 to 1992. The award is presented to an undergraduate student in recognition of outstanding community service and academic achievement.

Women's Studies

The Elizabeth Cady Stanton Award — awarded by the program to a graduating senior who has demonstrated active leadership in improving the status of women on campus and in the community. Elizabeth Cady Stanton was a serious intellectual, social critic, and writer, as well as an activist committed to creating a world of equality and justice for women and men.

The Women's Studies Award for Academic Excellence — awarded by the program to a senior major in women's studies on the basis of the highest grade point average within the Women's Studies Program.

Writing and Rhetoric

The Joseph '63 and Carol Trimmer Awards for Excellence in Expository Writing — established as prizes to be awarded by the Department of Writing and Rhetoric.

The Trimmer Senior Scholar Award for Outstanding Achievement in Writing and Rhetoric — established as a prize to be awarded by the Writing and Rhetoric department to a senior for being an exceptional scholar and citizen in the discipline of Writing and Rhetoric.

Other Awards

The Class of 1997 Award — a permanent endowed fund established by the Class of 1997 to provide financial assistance for one or more graduating seniors. Preference is given to a candidate pursuing a graduate level degree.

The George W. Cobb Awards — awarded from a fund established by the late George W. Cobb, Class of 1894, is used to recognize outstanding achievement by undergraduates. No fewer than 10 nor more than 20 awards are made annually to those students who, *during the college year immediately preceding the award*, shall have demonstrated qualities of outstanding leadership and influence among their fellow students and shall have exercised effective influence in bringing to the college students of the highest character and personal qualities. The recipients of these awards are to be known as the George W. Cobb Fellows.

The Colgate Alumni Corporation 1819 Award — given annually to the senior whose character, scholarship, sportsmanship, and service to others best exemplify the spirit that is Colgate. The 1819 Award is the most selective and prestigious award Colgate University bestows upon a graduating senior.

The Colgate Professional Writers' Award — juried prize that recognizes and encourages outstanding nonfiction writing by undergraduates.

The Charles A. Dana Scholars — selected each spring in recognition of superior academic achievement as well as demonstrated leadership in the college community. This is a significant academic award, perhaps the most significant after Phi Beta Kappa. Seniors, juniors, and sophomores are eligible for the awards, established by Charles A. Dana in 1965.

The Dean's Community Service Awards — conferred on the individual or student group that conducted outstanding community service during the school year.

The Dodge Prizes — established by Ebenezer Dodge, D.D., LL.D., president of the university 1868–90, and awarded to the two first-year students who achieve the highest academic record during the first year of their college career, as determined by their grade point averages.

The Adam Clayton Powell Jr. '30 Award — recognizes seniors who have made outstanding contributions to Colgate and, in the process, enriched the life of the student community of color.

The Professor Daniel H. Saracino Endowed Fund for Phi Beta Kappa — established in 2000 by an anonymous donor, created in honor of Daniel H. Saracino, Charles A. Dana Professor of mathematics, to support the work of the Colgate chapter of Phi Beta Kappa. An award will be given annually to the graduating senior with the highest grade point average among those elected to Phi Beta Kappa. In addition, as many as two prizes per year may be awarded at the discretion of the chapter in recognition of specific scholarly or creative projects that are of exceptional merit.

The Edward M. Stimets Memorial Award — conferred on the student who, in the judgment of the dean of the faculty, the dean of the college, the dean of first-year students, and the president of the Student Government Association, contributed the most to Colgate in his or her first year.

The Dr. Leo H. Speno '26 Endowed Prize Fund — established in 1983 by Mr. and Mrs. Frank Speno '56 and Mr. and Mrs. Robert E. Brown, in memory of their father, Dr. Leo H. Speno '26. This prize will be awarded annually to as many as four seniors who meet at least two of the following criteria: above-average GPA, member of a varsity

athletic team, member of a fraternity or sorority, involved in the religious life of the university, involved in service activities in the Colgate and/or Hamilton communities. Special preference will also be given to students who meet the criteria and have demonstrated an interest in pursuing a career in the medical sciences.

The Jewish Student Life Award — awarded by the program for outstanding Jewish student leadership.

Office of National Fellowships and Scholarships

The Office of National Fellowships and Scholarships (ONFS) advises and prepares students and alumni in their pursuit of nationally and internationally competitive external fellowships, scholarships, and grants.

Through the process of applying for any award, students and alumni engage in deep reflection about their intellectual, personal, and professional goals, along with developing their critical thinking, writing, and presentation skills. The Assistant Dean for Fellowship Advising closely advises and supports students and alumni who are seeking Colgate's nomination for fellowships that require it. For these nomination-based awards, the Dean and faculty committees are involved in the review and evaluation of applicants for nomination and the further mentoring of nominees. Students and alumni pursuing fellowships which do not require nomination also stand to benefit from the Dean's advice and support and are welcome and encouraged to work with ONFS on these applications. All interested students and alumni should contact ONFS well in advance of the deadline to begin the advisement and application process.

The fellowships, scholarships, and grants for which Colgate prepares students and alumni include: Rhodes Scholarship, Marshall Scholarship, Gates Cambridge Scholarship, Mitchell Scholarship, Churchill Scholarship, US Student Fulbright Grant, Thomas J. Watson Fellowship, Goldwater Scholarship, Truman Scholarship, Udall Scholarship, Beinecke Scholarship, St. Andrew's Society of the State of New York Scholarship, Carnegie Endowment for International Peace Junior Fellows Program, Schwarzman Scholarship, Boren Scholarship and Fellowship, Paul and Daisy Soros Fellowship for New Americans, DAAD Scholarships

and Grants, Critical Language Scholarship, Pickering Undergraduate and Graduate Fellowship, Humanity in Action Fellowship, National Science Foundation Graduate Research Fellowship, Fulbright UK Summer Institutes, Fulbright-National Geographic Digital Storytelling Fellowship, and Scoville Fellowship.

Career Services and Postgraduate Planning

The Center for Career Services supports Colgate University's mission by helping students to translate their liberal arts education into a lifetime of meaningful careers. Career services offers opportunities for students to assess their interests, skills, and values; to explore the world of work through hands-on experiences; and to learn life skills necessary to attain their career goals.

Programs, Services, and Special Seminars

Career services provides students with expert advising, career exploration programs, and skills-based workshops designed to increase their understanding of their passions and interests and how these relate to the world of work. Career exploration is an integral part of the career development process; the center's programs offer many dynamic opportunities for students to connect with alumni, staff, faculty, and others to learn about and discuss interests and goals. Through the career center's EMBARC model, students are guided through the creation and execution of an active career attainment strategy.

The Stanley Newell Kinney Career Library collection includes a wide array of print resources including information about a variety of career paths, industries, and job search strategies. The center's web page includes information on career fields, internships, employment, graduate/professional schools, and scholarships.

Appointments may be arranged by calling 315-228-7380.

Services

- Individualized industry-specific advising and walk-in appointments
- On- and off-campus recruiting
- Graduate and professional school advising
- Career assessment resources

Résumé- and cover letter-writing assistance
iCAN (Alumni Career Advisory Network)
Credentialed files to hold letters of
recommendation
Mock interviews
On-campus recruiting

Programs

A Day in the Life (winter break career-
exploration shadowing program)
Investment Studies Program
Internship Banquet
Immersion trips
Industry-specific bootcamps
Off-campus recruiting events in Boston, Los
Angeles, New York, and Washington, D.C.
On-campus recruiting
Real World Series
Sophomore connections

Seminars, Workshops, and Job Fairs

Career information sessions presented
on campus
Careers in the sciences, medicine, law, and
health panels
Graduate and professional (law, business,
health) school panels
Grant-writing course (co-sponsored with
the COVE)
General Assembly Business Accelerator
Job search skills series
Michael J. Wolk '60 Conference on Medical
Education (every two years)
Pre-law information sessions
Robert A. Fox '59 Management & Leadership
Skills Program

Internships and Summer Learning Experiences

Career services works closely with students to help them locate and apply for summer learning experiences. The career services' web page links to *naviGATE*, a database containing thousands of internship listings. In many cases, the staff works closely with students to help them develop their own summer learning experiences by researching and networking with potential sponsors.

The Internship Credit Program allows matriculated students who have completed at least one semester at Colgate, but have not yet completed their degree requirements, to earn academic credit for internships under the following circumstances. Students must apply to the Center for Career Services prior to the beginning of the internship for approval to earn academic credit. To be eligible for credit, the internship must entail a minimum of 120 work hours and the employer must require the

award of academic credit as a condition of hiring. Approved internships carry 0.05 course credit and are graded on a Pass/Fail (P/F) basis only; students may complete a maximum of four unique internships, for a total of 0.20 credits. Internship credit appears on the transcript with a subject code of INTR and a course number corresponding to the student's class level. Students may not apply internship credit toward the requirements for the degree, including the completion of a minimum of 32 course credits. For additional information on internship requirements and approval, contact Career Services at 315-228-7380 or visit colgate.edu/careerservices.

The *Summer on the Cuyahoga*, sponsored by the Colgate Club of Cleveland, is a unique initiative designed to bring between 10 and 15 Colgate undergraduates to Cleveland each summer for challenging paid internships, civic engagement, alumni connections, and social events to introduce them to the professional, civic, and personal offerings in northeast Ohio.

The *Career Services Internship Fund* offers grants in support of unpaid or low-paid internships, research, and community services.

The *Caroline E. Conroy '10 Endowed Fellowship* provides financial assistance to one or more Colgate students who are participating in unpaid/underpaid internships relating to psychology.

The *Class of 2015 Endowed Internship* provides financial assistance for one or more Colgate student interns.

The *Galvin Family Endowed Fellowship* provides financial support to one or more Colgate students who qualify for need-based financial aid.

The *John A. Golden '66 Endowed Fellowship* provides financial support for four or more Colgate students for a summer internship. Juniors who plan to pursue a graduate law degree or first-years, sophomores, or junior who plan to pursue a graduate medical degree may apply. Students must maintain a 3.5 GPA to be eligible.

The *Aaron Jacobs '96 Memorial Fund* provides stipend support for one or more Colgate students who wish to intern in the financial or business fields. Preference will be given to students who would not otherwise be able to complete an internship due to financial constraints.

The *David M. Jacobstein '68 and Cara Jacobstein Zimmerman '97 Endowed Fellowship* provides financial support for one or more Colgate students who wish to undertake a public interest summer internship in fields such as law or politics and qualify for need-based financial aid.

The *Bernt '82 and Maria Killingstad Endowed Fellowship* provides financial support to one or more Colgate students who qualify for need-based financial aid.

The *Manzi Fellowship*, established in 1995 by Colgate trustee emeritus Jim P. Manzi '73, annually provides summer stipends to 12 or more Colgate students who perform summer-long community service internships at participating non-profits in the Boston, Massachusetts area. Sponsoring organizations include Boston Healthcare for the Homeless, Camp Harbor view, Facing History and Ourselves, Heading Home, Inner City Weightlifting, Julie's Family Learning Program, McLean Hospital, Women's Lunch Place, and Boston Rescue Mission.

The *Milhomme International Internships* are designed for rising sophomores, juniors, and seniors who want to enhance their cultural competency and gain career experience by means of an internship. Internships must provide practical, pre-professional experience in a business environment, and be outside the U.S.

The *Merrill Miller Endowed Fund* provides financial assistance to Colgate sophomores, juniors, or seniors who are participating in an unpaid internship in a health or other science-related field.

The *Music and Youth Fellowship*, established in 2011 by Gary Eichhorn '75 and Joan Eichhorn P '05, provides current students an opportunity to work in nonprofit youth development organizations in the Boston area over the summer months. Students partner with local organizations to teach vibrant music programs as a vehicle of developing self-confidence and self-esteem.

The *Arthur Watson Jr. '76 Endowed Fund for Career Planning* provides financial assistance to Colgate first-years or sophomores who wish to pursue an unexplored passion or interest that may lead to a fulfilling career.

Career Opportunities

Recruiting Employer partners recruit Colgate students to fill a variety of career positions in diverse areas such as advertising, communications, finance, the arts, science and research, health, business, government, law, consulting, social change, human services, education, and more. Students may access internship and entry-level job postings on *naviGATE*, career services' online recruiting database. Employers with whom Colgate has a formalized recruiting relationship are known as Colgate Premier employers.

iCAN: The Alumni Career Advisory Network Online searchable database of alumni who assist students with career advice, internship and job strategies, networking, and informational interviews. Colgate's alumni help students make important connections to the world of work. iCAN is available to students after completing a few small preparation steps with a career adviser. Graduates have immediate access to iCAN.

Publications Career services publishes guides to résumé and cover-letter writing, interviewing, applying to graduate school, and finding summer learning experiences, among others. Guides, handouts, and online workshops can be found on our web page: colgate.edu/careerservices.

Graduate and Professional School Study

Career services works closely with faculty and academic departments to support students' efforts to gain acceptance into graduate programs in the arts, sciences, and humanities, as well as into the full range of professional schools. Colgate's pre-law adviser, a member of the career services staff, guides and advises students through the law school application process.

Preparation for the Health Sciences Colgate's Health Sciences Advisory Committee (HSAC) is composed of faculty members who counsel students planning for careers in the health professions. The committee believes it is important that students

receive complete and accurate information related to planning careers in the health professions. Admission into professional schools in the health sciences is highly competitive. The HSAC provides support for students beginning at first-year orientation and continuing through the application and interview process. Committee members also prepare letters of recommendation for students applying to health science professional school. For more information, contact the Health Sciences Advising Office, 115 Wynn Hall, 315-228-7340.